

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

Thursday, October 15, 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. INTRODUCTION
 - A. ROLL CALL
 - 1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
 - a. LEGAL
 - 1. Pending or contemplated litigation matters and status report
 - 2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act
 - b. PERSONNEL
 - 1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
 - 1. Consider Recommendation for Designation of Hearing Officer in Level 3 Employee Grievance: Bridget Y. Smith (Class Action)
 - 2. Consider Recommendation for Designation of Hearing Officer in Level 3 Employee Grievance: Andrea Jackson
 - 3. Draft Superintendent Goal Review
 - 4. Superintendent Evaluation Timeline 2020-2021
 - c. REAL ESTATE
 - 1. Deliberation regarding the purchase, exchange, lease or value of real property
 - d. ECONOMIC DEVELOPMENT
 - 1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations
- 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. BISD Recognitions
 - B. PUBLIC COMMENTS
 - C. STUDENT OUTCOMES
 - 1. Superintendent's Report
 - 2. Cabinet Report
 - a. House Bill 3 and SGS Board Goals, Guardrails and Theory of Action - Dr. Anita Frank, Assistant Superintendent for Elementary Administration
 - D. INFORMATION ITEMS



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Update on Personnel Activities

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

Additional Presenter(s): N/A

Executive Summary: Attached is a listing of newly hired and separated employees for September 2020

Recommendation: Informational Item Only

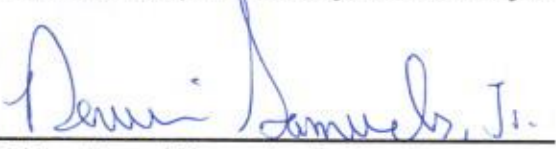
Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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


Cabinet Level Presenter's Signature


Date

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

Date

General Counsel's Signature

Date

New Employee Assignment Report
Hiring Date Range: 09-01-2020 through 09-30-2020

Campus/Department	Assignment	Employee Name	Start Date
ELEMENTARY SCHOOLS			
Bingman Pre K	Head Start Aide	Anita Davis	9/28/2020
Bingman Pre K	Teacher Elementary School	Kiana Charles	9/3/2020
Bingman Pre K	Teacher Elementary School	Jaden Sutton	9/8/2020
Caldwood Elementary School	Special Education Aide	Maria Maldonado	9/16/2020
Charlton-Pollard Elementary	Campus Program Coordinator-Save Our Child	Tiffany Perez	9/28/2020
Curtis Elementary School	Physical Education Aide	David Ryan	9/24/2020
Curtis Elementary School	Special Education Aide	Makayla Savoy	9/8/2020
Dishman Elementary School	District Aide	Yoselyn Torres	9/28/2020
Fletcher Elementary School	Teacher Elementary School	Larry Hyatt	9/28/2020
Homer Elementary School	District Aide	Robbie Anderson	9/2/2020
Homer Elementary School	Teacher Elementary School	Gregory Broussard	9/28/2020
Jones-Clark Elementary School	Teacher Elementary School	Joanie Scott	9/10/2020
Martin Elementary	Teacher Elementary School	Jerome Delafosse	9/28/2020

Campus/Department	Assignment	Employee Name	Start Date
MIDDLE SCHOOL			
King Middle School	Clerk Assistant Principal	Melissa Jolivet	9/4/2020
King Middle School	Teacher Middle School	Mary Colbert	9/28/2020
King Middle School	Teacher Middle School	Vincent Daigle	9/2/2020
King Middle School	Teacher Middle School	Marion Keys	9/28/2020
King Middle School	Special Education Aide	Mahogany Ellis	9/4/2020
Odom Middle School Academy	Teacher Middle School	Mohammad Amin	9/17/2020
Smith Middle School	PLA-Instructional Interventionist	Challne Barnes	9/15/2020
Smith Middle School	PLA-Instructional Interventionist	Asia Linton	9/15/2020
Smith Middle School	Special Education Aide	Jaelynn Stewart	9/2/2020
Vincent Middle School	Campus Support Specialist	Titus Stevenson	9/8/2020
Vincent Middle School	Teacher Middle School	Lisa Hooker	9/30/2020
Vincent Middle School	Teacher Middle School	Dezlun Washington	9/29/2020

Campus/Department	Assignment	Employee	Start
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		Name	Date
INFORMATION TECHNOLOGY			
Information Technology	Computer Technician	Chase Hinson	9/14/2020

Campus/Department	Assignment	Employee Name	Start Date
FOOD & NUTRITION SERVICE			
Food & Nutrition Service	Food Service Worker - 5 Hours	Rebekah Strange	9/8/2020

Campus/Department	Assignment	Employee Name	Start Date
HIGH SCHOOL			
Beaumont United High School	Teacher High School	Brandon Byner	9/2/2020
Beaumont United High School	Teacher High School	Micah Pegues	9/28/2020
Beaumont United High School	Teacher High School	Kerry Petty	9/3/2020
West Brook High School	Clerk Counselor	Adriana Lavergne	9/28/2020
West Brook High School	Clerk Registrar	Kristie Clayton	9/14/2020
West Brook High School	English as a Second Language Aide	Krystal Perez	9/2/2020
West Brook High School	Teacher High School	Jai Daw	9/28/2020
West Brook High School	Teacher High School	Martha Harris	8/14/2020
West Brook High School	Teacher High School	Alexis Young	9/14/2020
West Brook High School	Teacher Special Education	Adrian Dayse	9/8/2020

Campus/Department	Assignment	Employee Name	Start Date
MAINTENANCE			
Maintenance	General Maintenance II	Camron Conner	9/28/2020

Campus/Department	Assignment	Employee Name	Start Date
POLICE DEPARTMENT			
Police Department	Police Officer	Shanter Norman	9/9/2020

Campus/Department	Assignment	Employee Name	Start Date
STAFF DEVELOPMENT			
Staff Development	Director Professional Development	Angela Mireles	9/1/2020

Campus/Department	Assignment	Employee Name	Start Date
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TRANSPORTATION			
Bus Driver	Transportation Bus Driver	Alan Young	9/25/2020
Bus Driver	Transportation Bus Driver	Blandon Willard	9/3/2020
Transportation Bus Attendants	Transportation Bus Attendant	Shyksa Bruno	9/1/2020

Campus/Department	Assignment	Employee Name	Start Date
SE TEXAS REG SCHOOL FOR THE DEAF			
SE Texas Reg School for the Deaf	Deaf Co Op Interpreter Intern	Kalairn Keaton	9/3/2020
SE Texas Reg School for the Deaf	RDSPD Certified Interpreter	Joya Polk	9/11/2020
SE Texas Reg School for the Deaf	RDSPD Certified Interpreter	Brooke White	9/2/2020

Campus/Department	Assignment	Employee Name	Start Date
BEAUMONT ISD MEMORIAL STADIUM			
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Jaylon Bell	9/14/2020
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Ameona Carey	9/14/2020
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Shalyn Lawrence	9/14/2020
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Terry Ross	9/14/2020
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Diego Velazquez	9/14/2020
Beaumont ISD Memorial Stadium	Student Video Broadcasting	Kaila Sparrow	9/14/2020

EMPLOYEE SEPARATION REPORT

Separation Date Range: 09-01-2020 through 09-30-2020

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
ELEMENTARY SCHOOL				
Guess Elementary School – 112	Campus PEIMS Data Clerk	9/15/2020	Gonzales, Angela M	Resign
Homer Elementary School – 123	Special Education Aide	9/4/2020	Garrett, Pearlina T	Resign
Pietzsch Elementary School – 125	Teacher Elementary School	9/18/2020	Phelan, Cecile G	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MIDDLE SCHOOL				
King Middle School – 043	Special Education Aide	9/24/2020	Williams, Cori James	Termination
Marshall Middle School – 046	Assistant Principal	9/25/2020	Walters, Chandra R	Retire
Smith Middle School – 042	Teacher Middle School	9/18/2020	Reyna, Cristina	Resign
Vincent Middle School – 048	Campus Support Specialist	9/3/2020	Barnes Jr, Michael	Resign
Vincent Middle School – 048	Teacher Middle School	9/16/2020	Hooker, Lisa Rose	Resign
Vincent Middle School – 048	Teacher Middle	9/28/2020	Long, Courtney R	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
HIGH SCHOOL				
Beaumont ISD Early College HS – 013	Computer Lab Aide	9/30/2020	Minix, Michelle Mccray	Resign
Beaumont ISD Early College HS – 013	Educational Technology Specialist	9/8/2020	Kirkendoll, Michael	Termination
Beaumont United High School	English as a Second Language Aide	9/25/2020	Hinson, Edgar Hubert	Resign
Beaumont United High School	Teacher High School	9/25/2020	Penner, Valerie Majors	Resign
Vincent Middle School – 048	Teacher Middle School	9/16/2020	Hooker, Lisa Rose	Resign
Vincent Middle School – 048	Teacher Middle	9/28/2020	Long, Courtney R	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
TRANSPORTATION				
Bus Driver – 531	Transportation Bus Driver	9/18/2020	Johnson, Tracie Y	Termination
Bus Driver – 531	Transportation Bus Driver	9/29/2020	Jones, Annie M	Termination

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
CURRICULUM				
Curriculum – 801	Teacher Homebound	9/15/2020	Castille, Jonathan J	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
CUSTODIAL SERVICES				
Custodial Services – 513	Custodian – 200 Days	9/11/2020	Lopez, Marie C	Resign
Custodial Services – 513	Custodian – 200 Days	9/17/2020	Taylor, Rudolph A	Resign
Custodial Services – 513	Head Assistant Custodian – 226	9/14/2020	Bushnell, Courtney Jona	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
FOOD AND NUTRITION SERVICE				
Food and Nutrition Service - 833	Food Service Worker – 5 Hours	9/29/2020	Antoine, Renita	Resign
Food and Nutrition Service -833	Food Service Worker – 7 Hours	9/15/2020	Allen, Esther M	Resign
Food and Nutrition Service – 833	Food Service Worker – 7 Hours	9/29/2020	Douglas, Shunta S	Termination
Food and Nutrition Service – 833	Food Service Worker – 7 Hours	9/29/2020	Garrett, Tonjia	Termination



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

10/5/2020
Date

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

Date

General Counsel's Signature

Date

Tax Collection Report
September 30, 2020

	Taxes Collected			
	9/30/20		9/30/19	
	M & O	I & S	M & O	I & S
Current	31,104.44	8,146.44	89,594.23	21,885.99
Delinquent	88,999.29	21,597.18	51,380.69	12,742.77
Penalties & Interest	94,589.98	21,534.69	46,506.86	10,768.11
Totals	214,693.71	51,278.31	187,481.78	45,396.87

	Current Taxes			
	Tax Levy	Collections for 09/30/2020	YTD Current Collections	Collected Percentage
	134,337,702.07	39,250.88	132,235,148.70	98.43%

Two Year Comparison	
Current Year as of 09/30/2020	Prior Year as of 09/30/2019
98.43%	98.41%

AGENDA:
October 21, 2020



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Report – General Fund Summary

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

10/15/2020
Date

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

Date

General Counsel's Signature

Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 Budget vs. Expenditures
 September 30, 2020

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	99,421,746	214,694	1,052,279	-	98,369,467
Sources of Misc Income (Foreign Trade Zone, Athletics...)	7,731,906	75,677	176,506	-	7,555,400
State Program Revenues	59,797,548	11,547,152	22,361,950	-	37,435,598
Federal Program Revenues	3,655,285	535,130	1,332,969	-	2,322,316
Other Financing Sources	25,000	93,646	93,646	-	(68,646)
Total Revenues	170,631,485	12,466,299	25,017,350	-	145,682,782
EXPENDITURES					
11 Classroom	88,961,001	8,626,480	17,154,428	1,991,115	69,815,458
12 Library	1,729,154	117,406	489,654	46,282	1,193,218
13 Staff Development	682,812	38,043	110,203	62,611	509,998
21 Asst Sups, Directors, Supervisors, Curriculum Coordinato	3,962,548	313,191	858,971	62,628	3,040,949
23 Principal, Asst. Principals, Office Clerical	11,274,807	969,789	2,155,040	83,694	9,036,073
31 Counselors	5,728,255	703,597	1,275,291	147,995	4,304,969
32 Social Workers	405,917	27,103	65,415	-	340,502
33 Nurses	2,035,456	195,493	339,465	14,041	1,681,950
34 Transportation	6,484,250	462,646	937,025	577,509	4,969,716
36 After School Activites	5,633,465	411,200	895,806	281,809	4,455,850
41 Administration	7,370,818	587,144	1,458,448	218,766	5,693,604
51 Maintenance and Utilites	30,571,382	1,649,845	5,265,154	6,096,910	19,209,318
52 Police and Monitoring Services	3,286,422	232,572	489,435	77,749	2,719,238
53 Data Processing Personnel	3,549,553	193,799	1,368,931	319,137	1,861,485
61 Parent involmnet Liaisons, Day Car Workers	173,245	1,966	1,966	-	171,279
71 Debt Service	1,114,965	1,114,964	1,114,964	-	1
81 Facilities Acquisition & Construction	1,746,930	7,235	740,502	863,044	143,384
93 Fiscal Agent - Shared Service for Deaf Program	339,300	-	-	-	339,300
95 Juvenile Justice Alternative Ed Program	150,000	-	-	150,000	0
99 Tax Appraisal & Collections	1,500,000	42,985	42,985	-	1,457,015
Total Expenditures	176,700,280	15,695,458	34,763,683	10,993,290	130,943,307
Net increase (decrease)	(6,068,795)		(9,746,333)		

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
SEPTEMBER 2020**

West Brook High School	\$ 16,297.00
Explanation: Car Registrations, Textbook Fines, Program Ads	
Beaumont United High School	\$ 1,091.00
Explanation: Textbook Fines	
Smith Middle School	\$ 28.00
Explanation: Vendor Refund	
King Middle School	\$ 4,227.00
Explanation: Dormant Account Transfers	
Marshall Middle School	\$ 1,166.00
Explanation: Yearbooks	
Odom Academy	\$ 1,320.00
Explanation: Textbook Fines, Fundraiser Proceeds	
Vincent Middle School	\$ -
Explanation:	
Amelia Elementary	\$ -
Explanation:	
Caldwood Elementary	\$ -
Explanation:	
Curtis Elementary	\$ -
Explanation:	
Fletcher Elementary	\$ 42.00
Explanation: Commissions/Vending Machines	
Guess Elementary	\$ 107.00
Explanation: Commissions/Vending Machines	
Regina Howell Elementary	\$ 29.00
Explanation: Commissions/Vending Machines	
Homer Drive Elementary	\$ 252.00
Explanation: Commissions/Vending Machines	
Pietzsch Elementary	\$ 330.00
Explanation: Commissions/Vending Machines	
Dishman Elementary	\$ -
Explanation:	
Blanchette Elementary	\$ 465.00
Explanation: Vendor Refund	
Martin Elementary	\$ 80.00
Explanation: Vendor Refund	

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
SEPTEMBER 2020**

Jones-Clark Elementary	\$	-
Explanation:		
Charlton-Pollard Elementary	\$	-
Explanation:		
Fehl Price Elementary	\$	-
Explanation:		
Bingman Pre-K Center	\$	-
Explanation:		
Lucas Pre-K Center	\$	-
Explanation:		
Pathways Learning Center	\$	-
Explanation:		
Taylor Career Center	\$	-
Explanation:		
Brown Center	\$	120.00
Explanation: Chromebook Replacement Fees		
Transportation Dept	\$	18.00
Explanation: Commissions/Vending Machines		
Maintenance Dept	\$	-
Explanation:		
Administration/Annex Building	\$	-
Explanation:		
Police Dept.	\$	-
Explanation:		
Early College H.S.	\$	464.00
Explanation: Donations		
School for the Deaf (Deaf Ed.)	\$	1,000.00
Explanation: Donations		

**CAMPUS ACTIVITY FUNDS
BUDGET CHANGE REPORT - SEPTEMBER 2020**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>				
Local Revenue - Other Sources	461.00.5749.00	321,942	27,036	348,978

Expenditures

School Leadership

West Brook High School	461.XX.6499.00.008.00.000	87,881	16,297	104,178
Beaumont United High School	461.XX.6499.00.014.00.000	22,590	1,091	23,681
Smith Middle School	461.XX.6499.00.042.00.000	4,704	28	4,732
King Middle School	461.XX.6499.00.043.00.000	9,319	4,227	13,546
Marshall Middle School	461.XX.6499.00.046.00.000	40,844	1,166	42,010
Odom Academy	461.XX.6499.00.047.00.000	28,368	1,320	29,688
Vincent Middle School	461.XX.6499.00.048.00.000	19,441	-	19,441
Amelia Elementary	461.XX.6499.00.101.00.000	5,005	-	5,005
Caldwood Elementary	461.XX.6499.00.104.00.000	3,388	-	3,388
Curtis Elementary	461.XX.6499.00.105.00.000	12,284	-	12,284
Fletcher Elementary	461.XX.6499.00.110.00.000	7,802	42	7,844
Guess Elementary	461.XX.6499.00.112.00.000	12,738	107	12,845
Regina Howell Elementary	461.XX.6499.00.118.00.000	22,601	29	22,630
Homer Drive Elementary	461.XX.6499.00.123.00.000	3,995	252	4,247
Pietzsch Elementary	461.XX.6499.00.125.00.000	3,291	330	3,621
Dishman Elementary	461.XX.6499.00.126.00.000	4,483	-	4,483
Blanchette Elementary	461.XX.6499.00.127.00.000	1,294	465	1,759
Martin Elementary	461.XX.6499.00.128.00.000	3,409	80	3,489
Jones-Clark Elementary	461.XX.6499.00.129.00.000	7,744	-	7,744
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	2,672	-	2,672
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	1,507	-	1,507
Lucas Pre-K Center	461.XX.6499.00.133.00.000	1,182	-	1,182

Other Locations		16	-	16
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Pathways Learning Center	461.XX.6499.00.006.00.000	248	-	248
Taylor Career Center	461.XX.6499.00.009.00.000	3,590	-	3,590
Brown Center	461.XX.6499.00.012.00.000	379	120	499
Transportation Dept	461.XX.6499.00.811.00.000	987	18	1,005
Maintenance Dept	461.XX.6499.00.819.00.000	362	-	362
SSA Deaf Program	461.XX.6499.00.838.00.000	-	1,000	1,000
Administration/Annex Building	461.XX.6499.00.842.00.000	2,802	-	2,802
Police Dept.	461.XX.6499.00.850.00.000	42	-	42
Early College H.S.	461.XX.6499.00.013.00.000	4,121	464	4,585

Total Expenditures		<u>321,942</u>	<u>27,036</u>	<u>348,978</u>
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BUDGET CHANGE

Total Revenues	321,942	27,036	348,978
Total Expenditures	<u>(321,942)</u>	<u>(27,036)</u>	<u>(348,978)</u>

Adjusted Surplus	-	-	-
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DONATION REPORT - SEPTEMBER 2020

MONETARY DONATIONS

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
Greater Houston Community Foundation	Early College High School - Library Grant	491.00.5749.00.013.00.000	168
Greater Houston Community Foundation	Early College High School - Library Grant	491.00.5749.00.013.00.000	50
Greater Houston Community Foundation	Early College High School - Library Grant	491.00.5749.00.013.00.000	168
Greater Houston Community Foundation	Early College High School - Library Grant	491.00.5749.00.013.00.000	50
Imagination Station, Inc.	Beaumont Independent School District - Hurricane Laura Recovery	483.00.5749.00.000.00.877	500
Dick's Sporting Goods Foundation	Beaumont United High School - Softball	485.00.5749.00.014.00.DSG	1,500
Campus Box Media LLC	Beaumont United High School - General Student	865.00.2190.00.014.00.S32	109

Total Amount Donated	2,545
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DONATION REPORT - SEPTEMBER 2020

RECORD OF DONATED ITEMS

<u>Donor Name/Organization</u>	<u>SAF Club</u>	<u>Description of Items</u>	<u>Estimated Value</u>
Jason's Deli	Beaumont United High School - Student Council	Bottled Water	30

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

SEPTEMBER 17, 2020

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 Thursday, September 17, 2020, 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 5:18 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
 Robert Dunn, Sr., Trustee & Secretary
 Darrell Antwine, Sr., Trustee
 Zenobia Randall Bush, Trustee
 Tillie Hickman, Trustee
 Kevin W. Reece, Trustee

Dr. Shannon Allen, Superintendent

ABSENT: NONE.

At 5:18 p.m., the board went in to closed session.

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

a. LEGAL

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

Clearly conflicts with the Texas Open Meetings Act

3. Discussion of TASB Policy DEC (LOCAL)

NO ACTION.

- b. PERSONNEL

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

- c. REAL ESTATE

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

- d. ECONOMIC DEVELOPMENT

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

II. **6:00 p.m. (REGULAR OPEN BOARD MEETING)**

1. United States and Texas Flags Pledges of Allegiance- The pledge to the US and Texas Flags were led by President Thomas Sigeo.

2. Recognitions

- a. District Recognitions – Denise McClean, Director presented the following recognitions:

- BU Student Council who hosted a Hurricane Laura Disaster Relief Supply Drive September 4-11
- BU Golden Girls Drill Team
- West Brook Cheerleaders and STARS
- West Brook Chemistry teacher, Paula Chastain
- Team members at Regina-Howell ES volunteered at World Central Kitchen

3. PUBLIC COMMENTS

NONE.

4. STUDENT OUTCOMES

OFFICIAL MINUTES

September 17, 2020

1. Superintendent's Report – Dr. Shannon Allen, Superintendent of Schools, presented the following information to the Board:
 - Vision and Mission Statement
 - Re-entry Plan Updates
 - Transition to face to face schedule
 - Selection Process Update
 - Virtual Instruction Update
 - Academic Calendar Update
 - Enhanced Mask Requirements for All students
2. Cabinet Report
 - a. Presentation on Recovery from Imelda - Cheryl Hernandez, CFO, presented the following information to the Board:
 - Peggy Haynes, Director of Payroll, Benefits and Risk Management Presented information regarding the following:
 - Damages and improvements from the storm at BU High School
 - b. Athletic Report - Dr. Ron Jackson, Director Athletics & Physical Education, presented the following information to the Board:
 - Athletic Staffing
 - Student Athletic Participation
 - Average Number of Athletic Contests Per Year
 - Board Approved Facility Improvements
 - Athletic Facility Additional Improvements
 - 2020 UIL Guidelines – Risk Mitigation and what to Expect
 - UIL COVID-19 Guidelines
 - Ticket Sales
 - Self-Screening
 - 2020 UIL Live Streaming

D. 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 August.
2. Report for August 2020 Tax Collections—Cheryl Hernandez, CFO, presented a report for the month of August for the M&O and the Debt Service.
3. Report for General Fund Revenue and Expenditures—Cheryl

OFFICIAL MINUTES

September 17, 2020

Hernandez, CFO, presented a report on the general fund revenue and expenditures for the month of August 2020.

4. Report for Campus Activity Funds—Cheryl Hernandez, CFO, presented a report on the month of August 2020 Campus Activity Funds.
5. Report from Facilities Subcommittee – Darrell Antwine, Sr., Chair presented the following information to the Board:
 - Meeting Follow up – requesting a new building for the transportation department – \$2M allocation is requested

E. CONSENT AGENDA

1. Minutes of August 20, 2020, Regular Board Meeting, and August 31, 2020, Special Meeting
2. Approve Personnel Recommendations including Chapter 21 Hiring and Director Employees

It was moved by Zenobia Bush, and seconded by Darrell Antwine, to approve the Consent Agenda.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

F. ACTION ITEMS

1. Action, if any, on items discussed in closed session.

NO ACTION.

2. Approve Budget Amendments

It was moved by Robert Dunn, and seconded by Denise Spooner, to approve the Budget Amendments.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

3. Approve Purchases of \$50K or More

It was moved by Darrell Antwine, and seconded by Zenobia Bush, to approve the Purchases of \$50K or More.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush and Tillie Hickman

NAYS: Kevin Reece

MOTION PASSED: 6-1

4. Consider adoption of Board Policy DBE (LOCAL)

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the adoption of Board Policy DBE (LOCAL).

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush and Tillie Hickman

NAYS: Kevin Reece

MOTION PASSED: 6-1

5. Approve District Instructional Material Adoption Committee

It was moved by Darrell Antwine, and seconded by Robert Dunn, to approve the District Instructional Material Adoption Committee.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

6. Consider Disposal of Out of Adoption Instructional Materials

It was moved by Tillie Hickman, and seconded by Zenobia Bush, to approve the Disposal of Out of Adoption Instructional Materials.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

7. Approve the 2020-2021 T-TESS Certified Appraisers

It was moved by Robert Dunn, and seconded by Darrell Antwine, to approve the 2020-2021 T-TESS Certified Appraisers.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

8. Approve Negotiation of Performance Contracts

It was moved by Robert Dunn, and seconded by Zenobia Bush, to approve the Negotiation of Performance Contracts.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 7-0

9. Approve the Contract with Leadership Partners

It was moved by Darrell Antwine, and seconded by Robert Dunn, to approve the Contract with Leadership Partners.

President Thomas Sigeo called for a vote on the motion:

YAYS: Thomas Sigeo, Denise Spooner, Robert Dunn, Darrell

OFFICIAL MINUTES

September 17, 2020

Antwine, Zenobia Bush, Tillie Hickman, and Kevin
Reece

NAYS: None

MOTION PASSED: 7-0

10. Approve Amended 2020-2021 Tax Levy Ordinance and Resolution

It was moved by Zenobia Bush, and seconded by Denise Spooner, to
approve the Amended 2020-2021 Tax Levy Ordinance and
Resolution.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Robert Dunn, Darrell
Antwine, Zenobia Bush, Tillie Hickman, and Kevin
Reece

NAYS: None

MOTION PASSED: 7-0

III. ADJOURNMENT

It was moved and seconded to adjourn the meeting, the meeting adjourned at 8:10
p.m.

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

September 17, 2020

SPECIAL MEETING

4:00 PM CENTRAL

*Special 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 special meeting on Thursday, September 17, 2020, 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 4:05 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 (4:11 p.m.)
Robert Dunn, Sr., Trustee & Secretary (4:08 p.m.)
Darrell Antwine, Sr., Trustee
Zenobia Randall Bush, Trustee
Tillie Hickman, Trustee
Kevin W. Reece, Trustee

Dr. Shannon Allen, Superintendent

ABSENT: NONE.

SPECIAL OPEN BOARD MEETING

A. Participation in Beaumont Independent School District's Strategic Planning Meeting

Laurie Elliott, Teach 2 Learn, presented the following information to the board:

- Information to develop Superintendent and Board guardrails
 - Early Childhood Literacy and Math
 - Discipline
 - Cognitive Innovative System
 - Suggestions for guardrails
- What is the difference between a Goal and a Guardrail?

A Student Outcome Goal is what students know and are able to do. So, board

goals are based on student behaviors.

- Example: The number of high school students graduating with an industry certification will increase from 40% to 60% by June, 2024.

A guardrail, on the other hand is based on adult behaviors. The board determines what it does not want the superintendent to allow in order to support the goal.

- Example: The superintendent will not allow career tech courses to decrease on high school campuses within the district Superintendent Guardrails (Suggestions)
- The superintendent shall not allow campus administration or staff to eliminate, or neglect the implementation of a positive behavior intervention system on each campus.
- The superintendent shall not allow campus administration or staff to eliminate, or neglect teacher timely submissions of standards- based lesson plans using the district's lesson plan format.
- The superintendent shall not allow campus administration or staff to eliminate PLCs.
- The superintendent shall not allow high school campuses to reduce the number of Industry Based Certification opportunities offered.

Board Guardrails (Suggestions)

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

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

- One Best School System: If the district empowers individual educators to determine instructional materials and methods for their classes, and if the central administration directs all operational and budgetary function; then teachers will be able to accomplish the Board's student outcome goals while central administration ensures that all operations remain within the Board's constraints.
- Managed Instruction: If the district's central administration directs all instructional materials and methods; and if the central administration ensures that students experience consistency and quality of instructional delivery across all campuses; then the district, through central administration, will be able to accomplish the Board's student outcome goals while operating with the Board's constraints.
- Earned Autonomy: If the district's central administration directly administers some campuses and grants varying levels of autonomy

to other campuses; and if the central administration clearly defines operational thresholds that deserve higher levels of autonomy; and if the central administration clearly defines the specific autonomies earned; and if campuses having earned autonomies agree to operate in pursuit of the Board's student outcomes goals while operating within the Board's constraints; then the district, directly and through autonomous campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

- **Performance Management:** If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides differentiated paths of continuous improvement for all educators—whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is function of student needs rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.
- **System of Great Schools:** If the district devolves autonomy from the central administration to campuses; and if the district empowers parents to make choices; and if the district creates performance contracts with campuses; and if the district annually evaluates performance of and demand for high performing campuses; and if the district makes strategic decisions regarding growing access to high performing schools and addressing low performers; then will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.

ADJOURNMENT

It was moved and seconded, the meeting adjourned at 5:10 pm



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Approve Hiring Chapter 21 and Director Employees

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

Additional Presenter(s): N/A

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

Recommendation: Approve Administration's Hiring Recommendation of:

- Alexis Young
- Allisen Segerson
- Angela Mireles
- Brandee Williams
- Brandie Cameron
- Brandon Byner
- Caitlyn Purks
- Debbie Smith
- Dezlum Washington
- Gregory Broussard
- Haley Burgess
- Jaden Sutton
- Jai Daw
- Jerome Delafosse
- Joanie Scott
- Kerry Petty
- Kiana Charles
- Kiley Cunningham
- Kyra Poole
- Larry Hyatt
- Lisa Hooker
- Mariah Sowders
- Marion Keys
- Martha Harris
- Mary Colbert
- Micah Pegues
- Mohammad Amin



- Paige Psencik
- Paula Morganti
- Rebekah Schaper
- Sara Lancaster
- Vincent Daigle

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):

Devin Daniels
Cabinet Level Presenter's Signature

10/7/2020
Date

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

Date

General Counsel's Signature

Date



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Consider approval of an additional position for Bingman Head Start for the 2020/2021 school year

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

Additional Presenter(s): Dr. Anita Frank, Assistant Superintendent of Elementary Schools

Executive Summary: Bingman Pre K has received grant funds for the establishment of a program that will focus its efforts and activities on incorporating a trauma-informed approach that will support children, families and staff that have been impacted by adverse experiences. Establishing a trauma-informed approach program on-site provides for continual support to these groups. To meet the program requirements, we are requesting one (1) additional permanent position.

Recommendation: To approve the hiring of one Behavioral Intervention Specialist

Budget Impact* (if applicable): N/A

Funding Source (if applicable): Federal Funds – Head Start

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

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

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

Derwin Samuels, Jr.
Cabinet Level Presenter's Signature

10/8/2020
Date

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

10/8/2020
Date

General Counsel's Signature

Date



BEAUMONT INDEPENDENT SCHOOL DISTRICT

Job Description

JOB TITLE: Behavior Intervention Specialist
CLASSIFICATION: Exempt

REPORTS TO: Principal
PAY GRADE: ADM 4 205 Days

LOCATION: Assigned Campus
DATE REVISED: 10/3/2017

FUNDED BY:

PRIMARY PURPOSE:

The job of Behavior Intervention Specialist was established for the purpose/s of effecting positive behavioral change in students; providing positive behavioral interventions to address student's inappropriate behaviors; provides classroom and school-wide behavior management strategies to help students become more academically successful.

QUALIFICATIONS:

Education/Certification:

- The Behavior Intervention Specialist shall hold at least State Board Education Certification (SBEC) as a teacher.
- A mid-management or principal certification from the state of Texas is preferred.

Experience:

- The Behavior Intervention Specialist shall have had at least three (3) years of successful experience, i.e., teaching, or experiences related to the certified field. The Behavior Intervention Specialist shall have experience in working with students to include intervention strategies for behavior management.

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Communicates effectively with students, staff, parents, and community.
2. Demonstrates a clear sense of the campus and district's mission by providing students with a safe and secure environment.
3. Assists in improving the instructional environment through classroom observation and teacher/student visitation.
4. Assists teachers with lesson modeling, classroom management, and behavior management.
5. Provides teacher consultation regarding student disruptive behavior problems and/or learning problems. including implementation of the campus and district cultural and behavior initiative foundations.
6. Assists school administrators in implementing research-based behavior programs and/or research-based interventions, including the implementation of the campus and district cultural and behavior initiative foundations.

School Climate

7. Demonstrates ability to work with others in a positive, productive way
8. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and a safe and orderly environment.

School Improvement

9. Works in coordination with teachers and administrators in planning and developing the programs to remediate behavioral and discipline problems.

Personnel Management

10. Works cooperatively with the staff to provide a continuous flow of information concerning student needs.
11. Is prompt, reliable, and follows the weekly schedule.

Administration and Fiscal/Facilities Management

12. Is knowledgeable of and complies with district policies, as well as state and federal guidelines.
13. Is effective in scheduling activities and the use of resources needed to accomplish determined goals.

Student Management

14. Develops and maintains effective behavioral management and intervention techniques with individual and/or groups of students and provides assistance in meeting educational, occupational, and personal needs.
15. Provides individual and small group activities designed to improve interpersonal relationships and social skills for students attending an alternative education program (AEP)
16. Participates in the Response to Intervention (RTI) process and early intervention team.
17. Compiles and submits statistical data concerning students served.

School/Community Relations

18. Effectively conferences with parents, administrators and teachers concerning school and student issues.
19. Conducts home visits, as needed.
20. Develops and conducts professional development (campus and/or district level) on classroom/behavior management and behavioral interventions.

Professional Growth and Development

21. Participates in professional development and workshops for professional growth.
22. Use information provided through assessment instruments, the district appraisal process, and evaluative feedback from supervisors to improve performance.
23. Utilizes information and insights gained in professional development programs for self improvement.
24. Is prompt and thorough in completing assignments and attending to details accurately and efficiently
25. Maintains a professional, ethical manner in accordance with generally accepted standards, complies with TEA codes.

Other

26. Performs other duties as may be assigned by the Campus Administrators or Superintendent of Schools.

Evaluation:

The Behavior Intervention Specialist's evaluation will be evaluated by the campus principal. An evaluation shall be completed in writing at least once during the course of the school year.

WORKING CONDITIONS:

Mental Demands

- Maintain emotional control under stress
- Work with frequent interruptions

Physical Demands

- Light lifting and carrying, reaching above shoulder, use of fingers, repetitive hand motions; frequent bending and stooping
- Prolonged use of computer

Environmental Demands

- Normal office environment
- May work prolonged or irregular hours
- Exposure to childhood communicable diseases; good general health and stamina needed

The above statements describe the general purpose and responsibilities assigned to the job and are not an exhaustive list of all responsibilities, duties, and skills that may be required. This job description is not an employment agreement or contract. The administration has the exclusive right to alter this job description at any time without notice.

Approved by Immediate Supervisor:	Date:
Reviewed by HR Director:	Date:
Received by Employee:	Date:

The Beaumont Independent School District does not discriminate on the basis of age, color, disability, national origin, race, religion, or sex in the educational programs or activities that it operates and is an equal opportunity employer.



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Approve Budget Amendments

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary:

Recommendation: Approve budget amendment GF-4 and accept amendments SR-9, SR-10, SR-11 and SR-12.

Budget Impact* (if applicable):

Funding Source (if applicable):

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

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

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

Cheryl Hernandez
Cabinet Level Presenter's Signature

10/7/2020
Date

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

Date

General Counsel's Signature

Date

Explanations of October Budget Amendments

General Fund GF-4

- Transfer \$7,000 from staff development general supplies to instructional general supplies – Secondary Administration (816).
- Transfer \$2,000 from instructional professional services to health services general supplies – Blanchette ES (127).
- Transfer \$550 from instructional general supplies to school leadership general supplies – Fletcher ES (110).
- Increase budgets for COVID-19 expenses:
 - Instructional fixed assets - \$4,239,987
 - Transportation general supplies - \$14,345
- Increase budget for Tropical Storm Imelda expenses:
 - Library furniture & equipment - \$11,110
- Increase Maintenance budget for a purchase order carried forward from FY 19-20 for items not yet received - \$23,794
- Increase Maintenance budget to replace doors at Vincent MS - \$125,000
- Increase Information Services & Technology budget for purchase orders carried forward from FY 19-20 for items not yet received - \$184,853

SF-9

- Fund 211 Curriculum Dept transferring funds to cover expenses for departments to utilize for campuses.

SF-10

- Fund 244 Carl Perkins Grant amending budget to purchase needed general supplies for students.

SF-11

- Fund 258 High Quality Replication Grant Coding Change for JC Apple Purchases.

SF-12

- Fund 224 Reclass line items to cover negative balances within the Sped Grant.

2020-2021 BUDGET AMENDMENT NUMBER GF- 4

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
199.13.6399.75.816.30.000	31,700	(7,000)	24,700
199.11.6399.75.816.11.000	5,000	7,000	12,000
199.11.6219.04.127.30.000	7,500	(2,000)	5,500
199.33.6399.60.127.99.000	561	2,000	2,561
199.11.6399.04.110.30.000	36,486	(550)	35,936
199.23.6399.04.110.30.000	-	550	550
199.11.6395.87.999.11.COV	-	4,239,987	4,239,987
199.34.6399.87.920.99.COV	-	14,345	14,345
199.12.6639.87.999.99.IMD	-	11,110	11,110
199.51.6631.09.819.99.000	88,240	23,794	112,034
199.51.6639.80.819.99.000	223,975	125,000	348,975
199.53.6299.79.818.99.000	288,296	117,275	405,571
199.53.6639.79.818.99.000	268,357	41,030	309,387
199.53.6249.79.818.99.000	234,660	16,225	250,885
199.53.6319.79.818.99.000	59,167	2,356	61,523
199.53.6395.79.818.99.000	193,467	7,967	201,434
 Total Expenditures		<u>4,599,089</u>	
 Net Change in the General Fund Budget		<u>(4,599,089)</u>	

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	170,631,485		170,631,485
Total Expenditures	<u>176,700,280</u>	<u>4,599,089</u>	<u>181,299,369</u>
 2020-2021 Adjusted	(6,068,795)	(4,599,089)	(10,667,884)

2020-2021 BUDGET AMENDMENT NUMBER SR - 9

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instructional Administration</u>			
211.11.6399.00.830.30.SUP	470,365	75,000	545,365
<u>Instructional Administration</u>			
211.21.6399.00.830.24.000	10,000	<u>(75,000)</u>	(65,000)
Total Expenditures		<u>-</u>	
Net (Increase) Title I Part A		-	
<hr/>			
2020-2021 BUDGET CHANGE			
Total Revenues/Other Sources	8,676,801	-	8,676,801
Total Expenditures	<u>8,676,801</u>	<u>-</u>	<u>8,676,801</u>
2020-2021 Adjusted	-	-	-

2020-2021 BUDGET AMENDMENT NUMBER SR - 10

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instructional Administration</u>			
244.11.6399.00.009.22.000	22,569	105	22,674
<u>Instructional Administration</u>			
244.21.6495.00.807.22.000	1,225	<u>(105)</u>	1,120
 Total Expenditures		<u>-</u>	

Net (Increase) Carl Perkins Grant

-

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	261,106	-	261,106
Total Expenditures	<u>261,106</u>	<u>-</u>	<u>261,106</u>
 2020-2021 Adjusted	-	-	-

2020-2021 BUDGET AMENDMENT NUMBER SR - 12

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instructional Administration</u>			
224.11.6xxx.00.814.23.000		425,972	
224.13.6399.00.814.23.000	11,870	(11,870)	
224.21.6119.00.814.23.000	67,258	(96,972)	
224.21.6399.00.814.23.000	11,221	(3,500)	
224.21.6411.00.814.23.000	33,000	(2,118)	
224.31.6117.00.814.23.000	48,792	(10,948)	
224.31.6119.00.814.23.000	378,417	(192,768)	
224.31.6141.00.814.23.000	5,487	(2,002)	
224.31.6142.00.814.23.000	22,080	(4,385)	
224.31.6143.00.814.23.000	1,381	(4,409)	
224.31.6299.00.814.23.000	135,000	(41,000)	
224.31.6399.00.814.23.000	205,000	(7,000)	
<u>Student Pupil Transportation</u>			
224.34.6631.00.814.23.000	49,000	(49,000)	-
Total Expenditures		<u>-</u>	
Net (Increase) IDEA B FORMULA		-	
<hr/>			
2020-2021 BUDGET CHANGE			
Total Revenues/Other Sources	3,667,218	-	3,667,218
Total Expenditures	<u>3,667,218</u>	<u>-</u>	<u>3,667,218</u>
2020-2021 Adjusted	-	-	-



Board Exhibit Cover Sheet

Meeting Date: October 15, 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): Tony Aguilar, Jenny Angelo, and D'LanaBarbay

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): General Fund- \$210,174.92
Federal Funds - \$122,065.00

Funding Source (if applicable): General Fund and Federal Funds

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): Ch. 44.031

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

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

Cheryl Hernandez /s/
Cabinet Level Presenter's Signature

10/12/2020
Date

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

Date

General Counsel's Signature

Date



General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Mechanical Specialty Systems, LLC	Maintenance	Install (3) Air Handling Units at Homer Elementary	20200504	\$89,500.00
Accelerate Learning Inc	Curriculum	STEMScopes is a TEKS-based online platform for Grades K - 8 and Biology to provide engaging resources and content support for teachers, students, and parents to access	19/038KC-01	\$73,508.25
SETX Pediatrics	Special Education	Invoices for services that exceeded the contract		26,541.67
Kids Therapy SET	Special Education	Invoices for services that exceeded the contract		20,625.00
Total Cost				\$210,174.92

Federal Funds

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
FireFly Computers	Curriculum	Online professional development tool that allows educators to learn how to transform their classrooms using Google Suite and become Level 1 Google certified as they offer course work, preparation and testing vouchers. The program is defined by individual learning pathways, performance based activities, individualized feedback, badges to celebrate achievements, bite-sized learning with micro-courses, relevant classroom centered practice and robust reporting.	#579-19	\$64,865.00
Education Galaxy	Curriculum	K-5 online TEKS and STAAR aligned program that provides independent practice pathways for students. Quizzes and daily practice allow adaptive learning for all student levels with coverage of Tier I,II and III instructional models. Due to the highly interactive and immersive online environment, our students find the material engaging and actively participate.	#573-18	\$57,200.00
Total Cost				\$122,065.00

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 why the vendor was chosen or denied.			
Vendor Name:	Mechanical Specialty Systems, LLC	Quote Total:	\$ 89,500.00
Summary:	Demo and remove 3 air handler units that are dilapidated and replace with new air handler units at Homer Elementary.		
Vendor Name:	Associated Mechanical Services, Inc	Quote Total:	\$ 98,475.00
Summary:	Demo and remove 3 air handler units that are dilapidated and replace with new air handler units at Homer Elementary.		
Vendor Name:	Air Services Unlimited	Quote Total:	\$ 120,837.00
Summary:	Demo and remove 3 air handler units that are dilapidated and replace with new air handler units at Homer Elementary.		

Vendor Selected: Mechanical Specialty Systems, LLC

Selection Justification: The vendor is able to supply the equipment and labor at a lower cost than the other 2 vendors. The vendor is a local company with great professionalism and craftsmanship. They have a very good working relationship with the District.

Name of Person Completing this Form: Tony Aguilar, Jr Signature: 

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



MECHANICAL SPECIALTY SYSTEMS, LLC

OFFICE
4070 Washington Blvd.
Beaumont, Texas 77705

OFFICE
409 842.9400
FAX
409 842 9404

MAILING
P.O. Box 22879
Beaumont, Texas 77720

TACLA28209C
TACLA51906E

September 9, 2020

To: Beaumont Independent School District

Attn: Mark McClelland

Ref: Homer Elementary (3) AHU Replacements Proposal

Mark,

Our proposal for replacing AHUs 3, 4, & 5 at Homer Elementary is \$ 89,500.~

This proposal includes:

- Demolition, Removal & Haul-Off of the existing AHUs (3)
- Furnish & Install (3) New Air Handling Units
- Modification of CHW/HW Coil Piping
- Install new CHW/HW Valves provided by Others
- Furnish & Install GPS Ionization modules in the new AHUs
- Sheet Metal Disconnect/Reconnect/Modification
- Insulation of Coil Piping and Sheet Metal Ductwork as needed
- Electrical Disconnect/Reconnect and New Motor Starters
- Rigging and Hoisting
- Floor Protection

This proposal excludes:

- Temperature Controls Work
- Ceiling Removal/Replacement
- Sales Taxes
- Plumbing Work

Please let me know if you have any questions.

Sincerely,

Ryan A. Rosson
President

Region 5 - HVAC Capitol Equipment Supplier and/or Services #20200504

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:	Accelerate Learning - STEMScopes
Quote Total:	\$ 73,508.25
Summary:	STEMScopes is a TEKS-based online platform for Grades K - 8 and Biology to provide engaging resources and content support for teachers, students, and parents to access. It is indicated in our district curriculum with ongoing training provided to teachers throughout the year. Contains literacy components to align with district goals and support for lab activities.
Vendor Name:	Mentoring Minds
Quote Total:	\$83,522.40
Summary:	Available for 3 - 8 only; Limited online resources; more workbook-based; not a complete learning system; limited literacy components
Vendor Name:	Scientific Mind 2500
Quote Total:	\$60,000 to \$68,000
Summary:	Available for K - 8 and Biology; Not a complete learning system, no literacy components; limited with lab materials and resources unless additional costs are incurred; PD is not included.

Vendor Selected: Accelerate Learning - STEMScopes

Selection Justification:

Accelerate Learning/STEMScopes contains the TEKS-related, quality resources needed to provide the engaging instruction and rigor necessary to prepare students.

Name of Person Completing this Form: Jenny Angelo

Signature: 



Accelerate Learning Inc.

STEMscopes Quote

Quote/Invoice Number: 00052216
 Account Name: Beaumont Independent School District
 Shipping Address: 3395 Harrison Ave
 Beaumont, Texas 77706-5009
 United States
 Contact Name: Ferleshare Starks

MAIL PAYMENTS TO:

Division: Accelerate Learning Inc.
 Company Address: PO BOX 732464
 Dallas, 75373-2464

Created Date: 10/2/2020
 Prepared By: Colleen Kelly

Start Date: 11/5/2020

Description: Co-op Partners Choice 19/038KC-01

The quantity below represents the total number of students for each grade level.

Product	ISBN	Grade	Quantity	Years	List Price	Sales Price	Total Price
TX Grade 1 Online	978-1-93662-096-2	Grade 1	1,513.00	1 Year	\$5.25	\$5.25	\$7,943.25
TX Grade 2 Online	978-1-93662-097-5	Grade 2	1,528.00	1 Year	\$5.25	\$5.25	\$8,022.00
TX Grade 3 Online	978-1-93662-096-8	Grade 3	1,513.00	1 Year	\$5.25	\$5.25	\$7,943.25
TX Grade K Online	978-1-93662-099-9	Grade K	1,350.00	1 Year	\$5.25	\$5.25	\$7,087.50
TX ReTEKS Grade 5 Online	978-1-63037-071-8	Grade 5	15.00	1 Year	\$495.00	\$0.00	\$0.00

Subtotal: \$30,996.00



Accelerate Learning Inc.

STEMscopes Quote

CUSTOMER LICENSE TERMS AND CONDITIONS

These Customer License Terms and Conditions (these "Terms") are a legally binding agreement between Accelerate Learning, Inc. d/b/a STEMscopes ("ALI") and the customer ("Customer") entering into an order (the "Order") that references these Terms. In the event of any conflict between these Terms and the terms and conditions elsewhere in the Order, these Terms will supersede and govern as between ALI and Customer.

License and Permitted Use: Subject to Customer's continued compliance with these Terms and the Order, ALI grants Customer a nonexclusive, nontransferable, and nonassignable license during the term of the relevant order to use (and grants Customer's authorized students access to use) the digital, print, and hands-on platforms and materials provided by ALI or its designated distributor (collectively, the "STEMscopes Content") solely for its internal educational purposes. Customer is responsible for its and its employees', contractors', and users' compliance with these Terms. Customer may not directly or indirectly (a) sell, resell, sublicense, disclose, assign, transfer, or otherwise make the STEMscopes Content available to any third party other than its authorized users; (b) access or use the STEMscopes Content for any purpose other than its internal educational purposes; (c) decompile, reverse engineer, reverse assemble, or otherwise attempt to discover any source code of the STEMscopes Content; (d) copy, mirror, frame, modify, or create derivative works based on the STEMscopes Content; or (e) transmit any viruses, malware, or other malicious code using the STEMscopes Content or otherwise interfere with, disrupt the integrity or performance of, or attempt to gain unauthorized access to the STEMscopes Content or any related systems or networks.

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Product Returns/Exchanges: There are no refunds or cancellations for online products. Print or kit materials damaged upon delivery may be returned for replacement by ALI's distributor.

User Information: ALI reserves the right to collect and store all user information for district reporting. ALI may aggregate or otherwise de-identify user information such that it cannot be used to identify any individual ("Aggregated Data"). ALI may retain, use, and disclose such Aggregated Data for any reason and to any third parties whatsoever.

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CUSTOMER SERVICE

Phone: 281-833-4500

Fax: 281-833-4510

Email: stemscopes@acceleratelearning.com

MAIL PO's and correspondence to:

Accelerate Learning Inc.

5177 Richmond Ave, Suite 1025

Houston, Texas 77056



Accelerate Learning Inc.

STEMscopes Quote

Quote/Invoice Number: 00051184
 Account Name: Beaumont Independent School District
 Shipping Address: 3395 Harrison Ave
 Beaumont, Texas 77706-5009
 United States

MAIL PAYMENTS TO:
 Division: Accelerate Learning Inc.
 Company Address: PO BOX 732464
 Dallas, 75373-2464

Created Date: 9/29/2020 Start Date: 11/16/2020
 Prepared By: Colleen Kelly

Description: STEMscopes Science online 6-8 and Biology, free targeted support, free GR 8 ReTEKS

The quantity below represents the total number of students for each grade level.

Product	ISBN	Grade	Quantity	Years	List Price	Sales Price	Total Price
PD Face to Face Science: Customer Targeted Support	978-1-64305-518-3		1.00	1 Year	\$0.00	\$0.00	\$0.00
TX Grade 6 Online	978-1-93662-093-7	Grade 6	1,425.00	1 Year	\$5.95	\$5.95	\$8,478.75
TX Grade 7 Online	978-1-93662-092-0	Grade 7	1,425.00	1 Year	\$5.95	\$5.95	\$8,478.75
TX Grade 8 Online	978-1-93662-091-3	Grade 8	1,259.00	1 Year	\$5.95	\$5.95	\$7,491.05
TX HS Biology Online	978-1-93662-090-6	HS	1,600.00	1 Year	\$5.95	\$5.95	\$9,520.00
TX ReTEKS Grade 8 Online	978-1-63037-073-2	Grade 8	4.00	1 Year	\$695.00	\$0.00	\$0.00
TX ReTEKS HS Biology (<465 Enrollment) Online	978-1-63037-313-9-D	HS	2.00	1 Year	\$495.00	\$495.00	\$990.00
Subtotal					\$34,958.55		



Accelerate Learning Inc.

STEMscopes Quote

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CUSTOMER SERVICE

Phone: 281-833-4500

Fax: 281-833-4510

Email: stemscopes@acceleratelearning.com

MAIL PO's and correspondence to:

Accelerate Learning Inc.

5177 Richmond Ave, Suite 1025

Houston, Texas 77056



Accelerate Learning Inc.

STEMscopes Quote

Quote/Invoice Number: 00052130
 Account Name: Beaumont Independent School District
 Shipping Address: 3395 Harrison Ave
 Beaumont, Texas 77706-5009
 United States
 Contact Name: Ferleshare Starks

MAIL PAYMENTS TO:

Division: Accelerate Learning Inc.
 Company Address: PO BOX 732464
 Dallas, 75373-2464

Created Date: 9/29/2020 Start Date: 10/2/2020
 Prepared By: Colleen Kelly

Description: Assessment Package, BOY, EOY, standard assessment package

The quantity below represents the total number of students for each grade level.

Product	ISBN	Grade	Quantity	Years	List Price	Sales Price	Total Price
TX Assessment Package Grades K-5 Online	978-1-64306-080-4	K-5	7,194.00	1 Year	\$1.95	\$1.05	\$7,553.70
Subtotal					\$7,553.70		



Accelerate Learning Inc.

STEMscopes Quote

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CUSTOMER SERVICE

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MAIL PO's and correspondence to:

Accelerate Learning Inc.

5177 Richmond Ave, Suite 1025

Houston, Texas 77056

SOUTHEAST TEXAS
 PEDIATRIC THERAPY,
 PLLC INVOICE

Date: 4/8/2020

Southeast Texas
 Pediatric Therapy,
 PLLC
 6275 Park West
 Drive; Beaumont TX
 77706
 254-644-2770

Bill To

BEAUMONT INDEPENDENT
 SCHOOL DISTRICT
 MARCH2020 INVOICE
 SPEECH THERAPY
 INVOICE #2020-28
 PO: 2001235

DATE	SCHOOL	THERAPY MINUTES	EVALUATION MINUTES	TOTAL AMOUNT PER CAMPUS
March2020	Blanchette	Ind: 900 Grp2: 60 Group 3: 0 Group 4: 0	60	\$1,650.00
	Marshall Middle School	Ind: 150 Group 2: 180 Group 3: 0	150	\$650.00
	Fehl-Price Elementary School	Ind: 30 Group 2: 120 Group 3: 630 Group 4: 120	300	\$1,050.00
	Fletcher Elementary School	Ind: 550 Group2: 860 Group 3: 630	240	\$2,383.33
	Guess Elementary School	Ind: 1330 Grp2: 900 Group 3: 270	60	\$3,216.67
	Jones-Clark Elementary School	Ind: 810 Group2: 690 Group3: 450	360	\$2,775.00
	King Middle School	Ind: 150 Group2: 300 Group3: 90	30	\$950.00
	St. Anthony's	Ind: 90 Group2: 0 Group3: 0	---	\$150.00
	Martin Elementary	Ind: 420 Group2: 200 Group3: 0	0	\$866.67
	Odom	Ind: 0 Group2: 60 Group3: 90	30	\$150.00
	Smith Middle School	Ind: 60 Group2: 60 Group3: 0	---	\$150.00
	St. Anne's	Ind: 90 Group2: 120 Group3: 0	---	\$250.00
	Paperwork for all campuses including FIEs and ARDs	6,765	---	\$11,275.00

Amount Due	\$25,516.67	
------------	-------------	--

Make all checks payable to Southeast Texas Pediatric Therapy, PLLC:
PAY TO: 6275 Park West Drive, Beaumont TX 77706

SOUTHEAST TEXAS
PEDIATRIC THERAPY,
PLLC INVOICE


Date: 9/22/2020

Southeast Texas
Pediatric Therapy,
PLLC
6275 Park West
Drive; Beaumont TX
77706
254-644-2770

Bill To BEAUMONT INDEPENDENT
SCHOOL DISTRICT
JUNE ESY2020 INVOICE
SPEECH THERAPY
INVOICE #2020-52
PO: 2001235

DATE	SCHOOL	THERAPY MINUTES	EVALUATION MINUTES	TOTAL AMOUNT PER CAMPUS
June 2020	All	615	--	\$1,025.00
		Amount Due	\$1,025.00	

Make all checks payable to Southeast Texas Pediatric Therapy, PLLC:
PAY TO: 6275 Park West Drive, Beaumont TX 77706

Certification of Service Provided: 

Rebekah Schaper, PT, DPT

Southeast Texas Pediatric Therapy, PLLC

Owner and Director

KID'S THERAPY

INVOICE

KIDS THERAPY, SET
 6275 Park West Dr.
 Beaumont, TX 77706
 (409) 209-7997

Invoice # 003OT

Invoice Date 4/20/2020

MARCH OCCUPATIONAL THERAPY

	Session Mins	Session Mins	Session Mins	Session Mins	Session Mins	School	School	Hourly	Total
	DST	MST	EV	SCT	SPED	Totals	Hours	Rate	Billing
Bingman Totals	30	30	0	0	60	120	2.00	100	200.00
Blanchette Totals	360	0	0	0	0	360	6.00	100	600.00
Charlton Pollard Totals	180	0	0	40	0	220	3.67	100	366.67
Curtis Totals	180	360	170	60	645	1415	23.58	100	2,358.33
Guess Totals	180	0	0	0	0	180	3.00	100	300.00
Homer Totals	510	0	80	0	60	650	10.83	100	1,083.33
Lucas Pre-K Totals	60	0	0	0	0	60	1.00	100	100.00
Marshall Totals	60	0	0	0	0	60	1.00	100	100.00
Martin Totals	180	0	0	0	0	180	3.00	100	300.00
Odom Totals	0	0	0	0	0	0	0.00	100	0.00
Pie-Mac Totals	510	60	0	0	180	750	12.50	100	1,250.00
Smith Totals	60	0	0	0	0	60	1.00	100	100.00
Westbrook Totals	0	0	0	0	0	0	0.00	100	0.00
SPED Totals	0	0	0	0	2140	2140	35.67	100	3,566.67
Total Minutes	2310	450	250	100	3085	6195	103.25		10,325.00

KID'S THERAPY

INVOICE

KIDS THERAPY, SET
 6275 Park West Dr.
 Beaumont, TX 77706
 (409) 209-7997

Invoice # 005OT

Invoice Date 6/8/2020

MAY OCCUPATIONAL THERAPY

	Session Mins	Session Mins	Session Mins	Session Mins	Session Mins	School	School	Hourly	Total
	DST	MST	EV	SCT	SPED	Totals	Hours	Rate	Billing
Bingman Totals	0	0	0	90	0	90	1.50	100	150.00
Blanchette Totals	0	0	0	300	0	300	5.00	100	500.00
Charlton Pollard Totals	0	0	0	360	0	360	6.00	100	600.00
Curtis Totals	0	0	0	1140	300	1440	24.00	100	2,400.00
Guess Totals	0	0	0	810	0	810	13.50	100	1,350.00
Homer Totals	0	0	30	780	0	810	13.50	100	1,350.00
Lucas Pre-K Totals	0	0	0	90	0	90	1.50	100	150.00
Marshall Totals	0	0	0	0	0	0	0.00	100	0.00
Martin Totals	0	0	0	270	30	300	5.00	100	500.00
Odom Totals	0	0	0	0	0	0	0.00	100	0.00
Pie-Mac Totals	0	0	0	420	0	420	7.00	100	700.00
Smith Totals	0	0	0	90	0	90	1.50	100	150.00
Westbrook Totals	0	0	0	0	0	0	0.00	100	0.00
SPED Totals	0	0	0	0	1470	1470	24.50	100	2,450.00
Total Minutes	0	0	30	4350	1800	6180	103.00		10,300.00

INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	FireFly Computers	Quote Total:	\$64,865	District License
Summary:	Instructional technology has researched options for all teachers having access to Level 1 google training and FireFly/Mobile Minds was their choice. The Federal Programs Expenditure Cmt. Agreed after viewing other options. Teachers will receive level 1 training and a voucher for testing.			
Vendor Name:	Shake Up Learning	Quote Total:	\$329 per teacher	Internet search - no formal quote obtained
Summary:	This company provides level 1 google training but it is in complete modules rather than the small sections (8 min. or less) that FireFly/Mobile Minds provides. They do not review work and a testing voucher is not provided for level 1 google certification.			
Vendor Name:	fried Technology	Quote Total:	\$57,600	District License
Summary:	fried Technology offers the level 1 google training but does not provide testing vouchers. Their courses are lengthy and are not in small sections so teachers would need a lengthy amount of time to access and complete.			

Vendor Selected: FireFly Computers

Name of Person Completing this Form: D'Lana Barbay

Signature: 

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



FireFly Computers
 1271 Red Fox Road
 Saint Paul, MN 55112
 fireflycomputers.com

Quote #: E000031982

Beaumont ISD

D'lana Barbay

dbarbay@bmtisd.com

Customer Number	Quote Date	Expiration Date	Terms
77073	9/28/2020	10/28/2020	Net 30

Jake Munter
 Direct: 612-354-8816
 Fax: 612-392-2155
 Email: JMunter@fireflycomputers.com

Contract Details:
 BuyBoard Technology Equipment, Products, Services and Software
 Contract # 579-19

Quantity	Item	Unit Price	Extended Price
1	District Site License for up to set amount of licenses per district	59,375.00	59,375.00
1	Central Office Administration Portal allows district administrators to manage users, sites, and groups, generate and view consolidated reports separated by custom groups, and allows for exporting data to track CEU's.	2,495.00	2,495.00
1	Initial setup and activation of all users, sites, administrators, and groups.	2,995.00	2,995.00

District-wide license for up to 1,400 teachers and 70 administrators.

Subscription period: 11/1/2020 - 10/31/2021

Terms:

Payment is due net 30 upon signing of quote or issuance of a purchase order. If a purchase order is to be used, please reference this quote number on it.

The fees listed above are exclusive of tax, freight and insurance.

Applicable Sales Tax is not included in this quote and is the responsibility of the purchaser. Sales Tax may be required in various states including but not limited to purchases made in California, Georgia, Virginia and Washington.

Software Subscription, Support, Services, and Training are subject to and governed by the Statement of Work (SOW) if attached as Exhibit A and MobileMind Technologies Master License and Services Agreement's terms and conditions, which are available at <http://www.mobilemind.co/mlsa/> and which supersede the standard term of any purchase orders. If applicable Services, Support and Training will be governed by the State of Work (SOW), if attached as Exhibit A. Services, Support and Training over and above that set forth in the SOW will require a change order.

This Sales Quotation and all pricing information are confidential information of MobileMind Technologies. Quote Acceptance: By executing the Quote by electronic or physical mean, Customer agrees to acquire the Software Subscription, Services, Support and Training under the terms and conditions described above. Customer and MobileMind Technologies, through their authorized representatives identified below, is consideration of the mutual covenants and agreements made herein, and other true and valuable considerations, the receipt and adequacy of which are hereby acknowledged, agree to be bound by this quote and all documents incorporation by reference herein.

Purchase Order (PO) may be issued in lieu of a signed quote. Purchase Orders must include the MobileMind Quote number as referenced to the customers acceptance to the terms and conditions



FireFly Computers
 1271 Red Fox Road
 Saint Paul, MN 55112
 fireflycomputers.com

Quote #: E000031982

Beaumont ISD	Customer Number	Quote Date	Expiration Date	Terms
D'lana Barbay	77073	9/28/2020	10/28/2020	Net 30
dbarbay@bmtisd.com				

Jake Munter
 Direct: 612-354-8816
 Fax: 612-392-2155
 Email: JMunter@fireflycomputers.com

Contract Details:
 BuyBoard Technology Equipment, Products, Services and Software
 Contract # 579-19

Quantity	Item	Unit Price	Extended Price
		Sale Amount:	64,865.00
		Freight:	0.00
		Sales Tax:	0.00
		Total Amount:	64,865.00

Terms And Conditions:
 Prices reflect a 3% discount for cash/check payment. Credit card payment is accepted without discount. This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Ordering:
 Please email purchase orders to orders@fireflycomputers.com or fax orders to 612-392-2155

Questions:
 If you have any questions regarding this quote, please feel free to contact your FireFly Account Manager listed above at your convenience. We pride ourselves on providing you a quick response.

INFORMAL QUOTES TABULATION FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Purchases between \$10,000 and \$49,999.99 require at least three (3) vendor quotes.
- 2) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 3) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 4) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 5) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

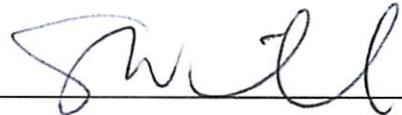
Informal Quote Tabulation Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	Education Galaxy	Quote Total:	\$57,200
Summary:	This TEKS aligned program provides an individualized Tier 2 and 3 intervention program for each student, K-5 on our 13 elementary campuses as well as STAAR prep for grades 3-5. It also provides Tier 1 instructional support as well as support for gifted students.		
Vendor Name:	IXL	Quote Total:	\$384,750
Summary:	This program provides questions to practice math and reading concepts for our 13 campuses. Not selected because it does not provide individualized Tier 2 and 3 instruction.		
Vendor Name:	Edmentum-Study Island	Quote Total:	\$29,960.96
Summary:	This program provides TEKS aligned practice to boost mastery of concepts. Not selected because it is not completely aligned.		

Vendor Selected: Education Galaxy

Name of Person Completing this Form: Sheree Will

Signature: 

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

Education Galaxy, LLC

Date:10/6/2020
Renewal Quote

Attn:Sheree Will
Beaumont ISD
3395 Harrison Avenue
Beaumont, TX 77706
(409) 617-5000



Education Galaxy, LLC
2201 N Central Expressway
Suite 121
Richardson, TX 75080
Tax ID 46-1666749
Phone: 1-844-542-5299
Fax: 972-212-7298

Program Consultant	Ship Via	Terms
Tom Kassela	Online	Net30

			Choose 1, 2, or 3 year OPTION		
DESCRIPTION	QTY	Unit Price	1 Year Subscription	2 Year Subscription	3 Year Subscription
				Save 5%	Save 10%
EGLO-01 Education Galaxy Premium - Includes 13 schools - includes EG K-6 math & reading, 3-4 writing, 4-5 science - includes Liftoff K-6 math & reading - includes online training - Subscription for 10/2020-10/2021	13	\$ 4,400.00	\$ 57,200.00		
SUBTOTAL			\$ 57,200.00		
S & H					
SALES TAX					
TOTAL			\$ 57,200.00		

Notes

Your school license provides unlimited use for one school building for all teachers and students for one year for all grade levels/products purchased. [BuyBoard Contract# 573-18](#)

Vendor# 9984540

Education Galaxy is a Sole Source Provider of Education Galaxy Products. Pricing valid for 90 days.



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.4.**

Agenda Item Title: Consider Adoption of Resolution Approving the 2020 Tax Roll

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: In accordance with Section 26.09 of the Texas Property Tax Code, the assessor shall submit to the governing body for approval the tax roll for the current year. The tax roll represents the appraisal roll with the amount of tax due. The total levy of \$132,189,331.58 represents 100 percent (100%) collections of the tax roll for maintenance and operations and debt service. The total levy of \$6,321,613.60 represents 100 percent (100%) collections for the values associated with the Chapter 313 agreements which are totally applied to the debt service.

Recommendation: Adopt the resolution to approve the 2020 tax roll.

Budget Impact* (if applicable): N/A

Funding Source (if applicable):

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

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

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



Cabinet Level Presenter's Signature

10/6/2020

Date

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

Date

General Counsel's Signature

Date

RESOLUTION

BE IT RESOLVED PURSUANT TO THE TEXAS PROPERTY TAX CODE, SECTION 26.09, THAT THE BOARD OF TRUSTEES FOR THE BEAUMONT INDEPENDENT SCHOOL DISTRICT HEREBY APPROVE THE 2020 TAX ROLL THIS ____ DAY OF _____, 2020.

For Beaumont Independent School District

Sworn to and subscribed before me, the undersigned authority, this ____ day of _____, 2020.

Notary Public in and for the State of Texas

10/01/2020 02:49 pm
 tc502_juris_summary.rep v1.12
 Request Seq.: 3595407

Tax Collection System - JEFFERSON COUNTY
 Certified Roll Jurisdiction Summary
 Processing For Tax Year: 2020 County Code: ALL Tax Unit: ALL

Jurisdiction: 4 BEAUMONT ISD					
Total Parcels:	70,082	Tax Rate:	1.2204500		
Market Value:	16,192,926,628	State Hom:	25,000	Opt Hom:	0.0000000
		State O65:	10,000	Opt O65:	5,000
		Disabled:	10,000	Opt Disabled:	0
AG Exclusion Count:	479	AG Exclusion Amt:	85,614,346		
Timber Exclusion Count:	99	Timber Exclusion Amt:	8,061,566		
HS Capped Count:	3,370	HS Capped Amt:	11,613,290		
Assessed Value:	16,087,637,426				
Prorated-Exxv Count/Amt:	3,617	1,523,650,970	Pollution Control Count/Amt:	64	235,067,917
100% Exempt Vet Count/Amt:	344	47,589,897	Pro Charitable Functions Count/Amt:	8	2,376,305
Chdo Count/Amt:	33	1,636,278	Low Income Housing Count/Amt:	2	2,908,508
Pro Youth Associations Count/Amt:	17	9,108,114	Economic Exemption Count/Amt:	9	2,488,334,421
Prorated-Exxl Count/Amt:	3	2,277,641	Goods In Transit Count/Amt:	1	10,574,269
Pro Misc Exempts Count/Amt:	100	3,040,975	Hb366 Count/Amt:	60	17,214
Pro Schools Count/Amt:	44	20,745,122			
State Homestead Count:	21,846	State Homestead Amt:	531,624,491		
Local Homestead Count:	0	Local Homestead Amt:	0		
State Over 65 Count:	9,109	State Over 65 Amt:	82,646,642		
Local Over 65 Count:	7,916	Local Over 65 Amt:	38,626,456		
Surviving Spouse Count:	51	Surviving Spouse Amt:	665,776		
State Disabled Count:	902	State Disabled Amt:	7,890,107		
Local Disabled Count:	0	Local Disabled Amt:	0		
Total VET Count:	612	Total VET Amt:	6,048,490		
*VET Surviving Spouse Count:	12	*VET Surviving Spouse Amt:	108,740		
*included in the Total VET Count/Amt					
Partial Exempt Values:	667,501,962				
Taxable Value:	11,072,807,833				
Total Levy Amt:	132,189,331.58				
Late AG Penalty Count:	1	Late AG Penalty Amt:	65.22		
Late Rendition Penalty Count:	1,554	Late Rendition Penalty Amt:	97,046.08		
Other Penalty Count:	2	Other Penalty Amt:	304.21		
Chapter 313 Savings Count:	4	Chapter 313 Savings Amt:	-329,135.79		
Frozen Account Count:	9,548				
Frozen Homesite Value:	1,174,521,915				
Frozen Taxable Value:	790,209,080				
Unfrozen Levy Amt:	9,644,106.45				
Frozen Levy Amt:	6,932,142.38				
Frozen Levy Loss Amt:	2,711,964.07				
Total Non-Exempt Parcel Count:	70,082				

10/01/2020 02:49 pm
 tc502_juris_summary.rep v1.12
 Request Seq.: 3595407

Tax Collection System - JEFFERSON COUNTY
Certified Roll Jurisdiction Summary
 Processing For Tax Year: 2020 County Code: ALL Tax Unit: ALL

Jurisdiction:		6 BEAUMONT ISD HB 1200			
Total Parcels:	9	Tax Rate:	0.2540500		
Market Value:	2,488,334,421	State Hom:	0	Opt Hom:	0.0000000
		State O65:	0	Opt O65:	0
		Disabled:	0	Opt Disabled:	0
AG Exclusion Count:	0	AG Exclusion Amt:	0		
Timber Exclusion Count:	0	Timber Exclusion Amt:	0		
HS Capped Count:	0	HS Capped Amt:	0		
Assessed Value:	2,488,334,421				
State Homestead Count:	0	State Homestead Amt:	0		
Local Homestead Count:	0	Local Homestead Amt:	0		
State Over 65 Count:	0	State Over 65 Amt:	0		
Local Over 65 Count:	0	Local Over 65 Amt:	0		
Surviving Spouse Count:	0	Surviving Spouse Amt:	0		
State Disabled Count:	0	State Disabled Amt:	0		
Local Disabled Count:	0	Local Disabled Amt:	0		
Total VET Count:	0	Total VET Amt:	0		
Partial Exempt Values:	0				
Taxable Value:	2,488,334,421				
Total Levy Amt:	6,321,613.60				
Frozen Account Count:	0				
Frozen Homesite Value:	0				
Frozen Taxable Value:	0				
Unfrozen Levy Amt:	0.00				
Frozen Levy Amt:	0.00				
Frozen Levy Loss Amt:	0.00				
Total Non-Exempt Parcel Count:	9				

ALLISON NATHAN GETZ
TAX ASSESSOR-COLLECTOR



TERRY WUENSCHEL
CHIEF DEPUTY

October 6, 2020

Beaumont ISD
Cheryl Hernandez
P O Box 672
Beaumont, TX 77704

Dear Ms. Hernandez:

Attached is the **2020 Certified Tax Roll Summary**. Pursuant to the Texas Property Tax Code, Section 26.09, this certified tax roll summary should be approved by your Board of Directors at your next board meeting. After the approval, please return the resolution for retention in the Tax Office.

If you should have any questions or require further information, please feel free to call.

Sincerely,

A handwritten signature in black ink that reads "Allison Nathan Getz".

ALLISON NATHAN GETZ, PCC
Assessor-Collector of Taxes
Jefferson County, Texas

ANG:ce

Attachment

cc: Dr. Shannon Allen

grandrcp.ltr



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Consider Revision of Board Policy FD (Local)

Cabinet Level Presenter(s): Randall Maxwell

Additional Presenter(s): Sierra Fisher

Executive Summary: In July, the Board adopted policy update 115, which did not include the prior revision to Board Policy FD (Local) voted on by the board in December of 2019. The proposed policy reincorporates the revisions to Board Policy FD (LOCAL) in both Update 115 and December of 2019.

Recommendation: Adopt Board Policy FD (Local) as revised.

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): FD (Local)

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

Cabinet Level Presenter's Signature

Date

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

Date

Sierra P. Fisher

General Counsel's Signature

10/7/2020

Date

**Persons Age 21
and Over**

~~The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.~~ A board or its designee may admit into the public schools of a district free of tuition a person who is at least 21 and under 26 for the purpose of completing the requirements for a high school diploma through an Individual Graduation Committee (IGC). The person shall complete graduation requirements through testing and/or projects assigned by the IGC. The person shall not be enrolled in classes and shall not attend classes on any district campus.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

The District shall require completion of a form containing information on each student seeking admission. If the student is not living with a parent, guardian, or other person having lawful control of the student, the District shall verify the student's reason for establishing a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student under order of a court.

**Verification of
Residence
Information**

District staff in charge of enrollment procedures shall require additional documentation when a student's residence status is in question. The Superintendent or designee may verify a student's residence information by:

1. Requiring additional mail addressed to the person enrolling the student;
2. Visually inspecting the residence for evidence that the student indeed lives there; or
3. Applying the criteria outlined in the UIL Constitution and Contest Rules.

Exceptions

Proof of a student's residency shall be waived under the following circumstances:

*Victims of Family
Violence, Sexual
Assault, or Stalking*

1. When the student or the student's parent or guardian is a participant in the attorney general's address confidentiality program for victims of family violence, sexual assault, or stalking. The District shall accept a substitute post office box address

designated by the attorney general if it is presented by a parent or student participating in the program.

*Homeless
Students
Substantial Care
by Resident
Grandparent*

2. When the student is homeless as defined by law.
3. When the student is a nonresident for whom a resident grandparent provides a substantial amount of after-school care, as approved by the Board.

Minor Living Apart

Person Standing in
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

The person standing in parental relation shall complete and return the power of attorney or the authorization agreement based on the District's timeline. The Superintendent may waive if the student's circumstances preclude compliance.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent. The number of hours shall be established by the Board.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

The student shall be allowed to continue in enrollment as long as the grandparent provides the level of care established by the Board.



Board Exhibit Cover Sheet

Meeting Date: December 17, 2019

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

Agenda Item Title: Approve local policy amendments to Board Policy FD (Local) (Admissions).

Cabinet Level Presenter(s): Mr. Randall Maxwell

Additional Presenter(s): Dr. Kimber Knight

Executive Summary: The board policy on admissions relating to individuals over the age of 21 needs clarifications as to the admission process. The revisions clarify that individuals ages 21 to 26 who are admitted for the purpose of completing the requirements for a high school diploma through an Individual Graduation Committee shall satisfy those requirements through testing and/or projects and shall not be enrolled in classes and shall not attend any classes on any district campus.

Recommendation: Approve the Amendments to Board Policy FD (Local) (Admissions) as shown in the attached red-lined policy.

Budget Impact* (if applicable): None

Funding Source (if applicable): None

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

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

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

Randall Maxwell |sl
Cabinet Level Presenter's Signature

10/11/2019
Date

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

Date

General Counsel's Signature

Date

Persons Age 21 and Over

~~The District shall not admit into its public schools any person age 21 or over unless otherwise required by law. A board or its designee may admit into the public schools of a district free of tuition a person who is at least 21 and under 26 for the purpose of completing the requirements for a high school diploma through an Individual Graduation Committee (IGC). The person shall complete graduation requirements through testing and/or projects assigned by the IGC. The person shall not be enrolled in classes and shall not attend classes on any district campus.~~

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

The District shall require completion of a form containing information on each student seeking admission. If the student is not living with a parent, guardian, or other person having lawful control of the student, the District shall verify the student's reason for establishing a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student under order of a court.

Verification of Residence Information

District staff in charge of enrollment procedures shall require additional documentation when a student's residence status is in question. The Superintendent or designee may verify a student's residence information by:

1. Requiring additional mail addressed to the person enrolling the student;
2. Visually inspecting the residence for evidence that the student indeed lives there; or
3. Applying the criteria outlined in the UIL Constitution and Contest Rules.

Exceptions

Proof of a student's residency shall be waived under the following circumstances:

Victims of Family Violence, Sexual Assault, or Stalking

1. When the student or the student's parent or guardian is a participant in the attorney general's address confidentiality program for victims of family violence, sexual assault, or stalking. The District shall accept a substitute post office box address

designated by the attorney general if it is presented by a parent or student participating in the program.

*Homeless
Students
Substantial Care
by Resident
Grandparent*

2. When the student is homeless as defined by law.
3. When the student is a nonresident for whom a resident grandparent provides a substantial amount of after-school care, as approved by the Board.

Minor Living Apart

Person Standing in
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

The person standing in parental relation shall complete and return the power of attorney or the authorization agreement based on the District's timeline. The Superintendent may waive if the student's circumstances preclude compliance.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent. The number of hours shall be established by the Board.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

The student shall be allowed to continue in enrollment as long as the grandparent provides the level of care established by the Board.

In accordance with Board action, the Superintendent shall have authority to waive these requirements on the basis of a student's extenuating circumstances.

Students from Charter, Home, Parochial, and Private Schools

A student in grades 9–12 who attends a charter, home, parochial, or private school and whose parents reside in the District may, upon request, be approved to attend the District high school serving the attendance zone in which the student lives in order to enroll for subjects not available to the student in the other school setting. [See FC]

The student must be enrolled for a minimum of two class periods each day. After enrolling at the high school serving the attendance zone of the student's residence, the student may then enroll for courses offered by the Center for Career and Technology Education or other specialized campuses or programs not available in the current setting.

A student who does not reside in the District shall be considered for such concurrent enrollment in accordance with the District's interdistrict transfer policies. Full-day enrolled students within the District shall receive precedence on enrollment in any program over homeschool students and tuition assistance if applicable to the program. [See FDA]

Appeal of Admission Decision

The Superintendent's or the Superintendent's designee's determinations regarding residency and admissions may be appealed to the Board in accordance with policy FNG(LOCAL).

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas
Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or
Nonaccredited
Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit. [See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

In accordance with Board action, the Superintendent shall have authority to waive these requirements on the basis of a student's extenuating circumstances.

**Students from
Charter, Home,
Parochial, and
Private Schools**

A student in grades 9–12 who attends a charter, home, parochial, or private school and whose parents reside in the District may, upon request, be approved to attend the District high school serving the attendance zone in which the student lives in order to enroll for subjects not available to the student in the other school setting.

The student must be enrolled for a minimum of two class periods each day. After enrolling at the high school serving the attendance zone of the student's residence, the student may then enroll for courses offered by the Center for Career and Technology Education or other specialized campuses or programs not available in the current setting.

A student who does not reside in the District shall be considered for such concurrent enrollment in accordance with the District's interdistrict transfer policies. Full-day enrolled students within the District shall receive precedence on enrollment in any program over homeschool students and tuition assistance if applicable to the program. [See FDA]

**Appeal of Admission
Decision**

The Superintendent's or the Superintendent's designee's determinations regarding residency and admissions may be appealed to the Board in accordance with policy FNG(LOCAL).

"Accredited" Defined

For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an accrediting association recognized by the commissioner of education.

**Grade-Level
Placement**

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

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Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition
Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

Persons Age 21 and Over

The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.

Registration Forms

The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.

Proof of Residency

At the time of initial registration and on an annual basis thereafter, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency in accordance with administrative regulations developed by the Superintendent. The District may investigate stated residency as necessary.

The District shall require completion of a form containing information on each student seeking admission. If the student is not living with a parent, guardian, or other person having lawful control of the student, the District shall verify the student's reason for establishing a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student under order of a court.

Verification of Residence Information

District staff in charge of enrollment procedures shall require additional documentation when a student's residence status is in question. The Superintendent or designee may verify a student's residence information by:

1. Requiring additional mail addressed to the person enrolling the student;
2. Visually inspecting the residence for evidence that the student indeed lives there; or
3. Applying the criteria outlined in the UIL Constitution and Contest Rules.

Exceptions

Proof of a student's residency shall be waived under the following circumstances:

Victims of Family Violence, Sexual Assault, or Stalking

1. When the student or the student's parent or guardian is a participant in the attorney general's address confidentiality program for victims of family violence, sexual assault, or stalking. The District shall accept a substitute post office box address designated by the attorney general if it is presented by a parent or student participating in the program.

Homeless Students

2. When the student is homeless as defined by law.



Board Exhibit Cover Sheet

Meeting Date: July 23, 2020

Agenda Item/Exhibit Number: **II.F.4.**

Agenda Item Title: Approve local policy amendments contained in TASB Policy Update 115.

Cabinet Level Presenter(s): Dr. Shannon Allen, Superintendent

Additional Presenter(s): Sierra Fisher, General Counsel

Executive Summary: Consider approval of revision to local board policies as recommended by TASB in Update 115. A summary is included with the enclosed coversheet.

Recommendation: Approve local policy amendments in accordance with Policy Update 115.

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

Date

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

Date

Sierra D. Fisher

7-14-20

General Counsel's Signature

Date

*Substantial Care
by Resident
Grandparent*

3. When the student is a nonresident for whom a resident grandparent provides a substantial amount of after-school care, as approved by the Board.

Minor Living Apart

Person Standing in
Parental Relation

A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.

The person standing in parental relation shall complete and return the power of attorney or the authorization agreement based on the District's timeline. The Superintendent may waive if the student's circumstances preclude compliance.

Misconduct

A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.

Exceptions

Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.

Extracurricular
Activities

The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.

**Nonresident Student
in Grandparent's
After-School Care**

The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent. The number of hours shall be established by the Board.

The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.

The student shall be allowed to continue in enrollment as long as the grandparent provides the level of care established by the Board.

In accordance with Board action, the Superintendent shall have authority to waive these requirements on the basis of a student's extenuating circumstances.

Students from Charter, Home, Parochial, and Private Schools

A student in grades 9–12 who attends a charter, home, parochial, or private school and whose parents reside in the District may, upon request, be approved to attend the District high school serving the attendance zone in which the student lives in order to enroll for subjects not available to the student in the other school setting. ~~[See FC]~~

The student must be enrolled for a minimum of two class periods each day. After enrolling at the high school serving the attendance zone of the student’s residence, the student may then enroll for courses offered by the Center for Career and Technology Education or other specialized campuses or programs not available in the current setting.

A student who does not reside in the District shall be considered for such concurrent enrollment in accordance with the District’s interdistrict transfer policies. Full-day enrolled students within the District shall receive precedence on enrollment in any program over homeschool students and tuition assistance if applicable to the program. ~~[See FDA]~~

Appeal of Admission Decision

The Superintendent’s or the Superintendent’s designee’s determinations regarding residency and admissions may be appealed to the Board in accordance with policy FNG(LOCAL).

“Accredited” Defined

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Grade-Level Placement

Accredited Schools

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Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to determine transfer of credit for subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.6.**

Agenda Item Title: Consider approval of an extra duty stipend for high school ROTC Instructors to be added to the 2020/2021 District Compensation Plan

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

Additional Presenter(s):

Executive Summary: BISD offers ROTC classes to its high school students. Extra duty stipends are designed to compensate employees for duties performed outside of their normal job responsibilities. In addition to class instruction, ROTC instructors oversee activities such as military ceremonies, honor guard, drill and rifle competitions, academic competitions and various community and leadership activities.

Recommendation: To approve the addition of a \$2500.00 extra duty stipend for high school ROTC instructors to the 2020/2021 District Compensation Plan

Budget Impact* (if applicable): N/A

Funding Source (if applicable): General Fund (199)

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

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

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

Derwin Samuels, Jr.
Cabinet Level Presenter's Signature

10/8/2020
Date

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

10/8/2020
Date

General Counsel's Signature

Date



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.7.**

Agenda Item Title: Beaumont ISD 20 – 21 Asynchronous Plan

Cabinet Level Presenter(s): Jenny Angelo, Exec. Director of Curriculum & Instruction

Additional Presenter(s):

Executive Summary: TEA provided districts the option to adopt an Asynchronous Learning Plan for the 20 – 21 school year. Beaumont ISD submitted the attached plan to TEA on September 30, 2020.

Recommendation: To approve the Beaumont ISD Asynchronous Learning Plan for the 20 – 21 school year.


Budget Impact* (if applicable): NA

Funding Source (if applicable): NA

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

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

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


Cabinet Level Presenter's Signature

October 8, 2020
Date

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

Date

General Counsel's Signature

Date



Asynchronous Plan 2020 - 2021

Submitted to the Texas Education Agency

September 30, 2020

Attestations

Instructional Schedule

- Teacher interaction** with students is predictable, sufficient to support schedule.
- Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- Students are provided **clear means to engage with academic material on a daily basis**.
- Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day
 - Curricular progress evidenced from teacher/student interactions made that day
 - Completion and submission of assignments planned for that day
- Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
- Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Attachment 1: Include sample daily schedules for students by grade band:

https://drive.google.com/file/d/1eKhX8Y4q5uS_z4j8XGH4qjflvHIZMoMc/view?usp=sharing

Summarize how your instructional schedules meet the criteria:

Component: What are the expectations for daily student interaction with academic content?

Explanation: Based upon feedback gathered from parents in public forums and Thoughtexchange surveys throughout the summer, the majority of parents requested that learning be completed at a time convenient for their unique family structures as many of our families are employed in jobs that do not follow typical work hours, such as in local refineries and health care industries. They also desired for their children to be taught by the same teachers throughout the school year, whether they opted for remote or face-to-face learning. Students are guided to spend a suggested amount of time on each subject through self-paced activities housed in each teacher’s Google Classroom. Teachers, campus leaders, and district leaders are able to track the student time on task and assignment completions via Google Classroom submissions and time spent on required online learning programs.

Beaumont ISD was fortunate to be a recipient of the T-Mobile grant that provided MiFi mobile hotspot devices for every student in the district. This greatly expanded our learning options for all students in our initial remote learning period during the first four weeks of instruction as well as for those students who are opting to remain virtual during the remainder of the school year. Beaumont ISD additionally provided Chromebook laptops and iPad checkouts prior to the start of school for any family who needed one.

Grade cluster-specific plans are available at the link above for PreK, K – 5, 6 –12.

Students will engage in a minimum of 250 to 300 minutes of instruction per school day in the following time parameters:

ELA - between 60 - 120 minutes per day

As one of our district's key goals is to increase reading levels among our students, a dedicated daily reading time of at least 30 minutes per day is prescribed for independent reading in self-selected books with open-ended reading response activities provided to solidify comprehension and vocabulary acquisition. This independent reading time is above and beyond the required 90 - 120 minutes of ELA instruction each day.

Math - between 60 - 120 minutes per day

Science - between 30 - 60 minutes per day

Social Studies between 30 - 60 minutes per day

Fine Arts/Electives/PE - 30 - 45 minutes per day

SEL (Social-Emotional Learning) opportunities - 15 - 30 minutes per day

Small Group Interventions – 30 – 45 minutes per day

Both parents and students will understand the learning expectations for the coming week by following a posted Weekly Checklist available in each teacher's Google Classroom by the end of the school day each Friday. ([Attachment 2: Weekly Checklist example](#))

The Weekly Checklists include the live office hour/Zoom times and links for the specific teacher, a list of assignments, projects, and assessments for the week along with their due dates, and a set of discussion questions focused on the week's learning for students to ponder as they complete the work. Teachers will also include brief modeled instructional videos within their Google Classrooms to help explain concepts clearly and extend upon the learning.

Students complete a daily brief Google Form noting attendance along with a brief reflection about the learning at least once per day for elementary classes (PreK -5) and in every subject area each day for secondary classes (6 - 12). Teachers, campus leaders, and/or campus instructional coaches are able to quickly identify which students have not engaged in the learning for the day and contact them via phone or email to see what obstacles they may be facing that are impeding their ability to engage instructionally.

Component: How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?

Explanation: For the initial 4-week remote learning period, each teacher posted a Live Learning schedule that would allow them to connect with their students every day, begin to develop relationships with them, and engage them in high quality learning activities. As we begin to phase in face-to-face learning, students will continue to learn with the same teachers they began with whether they opt to come onto campus to learn in a traditional classroom setting or opt to stay at home and learn virtually. Through following the posted Weekly Checklists, students and parents are fully aware of the expectations each week for the learning activities and engagement.

Campus administrators, instructional coaches, and district content supervisors are charged with monitoring the Google Classroom activities and Weekly Checklists to ensure the assignments align with the district TEKS-based scope and sequence, are appropriately paced, have due dates that are feasibly managed, and include quality supporting resources in the form of modeled instructional videos. Teachers utilize platforms such as Remind and Class Dojo to keep parents and students apprised of expectations and deadlines. District and campus Special Programs support personnel monitor assignments, ensure accommodations are being implemented, and provide additional support to reach our special populations. This may be in the form of one-on-one or small group support in addition to the support provided by the classroom teacher.

The district opened up student Gmail accounts for all ages that allows only for sending and receiving emails to and from students to teachers in the K - 5 grade levels. Students in grades 6 - 12 may send and receive emails from their teachers but are also able to email their classmates to foster collaboration, discussion opportunities, and project-based learning. The district student Gmail accounts are monitored by Gaggle for appropriateness of content.

Typical obstacles to remote learning have been addressed through a district-wide distribution of connectivity MiFi hotspots, device check-outs, daily interaction protocols through the Daily Form and assignments housed in each teacher's Google Classroom, and through live learning and live office hour opportunities. All students have the ability to access the learning at a time convenient for them/their families through Google Classroom and the online learning programs. All students have the opportunity to submit work for the day up to 11:59 PM. All teachers have a Ladybug camera in their classroom or other comparable webcam that can be utilized to broadcast live learning lessons and to film brief instructional videos that are easily uploaded into their Google Classrooms.

Component: What are the expectations for teacher/student interactions?

Explanation: All virtual learning students and their teachers will have daily interaction opportunities through the following methods:

- Posted instructional videos which model concepts; students have the opportunity to submit questions to teachers via email and expect a response back within the same day.
- Live office hours provided by each teacher where students can engage with their teacher and other classmates to discuss any clarifications that may need to be provided about the learning, be provided a live reteach, have opportunities to talk to each other about the learning, and post questions in the chat that the teacher can address.
- Feedback is regularly provided through Google Classroom with students allowed to comment on assignments/instructions and teachers providing information as requested.
- Teachers receive additional feedback from students through submission of the daily Google form which notes attendance and a brief reflection on the learning for the day, an exit ticket completion, and an SEL component
- Depending on the structure of the class, teachers may opt to show their face-to-face lesson live via their Ladybug classroom camera through Zoom to the remote learning students. Teachers have had extensive training and support on Zoom components so that they can manage muting and student cameras during the live instruction to avoid any disruptions. During independent practice/aggressive monitoring with face-to-face students, teacher may then address the students attending the live learning to answer their questions and provide feedback. During discussion time, remote students can then become part of the in-class discussion facilitated by the classroom teacher.

Depending upon how many students are opting for virtual learning in a particular elementary grade level, some campuses have elected to provide fully virtual teachers due to the unique nature of elementary instruction which is better implemented through more robust live interactions. Students with fully virtual teachers will still access lessons and submit work through Google Classroom, in addition to continuing the submission of the Google form noting attendance and daily reflection. The schedules for these virtual classrooms will be submitted and approved by district leadership to ensure adherence to the minutes of learning engagement.

Component: How will teacher/student interactions be differentiated for students with additional learning needs?

Explanation: District supervisors and campus teachers who serve resource and inclusion students, dyslexia services, BIL/ESL students, and other specialized programs have received ongoing training and support in following the published district and state guidelines. The district additionally has published and trained staff on guidelines for IEP implementation, ARD protocols, 504 meetings, and implementation of 504 plans.

Below outlines the responsibilities for various staff who are integral to the success of our special education/special population students:

General special education guidelines:

- IEP services will be followed and implemented.
- Admission, Review, and Dismissal (ARD) meetings will be held within the timeline and as normal with certain exceptions based on participant need.
- ARD meetings will be held on through the ZOOM platform.
- Evaluations will be conducted.
- ESPED training will be provided for teachers with scheduled trainings throughout the year and updates/reteach as needed.
- Follow general education procedures and protocols as set forth from Curriculum & Instruction Department.
- Modifications and accommodations will be made available electronically to all teachers.
- Communications will be maintained between school and parents/guardians.
- All teachers have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- Additional supports will be provided based on specific campus/student needs.

Inclusion Teachers:

- Teachers will meet virtually with all students using ZOOM and Google Classroom.
- Special Education district specialists and supervisors are required to be added as a co-teacher to all Google Classrooms for the classrooms that they help supervise. This will allow for continual oversight to ensure compliance and to offer observation and feedback to drive continual improvement.

- Teachers will participate in PLC meetings with general education instructional staff for each content area they are responsible for instructing.
- Instructional Support Logs will be kept for students receiving special education.
- Clear communication regarding digital access must be given to parents and students.
- All inclusion teachers have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- All teachers have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- ESPED training will be provided for teachers with scheduled trainings throughout the year and updates/reteach as needed.
- Content supervisors provide weekly support and classroom visits to teachers/ campuses.
- Practice both face-to-face and online learning.
- Modifications and accommodations will be made available electronically to all teachers with a signed receipt kept on file.
- Virtual office hours will be posted and available for students needing additional assistance/ help.
- Additional supports will be provided based on specific campus/student needs

Resource Teachers:

- Teachers will meet virtually with all students using ZOOM and Google Classroom
- Ensure you are invited as a teacher to all Google Classrooms in the classes you serve.
- Teachers will participate in PLC meetings with special education instructional staff for each resource program they are responsible for instructing.
- Instructional support logs will be kept for students receiving special education services.
- Clear communication regarding digital access must be given to parents and students.
- All teachers have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- ESPED training will be provided for teachers with scheduled trainings throughout the year and updates/reteach as needed.
- Content supervisors provide weekly support and classroom visits to teachers/ campuses.
- Practice both face-to-face and online learning.
- Modifications and accommodations will be made available electronically to all teachers with a signed receipt kept on file.
- Virtual office hours will be posted and available for students needing additional assistance/ help.
- Additional supports will be provided based on specific campus/student needs

Specialized Program Teachers:

- Teachers will meet virtually with all students using ZOOM and Google Classroom
- Ongoing contact with parents and students in special programs will continue to occur via phone, Zoom, email, text, and home visits.

- All teachers have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- ESPED training will be provided for teachers with scheduled trainings throughout the year and updates/reteach as needed.
- The Unique Curriculum is the alternative curriculum used for students in the Academics For Life and Structured Learning Center programs.
- Dyslexia teachers are charged with providing live intervention using the district dyslexia intervention program combined with the use of supplemental programs such as MindPlay's Virtual Reading Coach program
- Lessons are designed for students to meet student IEP goals and objectives.
- Program specialists provide weekly support and classroom visits to teachers/ campuses.
- Practice both face-to-face and online learning.
- Virtual office hours will be posted and available for students needing additional assistance/ help.
- Additional supports will be provided based on specific campus/student needs

Campus Rtl Coordinators:

- All campuses have a position of either an Instructional Coach/Rtl Coordinator or Student Interventionist/Rtl Coordinator to provide leadership on coordinating and addressing needs of Tier I, II, and III students.
- The Coordinators are led by the district Special Programs Coordinator in monthly trainings with on-campus supports throughout the month to review campus data collection and disbursement, data PLCs, implementation of campus Data Rooms
- The Campus Rtl Coordinators are charged with reviewing universal screening and progress monitoring data with campus departments and ensuring plan implementation is conducted so that students are able to move out of tiers based on reaching growth goals
- Campus Rtl Coordinators work with teachers to develop individualized plans for students that are accomplished through live small group instructional opportunities, parent conferencing, student goal-setting checkpoints, and prescribed time using vetted online programs to help rectify skills gaps and solidify knowledge concepts.

Paraprofessionals:

- Paraprofessionals will meet with the teacher to review student needs and log information on teacher/ paraprofessional log.
- Collaborate and communicate with the casemanager/ teachers about student progress and needs.
- Review paraprofessional roles and responsibilities.
- Paraprofessionals will be invited to all Google Classrooms in the classes they serve.
- All paraprofessionals have been trained on the websites, usernames, and passwords, etc. for students to access resources and have verified they have access to all necessary resources.
- Additional supports will be provided based on specific campus/student needs

For students receiving instruction through a specialized classroom, such as Dyslexia Intervention, the Dyslexia plan and specialized curriculum is required for use during virtual and face to face instruction.

- Teachers will meet virtually and/or face to face with all students in a whole group, small group, and/or individually as applicable to students’ IAP/IEP.

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	K-8	Education Galaxy	Yes	Yes	Education Galaxy consists of two programs, Galaxy and Lift-Off. Galaxy is the program recommended for Tier 1 students. Liftoff also has an adaptive intervention program that supports students on tier 2 and tier 3. Liftoff will give students 4 diagnostics. These tests are broken down into strands to help students pinpoint specific skills that they are missing all the way down to a K/1 foundational level.	Both parts of this program have the ability to have read-aloud turned on and to translate it into Spanish.
	K - 8	HMH: Go Math! Textbook Adoption	Yes	Yes	GO Math is a comprehensive mathematics program that engages student exploration, problem-solving, writing and application in math. Lesson content is provided in multiple formats for student access: <ul style="list-style-type: none"> • Colorful and engaging visuals in the print consumable student book (also in PDF online) 	All core teacher and student resources in GO Math (print/digital) are available in English and Spanish. The lesson content is aligned to the English Language Proficiency Standards to support students acquiring English. Each GO Math lesson provides leveled activities for ELs (see example below). Print and digital resources to support ELs is included below.

			Yes	Yes	<ul style="list-style-type: none"> • eBook with colorful and engaging visuals for ease of viewing and relating to text lessons • eBook with full audio reading of text • Add a note and/or Highlight text in eBook as a learning support tool • Interactive Student Edition provides engaging, animation and online interaction with digital tools • Differentiated lesson options • Assessments in print and online • Audio of PMT assessments support testing online 	<p>Resources for Instruction and Differentiation:</p> <ul style="list-style-type: none"> • ELL Activity Guide, Student Edition • ELL Activity Guide, Teacher Edition • Bilingual Math Boards • Math on the Spot Videos • Concept Readers • Enrich activities • HMH Mega Math • iTools
	K-5	STEMscopes Virtual Learning Resources for Math	No	Yes	<p>Stemscopes has accessibility features embedded within the platform that support students who need additional accommodations. Those include supplemental aids in our intervention section, the Foundation Builder early intervention piece, text to speech, dictionary tool, highlighter tool, the ability to have words highlighted as they are read to students, increase/decrease font size, sentence stems, change screen contrast, teachers can annotate assignments before assigning them out, and intervention strategies in explore activities and formative assessment rubrics.</p>	<p>Stemscopes has accessibility features embedded within the platform that support ELLs. Those include supplemental aids in our intervention section, dictionary tool, highlighter tool, the ability to have words highlighted as they are read to students, sentence stems, teachers can annotate assignments before assigning them out, Spanish- speaking student resources (all), toggle language, embedded ELPS and intervention strategies in explore activities and formative assessment rubrics.</p>

	9-12	High School Math Textbook Adoptions (CEngage, Big Ideas Math, HMH, Consenza and Associates)	Yes	Yes	The high school teachers are using the online components of their textbooks, making it easier for the students to submit their work and receive audio embedded supports and modeled videos. This online component also provides accommodations for students and the ability to modify assignments.	Spanish versions of the textbooks have been purchased for newcomers. Audio support features help ELLs to access and understand the materials.
	Varies	Texas Home Learning 3.0 resources	Yes	Yes	Support will be provided synchronously or asynchronously via Special Education teachers, district-level Special Ed specialists, and Dyslexia teachers	Selected TX Home Learning 3.0 resources include built-in supports for ELs in each lesson.
	All K – 8, 9 – 12 Tier II and III students	Renaissance Learning STAR 360	Yes	Yes	Renaissance Learning provides the district with universal screening and progress monitoring tools in STAR Reading, Math, Early Literacy and Spanish. The data is used to track student growth, create individualized learning plans for students and determine key areas/domains in need of strengthening. There are accommodations allowed for special populations in regards to removing time limits and having the math screener read aloud.	The STAR Spanish screener is utilized to screen and progress monitor students whose main language is Spanish.
ELA Instructional Materials	K – 5	Textbook Adoption - HMH Into Reading – Elementary	Yes	Yes	HMH contains online learning support for students with disabilities including text to speech, text annotation tools, and differentiated instruction supports. Intervention lessons are available within the	HMH lessons include research-based ELL support in each lesson. Additional “Tabletop” lessons designed for ELLs are also included to further support language acquisition. Vocabulary cards are included to engage students in word

					<p>program. Scope and sequence and pacing guide include support materials for RTI and special needs student accommodations.</p> <p>McGraw Hill adoption contains online learning support for students with disabilities including text to speech, text annotation tools, and differentiated instruction supports. Intervention lessons are available within the program, both in print and online.</p>	<p>learning with visual support. ELPS are embedded throughout.</p> <p>Variety of readers at varying TELPAS levels are provided; Spanish support is provided.</p> <p>The EL Resources contain two additional texts, each written at the four TELPAS levels, and one Extended Oral Interactive Reader available in more than 20 languages other than English designed to meet the needs of the English learner. Focus is given to language acquisition and reading comprehension.</p>
	6-8	Textbook Adoption – McGraw-Hill Study Sync 6 – 8	Yes	Yes		
	9-12	Textbook Adoption – HMH into Literature 9 - 12	Yes	Yes	<p>HMH contains online learning support for students with disabilities including text to speech, text annotation tools, and differentiated instruction supports. Intervention lessons are available within the program</p> <p>HMH’s Online Readers provide teachers with multiple levels of instruction for each grade level to meet the needs of all learners. Each online reader</p>	<p>Variety of ELL-embedded supports throughout</p>
	K – 3	HMH iRead	Yes	Yes	<p>HMH’s iRead component is a digital program designed to give children individualized experiences that will ensure that students master the alphabet, phonemic awareness, phonics, and fluency, while building a vocabulary and comprehension.</p>	<p><i>iRead’s</i> adaptive technology adjusts instruction to meet children where they are and provides explicit instruction and guided practice to build mastery.</p>

	K – 5	Reading Eggspress Digital Reading Program	Yes	Yes	Reading Eggs suite of products includes phonics, spelling, grammar, and reading comprehension online lessons based on student needs identified through the Placement Test. In addition, intervention lessons are provided within the program for teacher delivery.	Reading Eggs provides audio and visual support for ELLs. Materials are also available with instructions in Spanish.
	K – 3	Amplify/ mClass	Yes	Yes	Amplify Reading provides students with targeted and engaging instruction and practice in the skill areas that students need to become successful readers, with a focus on the “Five Big Ideas” in early reading: phonological and phonemic awareness, phonics, vocabulary, comprehension, and accuracy and fluency. mCLASS is part of the Amplify early literacy suite, which brings together curriculum, instruction, regular practice, differentiation, and assessments that measures where students are, and what is needed to promote ongoing reading success, including intervention.	Online student instruction and practice through Amplify Reading, places students in a personalized instruction path based on mCLASS assessment data and adapts based on progress in the curriculum. This includes IDEL which addresses Spanish instruction.
	K – 8 – all students; 9 – 12 Tier II and III students	Renaissance Learning STAR 360	Yes	Yes	Renaissance Learning provides the district with universal screening and progress monitoring tools in STAR Reading, Math, Early Literacy and Spanish. The data is used to track student growth, create individualized learning plans for students and determine key areas/domains in need of strengthening. There are accommodations allowed for special populations in regards to removing time limits and having the math screener read aloud.	The STAR Spanish screener is utilized to screen and progress monitor students whose main language is Spanish.

	K – 8	Renaissance Learning Accelerated Reader	Yes	Yes	Accelerated Reader provides a way to set individualized reading goals for each student, monitor their reading progress/minutes of reading per day, as well as an online nonfiction article library of articles that can be assigned to classes/students. Articles can be selected in a variety of Lexile levels to accommodate varied reading levels.	A percentage of AR quizzes and articles are available in Spanish.
	PreK – 12	MyOn Digital Library	Yes	Yes	MyOn Digital Library contains over 10,500 books for PreK - 12th grade students. Every Beaumont ISD student has access to MyOn. Additional library subscriptions have been acquired for High Interest/Low Reading Level book collections, Spanish book collections, and a wide range of reading levels and interests. Audio support at varying speeds, as well as the option to highlight words or phrases during audio support is provided.	Spanish libraries have been acquired to elevate the offerings for our Spanish-speaking students.
	Various	Texas Home Learning 3.0 Resources	Yes	Yes	Support will be provided synchronously or asynchronously via Special Education teachers, district-level Special Ed specialists, and Dyslexia teachers	Selected TX Home Learning 3.0 resources include built-in supports for ELs in each lesson.
Science Instructional Materials	K - 8	STEMScopes Blended Learning Resources	Yes	Yes	STEMscopes has tiered RtI supplements provided through Interventions, Evaluations, Explain, and Explore sections, leveled reading allows adjustment of reading materials, text to speech, highlight words and phrases, note-taking capabilities, annotated assignments (teacher), visual vocabulary, dictionary tool,	Ability for students to select text to speech on Spanish resources. Students can toggle between English and Spanish with escopedia and STEMscopedia through learning resources. Reading and math literacy in science can be toggled to Spanish

					intervention strategies in the teacher toolkit (communication development, physical development, cognitive development, adaptive development, physical or emotional development, tiered intervention supports), formative assessments built into all five sections of each scope (follows 5-E learning model), support teachers can be added to class sections to provide one on one interventions and monitoring	
	3 – 5	Legends of Learning	Yes	Yes	Legends of Learning has teacher-built learning pathways specifically meant for RtI use. Where deeper support is needed, individualized lessons can be given. The program is specifically focused on STAAR science remediation in a gaming format. Audio support is provided.	Spanish version is forthcoming this school year; provides text to talk and read aloud for those needing audio support.
	6 - 12	CPO Textbook Adoption	Yes	Yes	Teachers modify the labs, which are 40% of instruction, to meet the needs of students based on their accommodations.	CPO provides both print and digital ESL-support materials as required by our textbook adoption committee.
Social Studies Instructional Materials	3 - 5	Social Studies Weekly	Yes	Yes	Studies Weekly provides support measures to assist the teachers in tiering students through evaluation and progress monitoring. Also, it has the ability to read- aloud to students and highlight text.	Studies Weekly resources are in English and Spanish. Also, there is a component for read- aloud to students.
	K - 8	Education Galaxy	Yes	Yes	Education Galaxy has the ability to tier students through evaluation and progress monitoring.	Education Galaxy has the ability to read-aloud and translate into Spanish.
	K - 12	District-adopted Textbooks	Yes	Yes	The textbook provides support measures by tiering level readers by below, on, and above reading level with vocabulary for elementary students. Also, the online component allows accommodation of assignments	Teachers have the ability to toggle text, assignments, and notes from English to Spanish.

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component: How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge?

Explanation: All district-adopted textbooks have an online component that allows remote accessibility to the written material and supplemental embedded activities. During the spring and summer 2020, district online instructional programs were carefully evaluated by a committee of district leaders, campus principals, teachers of the year candidates, and parent representatives to ensure quality of instruction, TEKS alignment, appropriate content for special populations, and compatibility with Chromebook, iPads, and tablets. Presentations of online programs were made by vendors to the committee so that questions could be asked and clarifications provided. Selections of instructional materials for the 2020 - 2021 school year were purposeful with the understanding that at least some of the instruction would be delivered remotely.

The district curriculum was revised throughout Summer 2020 to ensure the scope and sequence along with the embedded resources indicated clearly the adaptation of materials for quality asynchronous learning. This adaptation included providing modeled videos created by curriculum writers showing how to utilize existing materials, how to foster collaboration and hands-on activities in an asynchronous model, and how to ensure that typical hands-on in-class activities, such as science labs or CTE courses such as welding or construction, were adapted with supporting training provided to the teachers of those subjects.

Activities through online textbooks or online instructional programs can be assigned, graded, and tracked remotely. Teachers or campus/district leaders can easily pull records showing time on task, completed modules, and progress monitoring reports. If reports show a student lagging behind the expected progression, the teacher can easily connect with the student for personalized reteaching and concept explanation then set micro-goals for the student to complete while tracking their progress. Parent reports will also be generated at least every two to three weeks to show program progression, in addition to grades being input in TEAMS so parents can acquire grade reports as desired through Parent Self-Serve.

Component: What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?

Explanation: Through a thorough review of each student's IEP, prior and current year data, and current year universal screening data and diagnostic reports, teachers, paraprofessionals, and campus leaders will ensure activities and instructional delivery/content meets the needs of each student. The district Special Ed department has a team of specialists assigned to specific campuses to provide supports that may be needed (e.g., additional training on programs, data review meetings, support for connecting with students who are not showing the expected progress). The

district Bilingual/ELL department regularly meets with campus staff members and conducts both virtual and on-campus walkthroughs that provide feedback to elevate instruction and outcomes. The department regularly meets with campus Bilingual and ELL teams/teachers to ascertain the quality of program implementation and determine what additional training may be needed.

With over 200 new teachers in the district for the 20 - 21 school year, the district has provided multiple opportunities for Sheltered Instruction and Culturally Response Teaching training to ensure that new teachers come with the training already provided to veteran teachers that will help them effectively teach and reach diverse populations. Special Education personnel provide coaching and one-on-one training with new teachers on reaching and engaging special needs students. Dyslexia teachers from each campus attend a monthly meeting that provide training, best practice research, and showcasing innovative ideas for reaching dyslexic students. Additionally, a dedicated Title III Parent and Community Liaison conducts parent training sessions to help parents of bilingual and ELL students better understand asynchronous instruction expectations and the supports being provided for their children.

Key Requirement Student Progress: Describe how you're tracking student engagement and progress in your asynchronous environment.

Component: What is the expectation for daily student engagement?

Explanation: Students will engage in a minimum of 250 to 300 minutes or more of instruction per school day in the following time parameters:

ELA - between 60 - 120 minutes per day

As one of our district's key goals is to increase reading levels among our students, a dedicated daily reading time of at least 30 minutes per day is prescribed for independent reading in self-selected books with open-ended reading response activities provided to solidify comprehension and vocabulary acquisition. This independent reading time is above and beyond the required 90 - 120 minutes of ELA instruction each day.

Math - between 60 - 120 minutes per day

Science - between 30 - 60 minutes per day

Social Studies between 30 - 60 minutes per day

Fine Arts/Electives/PE - 30 - 45 minutes per day

SEL (Social-Emotional Learning) opportunities - 15 - 30 minutes per day

Small Group Interventions – 30 – 45 minutes per day

Students are required to log in to their Google Classroom class(es) each day to view the teacher directions and assignments, access uploaded instructional videos, post questions/feedback and assignments, and submit a Google Form noting attendance and a reflection question response and SEL reflection. There are also live office hour schedules posted for each teacher where students can log in to ask questions, receive clarifying instruction, and connect with other students in the class.

Teachers will also be offering live classroom instructional opportunities throughout the week on a stated schedule so that remote students can join the in-class instruction and see the lesson performed live if they are able. During independent practice/aggressive monitoring time, teachers can connect with participating remote students to answer their questions and receive feedback on their work.

Component: What is the system for tracking daily student engagement?

Explanation: In accordance with the Texas Education Agency, students participating in Remote Asynchronous instruction will be required to engage in daily academic content for each of their scheduled courses. Engagement for attendance is considered to be instructional interaction between teacher and student, progress in the district’s LMS or completion of instructional coursework/assignments. Remote students, who do not demonstrate engagement by 11:59 pm on the attendance event date, will be marked as ‘absent.’

General Expectations:

- Students and parents will be provided daily attendance expectations upon enrollment/registration into the remote asynchronous platform.
- Expectations will include remote asynchronous attendance procedures and a sample schedule that shows time on task commensurate to on-campus instruction.
- Participation in learning activities, coursework and assessments will be consistent with the district’s curriculum guidelines and grading policy as used for attendance purposes.
- However, engagement for daily attendance purposes alone does not constitute academic proficiency.
- Students not who do not meet daily engagement measures for attendance purposes and/or who are not making adequate academic progress may not meet standards for promotion to the next grade level or meet requirements for graduation.
- Traditional attendance rules for ADA, compulsory attendance and the 90% Rule will be enforced.

Engagement Tracking: Elementary PK-6th

- Student attendance will be marked daily in the student's scheduled **homeroom**.
- In order to document engagement for attendance purposes, students will complete an assigned Daily Learning Activity in Google Classroom consistent with on-campus learning activities such as a bell-ringer, warm-up, course reflection, journal prompt, or exit-ticket.
- Additional engagement opportunities for remote attendance purposes will exist in the form of instructional interaction between teacher and students, including, but not limited to remote tutoring, intervention, enrichment or social emotional support activities, completion and submission of other assigned coursework or assessments, participation or progress in other instructional technology platforms or multimedia content offline, etc.,
- Teachers will use the daily attendance decision rubric and initially mark the student's attendance in the SIS at the campus' designated official attendance time for on-campus instruction.
- PEIMS Clerks will run attendance reports daily to determine Attendance Not Posted and follow-up with teachers weekly to verify accuracy of attendance.
- Students, who are initially marked absent, but who later meet engaged attendance measure by 11:59pm on the attendance date will retroactively have their attendance record updated to reflect as remote asynchronous.
- Students who are not engaged for three consecutive days without excuse shall be contacted by phone call or messaging from the classroom teacher to check in on them, discuss learning goals and confirm the student's commitment daily engagement.
- Teachers will refer 'uncontactable' students to campus staff to implement further attendance intervention measures for truancy purposes.

Engagement Tracking: Secondary 6th-12th

- Student attendance will be taken daily in **each class period** the student is scheduled into.
- In order to document engagement for attendance purposes, students will complete an assigned Daily Learning Activity in Google Classroom consistent with on-campus learning activities such as a bell-ringer, warm-up, course reflection, journal prompt, or exit-ticket.
- Additional engagement opportunities for remote attendance purposes will exist in the form of instructional interaction between teacher and students, including, but not limited to remote tutoring, intervention, enrichment or social emotional support activities, completion and submission of other assigned coursework or assessments, participation or progress in other instructional technology platforms or multimedia content offline, etc.,
- Teachers will use the daily attendance decision rubric and initially mark the student's attendance in the SIS at the campus' designated attendance time for on-campus instruction.

- PEIMS Clerks will run attendance reports daily to determine Attendance Not Posted and follow-up with teachers weekly to verify accuracy of attendance.
- Students, who are initially marked absent, but who later meet an engaged attendance measure by 11:59pm on the attendance date will retroactively have their attendance record updated to reflect as remote asynchronous.
- Students who are not engaged for three consecutive days without excuse shall be contacted by phone call or messaging from the classroom teacher to check in on them, discuss learning goals and confirm the student’s commitment daily engagement.

Teachers will refer ‘uncontactable’ students to campus staff as applicable to implement further attendance intervention measures for truancy purposes.

Component: How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?

Explanation: The methods described above are similar to the ways in which students would receive teacher support, peer interaction, and individual work time if they were learning on-campus. Further, regardless of student location – on-campus or remotely – students will be participating in the same curriculum, be provided access to peer interaction and other supports, be graded on the same schedule and the same attendance rules will be enforced.

Component: What is the system for tracking student academic progress?

Explanation: Through consultation with Instructional Partners provided by TEA in the Summer of 2020, consultants worked with core content supervisors and lead teachers to determine the most effective ways to track student academic progress during the school year. Rather than depending on a comprehensive end of grading period assessment, district assessments will be produced in shorter 3-week cycles to better gauge student understanding and learning gaps. Additionally, teachers have been trained to conduct formative assessments with their students virtually and face-to-face on a minimum of a weekly basis. All students are using Google Classroom to receive and submit assignments with teacher-embedded feedback provided on at least a weekly basis. Online district programs provide progress measuring checkpoints, adaptive and individualized learning pathways, and progress measures to ensure students are attaining concept mastery and showing measurable growth.

Component: What is the system for providing regular (at least weekly) feedback to all students on progress?

Explanation: All teachers are required to provide feedback via Google Classroom more than once per week through feedback comments on submitted assignments. Many of our online district programs have automatically generated feedback as students progress through individualized, adaptive pathways toward their particular learning goals. Upon reaching their goals, certificates of

achievement and/or avatars are provided digitally to students along with feedback regarding their next steps in their learning pathway.

Additional feedback is provided at least once weekly via student and parent emails, Remind, and Class Dojo apps. District progress reports are provided at the mid-point of each grading period with virtual parent conferencing and on campus conferencing opportunities available to discuss concerns and provide intervention prior to the final report card grades. Those students who are not progressing or falling behind are contacted for small group interventions.

Key Requirement Implementation: Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Include a sample educator professional development schedule.

Attachment 3: Beaumont ISD Professional Development Plan 20 -21

https://drive.google.com/file/d/1JuVHS5oqdDgh6JdKVn_eiyFZIFTc2Dyl/view?usp=sharing

BISD Teacher Remote Instruction Support Site: (digital link)

<https://sites.google.com/bmtisd.com/instructional-technology/home>

Summer 2020 Beaumont ISD Professional Development Menu: digital link)

https://docs.google.com/spreadsheets/d/1zjFrGXCerY-VLKjarmS_jivoZDC6jeNpKMoOypfA-t8/edit?usp=sharing

Component: How will both initial and ongoing, job-embedded educator development opportunities occur?

Explanation: Upon the COVID-19 closure in spring 2020, the district Professional Development Committee comprised of teachers of the year, district and campus leadership, technology supervisors, and parents evaluated the district technology offerings and training needed to ensure cohesive and quality implementation of virtual learning components. Prior to teachers going off contract in May 2020, a mandatory "Level 0" Google Applications training program was initiated wherein all educators, paraprofessionals, secretaries, and campus and district leadership team members were required to complete 15 hours of Google Suite Application training through online learning modules and submission of artifacts. Additionally in April, it was determined that Google Classroom would be the main mode by which assignments would be posted and submitted district-wide in the event of closure continuation or necessity for virtual instruction in the 20 - 21 school year. All teaching and paraprofessional staff completed initial Google Classroom training through Fried Technology in May with a half-day live webinar training. A full-day continuation of Google Classroom training which showed teachers how to create Interactive Notebooks and use extensions to elevate their virtual instruction was offered throughout the summer to earn a Flex Day in the new school year. A district Summer 2020 Professional Development menu was published in June

2020 so that teachers, paraprofessionals, and administrators could select from hundreds of training options and complete training virtually over a variety of topics.

For those electing not to complete the training in the summer or for newly hired teachers, the full day Level 0 and Google Classroom training was mandatory to complete during the August 2020 inservice days. An additional training over effective use of Zoom to provide online instruction and conferencing was required to be completed by all educators and administrators during the August 2020 inservice week.

All teachers began the school year with Google Applications training completed and their Google Classrooms set up and vetted by Fried Technology experts along with feedback to ensure quality implementation. The attached Professional Development Plan above shows the training that has occurred and will continue to build upon skills in the future.

Component: How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?

Explanation: It was apparent during the Spring 2020 closure that teachers would have to engage in practices that foster high yield instructional experiences while at the same time promote social distancing and instructional continuity and quality during remote learning periods. Beaumont ISD has embraced providing our teachers with targeted training that is scaffolded in ways that do not overwhelm or frustrate teachers. Our district Instructional Tech team and Professional Development Advisory Committee began convening in Spring 2020 and thereafter to ensure a strong PD plan was in place that would meet the unique and challenging needs presented to educators as a result of COVID-19.

The professional development experiences are all focused on adding tools to an educator's toolbox. Furthermore, we want to ensure that the tools can be continually developed and enhanced in order to grow our teachers and their knowledge and implementation of the TEKS, high quality, research-based instructional strategies, and ensuring that the instruction adds value to our students as evidenced by data evaluation and action steps.

In a "normal" year, this is a daunting task which takes a team effort to implement. Under COVID-19 constraints, the challenge is greater, but it is not insurmountable. Through the resources, programs, training, and observation/feedback being provided, our teachers have the tools they need to tackle the challenges of asynchronous learning effectively. Through continuation and strengthening of previously-implemented initiatives such as campus/department Data Digs, regular PLC data reviews, aggressive monitoring, universal screening and progress monitoring, and working with students one-on-one in data and growth goal-setting conferencing, we are confident that we will be able to foster student achievement in a unique and challenging year.

Describe your communication and support plan for families engaging with asynchronous learning:

A Google Site was created specifically for our families which houses brief informational videos and access to a variety of resources to support the learning at home:

www.tinyurl.com/bisdparents

Component: How will you communicate the expectations for asynchronous instruction to families?

Explanation: Beaumont ISD routinely uses a variety of platforms to ensure communications reach our family. Our district website at www.bmtisd.com is regularly updated with the latest information, including landing page banners that immediately direct families to prioritized information. We additionally post information accompanied with graphics on our Beaumont ISD Facebook feed, the Beaumont ISD Parent and Family Engagement Facebook group, the BISD Twitter feed, and on our mobile app. The district also utilizes Blackboard call-outs and emails to our families. Each campus additionally maintains their own website and utilizes Blackboard to reach their families. The district Parent Engagement Facilitators, under the supervision of the Parent Engagement Coordinator, schedule on-campus informational drive-throughs that allow parents to receive print copies of schedules, program log-in flyers, Google Classroom codes, and other pertinent information to foster parent and student learning engagement. All posted and provided materials are in both English and Spanish, with many of our digital platforms allowing automatic translation into other languages as needed.

The district knew that Google Classroom would be a key mode of providing instruction in an asynchronous model. We acquired and published a “Google Classroom for Parents” training video that walks parents through every step of using the platform and what they should expect throughout the school year. This training was provided in both English and Spanish. The video is located on the district website banner, easily accessible with one click of a button.

The district has also published brief videos and powerpoint presentations in both English and Spanish to help parents understand the expectations for continuation of virtual learning after the initial first 4-weeks remote learning period has concluded. A website at tinyurl.com/bisdparents has been created that contains on-demand brief training videos and resources to support understanding and implementation of asynchronous learning. The site also contains additionally vetted learning sites that students can use to support their understanding of concepts or to work on areas identified as needing improvement.

Component: What are the expectations for family engagement/support of students?

Explanation: Parent and Family Engagement Coordinators work with campus leadership teams to provide specific supports needed by the families. These include mandatory “Coffee with the

Principal” events monthly at each grade level where parents can attend a virtual or in person event, hear the charge from the campus leadership, and have the opportunity to ask questions. The Title III Parent and Community Liaison routinely holds meetings for Spanish-speaking parents at each campus to hear their concerns, provide training, and support their needs, both virtually and eventually in-person as our local virus cases diminish.

District and campus leadership teams routinely go out into the neighborhoods to distribute information, provide mobile tech and WiFi checkouts, and provide supplies that students may need to do their classwork. The district maintains a strong promotion about the importance of daily reading and has implemented reading challenges throughout the summer. This will continue throughout the school year with Read-A-Thons and challenges for students in K – 12 grade. District and campus leadership conduct home visits at least once monthly to provide students who have met the challenges with “Extraordinary Reader” yard signs and books. Visits are made to local housing projects to distribute library books and reading response packets/trackers to students.

Virtual parent meetings are held by content supervisors and campus personnel to keep parents apprised of instructional expectations. Training on district programs are provided live and virtually, as well as through posted webinars, throughout each grading period to ensure that parents understand what their child is working on. Through our daily drive-thru feeding sites, information and learning activities which foster parent/child interaction are distributed to take home.

Component: What additional supports, training, and/or resources will be provided for families who may need additional support?

Explanation: The mental and emotional health of our families, students, and staff is at the forefront of our concerns. COVID-19 has created unprecedented stress among all, and we soon realized that the same attention devoted to planning instructional continuity and being ready to deliver quality instruction remotely would need to be devoted to providing emotional supports for our families and staff.

We continued to grow our SEL (Social-Emotional Learning) department throughout Spring 2020 from only two members to a team of six members by July 2020. The SEL team worked throughout the summer to develop an appropriate SEL curriculum for each grade level which involves reflections, live connection times, and sharing of brief videos and SEL strategies. This curriculum was implemented starting on the first day of school. We additionally created SEL Check-In Protocols that tie into the Google Form students are using each period to submit their attendance and a reflection or exit ticket response. Through a posted SEL Check-In Form, students are able to let their teacher know if they are in need. It may be a need for supplies, time to speak to the teacher or counselor privately, a need for one-on-one help, or a variety of other needs. The check-in form also lets the student rate their current mood and allows students to elaborate on how they are feeling and what challenges they are facing.

The SEL Check-In forms have been more impactful than was anticipated. Within the first week of school, teachers were receiving forms from students asking how they can receive food since they had none at home, how they could receive help on using their Chromebook or assistance reading a passage in their native language, and even students expressing fear at being left alone during the day or night. In each incident, immediate support was provided to the student. Depending on the expressed need, the school counselor, at risk coordinator, or SEL specialist connected live with the student and was able to get them the help they requested. Campus teams visited homes of students to provide reassurance or bring them food/supplies.

The SEL check in is a protocol that was borne from the isolation brought on by COVID-19, but it has proven to be such a valuable process that we will continue it long after COVID-19 has been resolved.

SEL Check-In Protocol: **Attachment 4**

https://drive.google.com/file/d/1D2fjKENof86jnU_Bxgiuov1V7XAKaJTG/view?usp=sharing

SEL Live Support opportunities:

https://drive.google.com/file/d/1DZQzji4HDBbFZ2_eoMq5k_OROJDvafi_/view?usp=sharing

Through campus “Coffee with the Principal” virtual meetings and additional virtual meeting opportunities from our Parent Involvement dept., parents are provided with community resources that can provide the supports they may need. We also make our district At-Risk Coordinator’s contact information known at these meetings so parents can call about specific needs and get connected to the resources that can help them.

Asynchronous Plan Attachments

Attachment #1 - BISD Sample Daily Schedules



Pre-K Full Day Daily Schedule

Time	Content Area/Student Activity	Synchronous/ Asynchronous
5 minutes	Complete Daily Check-In Form/SEL Check In	Asynchronous
60 minutes	ELAR/SLAR <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Prescribed time on online learning programs (Raz Plus, Frog street, Starfall, Teach Your Monster to Read) 	Asynchronous Live office hours will be Synchronous
45 minutes	Math <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom Activities • Prescribed time on online learning programs (Tiggy Chef, Tiggy Safari, Tiggy Adventure, Tiggy Shapes) 	Asynchronous Live office hours will be Synchronous
30 minutes	Active Play <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities 	Asynchronous Some Synchronous opportunities will be available weekly
45 minutes	Science/Social Studies <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities 	Asynchronous Live office hours will be Synchronous
30 minutes	Specials/Creative Play	Asynchronous Some Synchronous opportunities will be available weekly
15 – 30 minutes	SEL (Social-Emotional Learning) <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Emotional ABC's • Google Classroom activities 	Asynchronous
30 minutes	Interventions/Small Group Instruction	Synchronous

Live Office Hours schedule will be posted in each teacher's Google Classroom

Kinder to 5th Grade Daily Schedule

Time	Content Area/Student Activity	Synchronous/ Asynchronous
10 minutes	Complete Daily Check-In Form/SEL Check In Form	Asynchronous
90 – 120 minutes	ELAR/SLAR <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Prescribed time on online learning programs (Education Galaxy, iRead, Reading Eggspress, HMH online textbook components) 	Asynchronous Live office hours will be Synchronous
30 minutes	Dedicated independent reading time in appropriately-leveled, self-selected books	Asynchronous
90 – 120 minutes	Math <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom Activities • Prescribed time on online learning programs (Education Galaxy, STEMScopes Math, Texas Go Math textbook components) 	Asynchronous Live office hours will be Synchronous
30 – 45 minutes	Science <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Online Lab activities through STEMScopes 	Asynchronous Live office hours will be Synchronous
30 – 45 minutes	Social Studies <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Social Studies Weekly online activities 	Asynchronous Live office hours will be Synchronous
30 – 35 minutes	Fine Arts/Elective/PE <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities 	Asynchronous Some Synchronous opportunities will be available weekly
30 minutes	SEL (Social-Emotional Learning) <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Character Strong curriculum components • Google Classroom activities • Live sessions with district SEL Specialists 	Both Asynchronous and Synchronous
30 – 45 minutes	Interventions/Small Group Instruction	Synchronous

Live Office Hours schedule will be posted in each teacher's Google Classroom

Secondary Daily Schedule

Time	Content Area/Student Activity	Synchronous/ Asynchronous
Complete each class period (5 min. per period)	Complete daily class check-in form/reflection or exit ticket/SEL Check-In	Asynchronous
60 - 90 minutes	ELAR/SLAR <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Prescribed time on online learning programs 	Asynchronous Live office hours will be Synchronous
30 minutes	Dedicated independent reading time in appropriately-leveled, self-selected books	Asynchronous
60 - 90 minutes	Math <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom Activities • Prescribed time on online learning programs 	Asynchronous Live office hours will be Synchronous
45 - 60 minutes	Science <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities 	Asynchronous Live office hours will be Synchronous
45 - 60 minutes	Social Studies <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities 	Asynchronous Live office hours will be Synchronous
60 -90 minutes	Fine Arts/Elective/PE <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Google Classroom activities • Most secondary students have at least two classes in this category 	Asynchronous Some Live Learning Synchronous opportunities will be available weekly
30 minutes	SEL (Social-Emotional Learning) <ul style="list-style-type: none"> • Screencast or recorded Zoom lesson • Utilization of Character Strong curriculum components • Google Classroom activities • Live sessions with district SEL Specialists 	Both Asynchronous and Synchronous
30 – 45 minutes	Interventions/Small Group Instruction	Synchronous

Live Office Hours schedule will be posted in each teacher's Google Classroom

Attachment #2 - Sample Weekly Checklist



Course Title/Grade Level 5th Grade ELAR

Teacher : Mrs. Jones Week of : September 14 - 18, 2020

EXAMPLE

Synchronous Live Learning Opportunities

Dates and Times for Live Office Hours for this subject and teacher are:

10:15 – 11:05 M – F Zoom link:

* Survey completion is required at the end of each session to record your attendance/engagement

Discussion questions for this week we will talk about in our live sessions:

- In what ways can using context clues help me during reading?
- In the story we are covering on Tuesday titled "The New Girl at School," what are the different types of conflict within the story?
- How does the author of the "The New Girl at School" help the reader to understand why Sophie behaves the way she does?
- What is the resolution of the story we are reading this week titled "Car Problems"?
- How did the author help the reader understand how Monica felt in the story "Car Problems"?
- In our Mentor Sentences work this week, what are three ways the author used figurative language effectively?
- How can figurative language enhance the meaning or message of your writing?

Asynchronous Learning Through Google Classroom (access at a time convenient for you each day)

Assignment Title:

"The New Girl at School" – read story and respond to reading using the provided activities.

Due Date: September 15 by end of the day

Assignment Title:

"Mentor Sentences" activities – complete on your own; if you are unclear about what to do, join our Zoom session on Wednesday, September 16, for clarification

Due Date: September 17 by end of the day

Assignment Title:

"Car Problems" story – read and complete the plot chart and response activities over the story

Due Date: September 18 by end of the day

Assignment Title:

"Car Problems" – Figurative Language activities
Due Date: September 18 by end of the day (you may also complete over the weekend if you wish, but turn in no later than 9:00 PM, Sunday, September 20)

Assignment Title:

Narrative Writing Prompt activity – complete by end of day September 18

Assignment Title:

Complete at least 20 minutes of independent reading each day this week (on the weekends, too!). Be sure to note your reading on your reading log and take the AR quiz once you have completed the book.

You should have accomplished at least 2 hours of reading this week in your library book.

Attachment #3 - BISD Professional Development Calendar



Professional Development Calendar

Time Frame	Training Title	Description of Training	Participating Personnel	Training Goals	Follow Up Support
May 11 - 28, 2020	"Level 0" Google Application Training	Provides 15 hours of training that covers the basics of Google Suite application usage	All campus and district leadership; educators; para-professionals; secretaries	To ensure that all personnel have a viable foundational knowledge of Google Suite Applications that can be built upon in the coming year	Online Google Suite Applications training modules have been purchased through TEQ for staff in need of a refresher to utilize as needed; to build upon the foundational knowledge, all staff will be required to complete Level 1 Google Certification training and pass the certification test by August 2021
May 19, 2020	"Introduction to Google Classroom" training	Three-hour live webinar to introduce teachers and administrators to Google Classroom	All teachers, administrators, para-professionals	To ensure that all educators have a strong foundational knowledge of Google Classroom which will be the main way students will interact asynchronously	Continuation of the initial training will be provided throughout the summer in order for participants to earn a Flex Day; otherwise, the training will be a mandatory part of their August inservice day.
Summer 2020 or Aug. 10, 2020	"Google Classroom Training: Interactive Notebooks"	Three-hour live and recorded webinar guiding teachers to use digital interactive notebooks in all content areas	All teaching staff, campus administrators, district content supervisors	Train all teachers in utilizing Google Classroom to elevate instruction in engaging ways remotely	District instructional tech supervisors will continue training opportunities on Google Classroom components throughout the year; development of an Asynchronous Rubric will allow for campus and district leadership to provide targeted observation and feedback.
Summer 2020 or Aug. 10, 2020	"Effective Zoom Usage"	Three-hour Zoom for Educators training	Teachers, administrators, others who are interested	Knowledge and application of Zoom effectively for meetings, instruction, and conferencing	Zoom walkthroughs are regularly conducted by campus/district leadership to provide feedback and opportunities to engage with the students. Additional training provided by district instructional tech supervisors as needed.

Time Frame	Training Title	Description of Training	Participating Personnel	Training Goals	Follow Up Support
Summer 2020	"Google Classroom for Parents" webinar posted on district opening banner	This on-demand webinar designed for BISD parents guides them through the components of Google Classroom and how students will log in, access and submit work	Instructional Tech supervisors, Parent Engagement Coordinator	To help parents understand the Google Classroom platform and how it will be utilized through the initial remote learning period and for those opting to continue virtual instruction	Parent Engagement Coordinators will hold virtual forums at the campus level to help parents navigate and better understand remote platforms; district personnel manage a Parent and Family Engagement Facebook group to answer parent questions and provide posted training videos.
July 21 & 22, 2020	Leadership Academy	Two-day training provided by Dr. Stephen Peters outlining the keys to effective campus leadership	All campus administrative teams, district leadership	To inspire campus leaders to lead with heart, communicate effectively, be visible, embrace cultural responsiveness, and ensure that all students have opportunities for success.	Dr. Peters will continue to offer training throughout the school year during monthly Administrator Meetings
July 20 & 23, 2020	"Google Classroom for Campus Admin. Teams"	Two full-day live trainings by Fried Technology trainers showing administrators how to utilize Google Classroom effectively, calibration of walkthroughs, appropriate feedback	Campus and district administrators	Administrators fully understand the Google Classroom platform and its components, are able to identify quality Google Classroom set-ups, and provide observation and feedback that will drive quality usage	All administrators were required to set up their own Google Classrooms and utilize them to connect with their staff on a regular basis; district instructional tech supervisors will provide follow-up trainings throughout the year that will continue to enhance their knowledge and usage
Aug. 3 - 7, 2020	New Teacher Academy	Five-day training for all new teachers covering Google Apps, T-TESS Initial Training, Remote Instruction Overview, Curriculum, and SEL	All new teachers to the district	To provide a quality array of trainings that will provide new teachers with the tools needed to successfully instruct and reach students with high quality resources	New teachers are provided an on-campus mentor who can help support their on-going understanding and training needs; the district will continue to offer on-demand recorded trainings as well as live learning opportunities throughout the year

Time Frame	Training Title	Description of Training	Participating Personnel	Training Goals	Follow Up Support
Aug. 11, 2020	"Curriculum Roll-Out Day - Reaching Students Virtually"	Full day of live remote learning for teachers and principals on the district curriculum, new online programs, and effective remote instruction	Campus teachers, paras, campus and district leadership	Teacher and administrator understanding of content overviews showing updated curriculum components, pacing calendar, scope and sequence, and online resource portals for each subject area; training opportunities for online programs; deep dive into how to use these components to teach virtually effectively	On-demand webinars, either purchased from the program vendor or created in-house by content supervisors are readily available in each content resource folder. Additional campus trainings are provided remotely as needed in PLCs or faculty meetings.
Aug. 12 & 13, 2020	<ul style="list-style-type: none"> • SEL Supports • CHAMPS Virtually • Remote Learning Handbook • Health & Safety Protocols 	Campus-based training using district-created training modules and materials	Campus personnel	All campus personnel begin the year with a deep understanding of the expectations for remote learning using handbook protocols, SEL training and resources, CHAMPS implementation in virtual instruction, health/safety protocols	All topics will continue to be addressed throughout the school year in follow-up trainings, faculty meetings, district newsletters, and training videos.
Sept. 2020	"Project Restore - Part 1" Training	Online video training with facilitator guidance for Project Restore	All campus personnel	To ensure that all campus personnel understand and recognize the effects of childhood trauma	Continuation of Project Restore presentations as they are released; District At-Risk Coordinator will additionally provide support trainings for parents and staff throughout the year. As new trainings are released, we will incorporate them into the PD calendar throughout the school year.

Time Frame	Training Title	Description of Training	Participating Personnel	Training Goals	Follow Up Support
Sept. 2020	"Pear Deck Training"	Based upon educator feedback, the district purchased Pear Deck to support engaging instruction for both F2F and remote learners. This recorded training walks them through implementation and usage in the classroom.	Campus educators and administrators	All staff charged with educating students will be trained on this additional tool that can elevate both their F2F and remote instructional delivery.	Surveys are routinely distributed to staff after a program is implemented to ascertain its value and to determine if it should be continued in the next school year. If it is determined to be a program that adds value, we will continue its usage and provide additional training as needed for new staff members or as a refresher.
Sept./Oct . 2020	"Preparing for F2F Learning"	On-demand prerecorded training videos to show teachers how to manage providing quality instruction to both F2F and remote learning students	Instructional Tech Supervisors, classroom teachers, administrators	Teachers will better understand the expectations of their duties once the initial 4-week remote learning period has concluded. Teachers will know how often to provide virtual office hours, utilize existing classroom tech to reach their students remotely, and how to foster communication/collaboration among F2F and remote learning students	<p>Campus instructional coaches, district content supervisors, and instructional tech coordinators will provide ongoing observation and feedback for teachers. Live Q & A sessions will be held to address concerns and rectify any tech obstacles. Models of excellence will be curated from observation and feedback sessions to showcase teachers who are meeting or surpassing the stated requirements</p> <p>Teacher support site to house training and tip sheets is located at: https://sites.google.com/bmtisd.com/instructional-technology/home</p>

Time Frame	Training Title	Description of Training	Participating Personnel	Training Goals	Follow Up Support
Oct. 2020	"Screen-castomatic Training"	Based upon educator feedback, the district purchased Screencastomatic to support engaging instruction for both F2F and remote learners. This recorded training walks them through implementation and usage in the classroom.	Campus teachers and administrators; district leadership	To provide additional tools for our educators' instructional toolbox that will elevate instructional engagement opportunities	Models of teaching excellence in using this tool will be recorded and used to train other educators on how to utilize the program within their class instruction effectively.
Jan. 4, 2021	"Goal Progress Check-In"	Campus teams will be guided to review their BOY goals and determine from the data collected in Semester I if they are on track toward meeting their goals in mid-year and at the end-of-year.	Campus teams, campus and district leadership	Campus teams must ensure that, even in a unique year such as this, they are still working toward meeting mid-year and end-of-year goals. This training will guide them to evaluate collected data and determine areas of strength and areas in need of rectification.	Data Dig PLCs will continue at least monthly on each campus to ensure goal progress is occurring.
Feb. through Aug. 2021	"Level Up Your Google Skills: Level 1 Certification"	Online, engaging modules for each section of Level 1 Google Certification training; the test fees will also be paid for each participant	All teachers, paras, campus and district leadership	To build upon prior training, all teachers and staff will receive training modules that will enable them to take and pass the Level 1 Google Certification test	Continue to build capacity among our educators and leaders that will ensure the education of our students prepares them to be 21 st Century learners.

SEL Check-in Guide

This guide will provide answers to frequently asked questions about SEL Check-ins, a continuum of action to address student responses, examples of virtual check-ins and resources.

What is a SEL “Check-in”?

Just as teachers frequently use strategies to check for understanding of academic content; the same can be done to gauge a student’s socioemotional state. By formalizing a routine Check-In, teachers can monitor student wellbeing, promote a sense of belonging, and increase awareness of difficulties students may be experiencing. Often, these check-ins present as a low-anxiety way for students to connect with their teacher and build relationships. In some circumstances, a student’s responses may require formal action and follow up.

How do I use a “Check-in” when my students are remote learners?

As the mode of instruction becomes virtual, check-ins across grade levels can be incorporated into remote teaching and learning. Teachers of younger students can use simple, developmentally appropriate ways for students to express their feelings via a visual or simple written expression. For older students a teacher can use a Google Form to pose a few quick questions, and collect the data from the students on a Google Sheet.

What does the data look like from a Google Form?

Google Forms provide all the responses on a spreadsheet so it is easy to view the entire class at once. Looking at the data, teachers can scan the responses quickly to identify students who may need more intensive support or a single student that may be struggling. For example, a teacher may scan for any students who respond with a check in of 3 or below for follow up. Sample data is shown in the *Examples* section of this guide.

Do I have to do a formal check-in with my students everyday?

Teachers must do a socioemotional check-in with their students at least once a week. However, due to the duration that students have been separated from school, friends, and teachers, more is encouraged. This is a recommended, and research based practice that builds relationships, and student’s sense of belonging. It is critical that teachers read student responses and follow up when needed.

Does my check-in have to be long?

No! Check-ins are meant to be quick and concise. For younger students it may be as simple as sharing a “feelings picture,” while for older students it may be questions on a short survey. For all age groups, a quick “temperature check” during a video class meeting can be effective. The important thing is to use student responses to measure their engagement and monitor their well-being. See the *Examples* section of this guide for more ideas.

What do I do if I am concerned about a student?

First, have a follow-up conversation with the student to get more information, clarify their response and offer support at the student-teacher level. Contacting a parent/guardian to discuss the student’s well-being can also foster a sense of collaboration between home and school. Refer to the *Responding to Student Needs* chart to identify what actions to take when a student displays various levels of engagement.

NOTE: If a student communicates something that is indicative of a threat to their well-being (i.e. mention of suicide or suicidal ideations, disclosure of physical or sexual abuse, neglect, high levels of home discord, food insecurity, homelessness, etc.) follow your campus’s protocol for communicating immediate student concerns. If a mandated report is required, follow BISD’s process for reporting child abuse/neglect. [Texas DFPS Abuse Hotline & Online Reporting](#)

Responding to Student Needs

High Levels of Engagement	Moderate Levels of Engagement	Low Levels of Engagement
<p>Defined as:</p> <ul style="list-style-type: none"> -Consistent Attendance -Positive responses to SEL Check-ins -Confident approach to academic tasks 	<p>Defined as:</p> <ul style="list-style-type: none"> -Average Attendance -Neutral responses to SEL Check-ins -Ambivalent about learning and participation 	<p>Defined as:</p> <ul style="list-style-type: none"> -Excessive absences -Negative or concerning responses to SEL Check-ins -Little to no ownership over learning or academic tasks
<p>Response:</p> <ul style="list-style-type: none"> -Meet positivity with praise -Continue to maintain connection with student and family -Contact parents/guardians with “glows” -Provide student with leadership opportunities or peer-to-peer coaching 	<p>Response:</p> <ul style="list-style-type: none"> -Continue to praise successes and encourage growth -Engage with family at least once per week -Establish system for monitoring progress -Offer ways to connect with peers 	<p>Response:</p> <ul style="list-style-type: none"> -Assess student’s needs to identify reason for limited engagement -Initiate more intensive outreach with student and/or family weekly -Conference with parents/guardians to discuss concern -Consider targeted intervention or seek additional support

Reflect: Look at the collective responses of your class to determine if there is a theme with their responses. Consider if you can meet multiple needs by incorporating socioemotional and community building themes, as well as virtual small groups, into your instruction.

Re-engage: It is important to make contact with families on a regular basis with positive feedback, updates or information. Parents and guardians are more encouraged to become partners in their child’s education if they receive positive communication, as opposed to being contacted solely with concerns.

I need to refer a student for additional support, who do I contact?

All concerns and referrals should be directed to the student's home campus. If a concern is in need of immediate action, follow the appropriate protocol for contacting the campus crisis team or making a mandated report.

Mental health

- Complete a Counselor Referral Google Form and send it to the counselor of the student's home campus.
- It is best practice to have information gathered, from communication with the parent/guardian, BEFORE sending a referral to the counselor.
- Continue to monitor welfare, encourage participation and build a relationship with that student. Your ability and responsibility to support mental health or socioemotional needs *does not* end with a referral. Maintain ongoing documentation.

IMPORTANT: If a student communicates something that is indicative of a threat to their well-being (i.e. mention of suicide or suicidal ideations, disclosure of physical or sexual abuse, neglect, high levels of home discord, food insecurity, homelessness, etc.) follow your campus's protocol for communicating immediate student concerns. If a mandated report is required, follow BISD's process for reporting child abuse/neglect. [Texas DFPS Abuse Hotline & Online Reporting](#)

Attendance

- Follow your campus protocol for reporting chronic absences and truancy concerns.

Examples and Resources

<i>Elementary</i>	<i>Secondary</i>
<p>Interactive Daily Check-in Using Google Slides</p> <p>2 Minute Zoom Check-ins with Elementary Students: Video</p> <p>SEL at Home the first 10 days: Lower Elementary K-2</p> <p>SEL at Home the first 10 days: Upper Elementary 3-5</p> <p>Guide to Daily Check-ins and Google Forms -Sample Form Bank</p> <p>Six Tools for Relational Restorative Practice</p>	<p>Check-in Google Form Example 1</p> <p>Check in Google Form Example 2</p> <p>Virtual "Temperature Check" Form</p> <p>How to engage relationally from Character Strong:</p> <p>Temperature Check Secondary Teacher Information Slide Deck</p> <p>Student Daily Check-ins using Google Forms</p>

Engagement Across Grade Levels

Ideas for building class community in a virtual meeting (i.e. Zoom, Google Meets)

While taking attendance, you can have students answer a question rather than just saying “here.” A student can respond with their name and answer when called upon; for example, if asking to state their favorite color - “Alicia, teal!” Some simple questions include: favorite color, sport team, season, food, music, animal, Superhero, pizza topping, disney character, etc.

Using the connections to facilitate the learning!

Community building questions can also act as great writing prompts or journal entries. This provides an opportunity to get to know the student as an individual *and a* work sample to get to know them as a learner.

Relationship building questions (Use open ended questions)

- Who is someone that always makes you smile?
- Do you currently have any pets? What are their names?
- Do you have siblings? What is your birth order? (Youngest, middle child, oldest?)
- What makes you happy?
- What time do you go to bed and what do you look forward to when you wake up?
- What is your pet peeve?
- What is your dream job?
- What would your superhero name be? What would you be able to do?
- What makes you feel... (brave, loved, thankful etc)?
- If you could travel anywhere, where would you go?

Outline for creating an effective Google Form:

1. Name:
2. Hello! How are you doing? 1 (Terrible) 2 3 4 5 (Fantastic)!
3. Why? (Optional)
Note: If you provide the opportunity for a student to elaborate on their feelings, you MUST read it and be prepared to respond to any concerns
4. End with a question that is neutral, does not trigger emotion, and ends on a positive note. It could also serve as “check for understanding” of content you are teaching:

-Give an example of a metaphor.	-Using your favorite disney movie, identify the protagonist?
-Who was South Africa’s first black president?	-What is (Teacher’s name) favorite food?
-List the order of operations.	-What is the name for the center of a cell?
5. Another way to end is by letting your students know how YOU are feeling and why:

-I’m a 5 because it is Friday and I am looking forward to sleeping in tomorrow!	-I’m a 3 because I did not sleep well last night and I ran out of coffee this morning.
---	--
6. Thank students for sharing and for being in your class, for being who they are, etc.

Example of Google Form Response Data

Timestamp	How are you doing today?	Why?	Who was the leader of the United States during the Tehran (November 1943) Conference?
10/31/2017 8:39:17	5	I am wearing some pretty fly shoes!!	Roosevelt
10/31/2017 8:39:23	3	Halloween and I'm at school. Also feel meh on chem test I just took.	Truman
10/31/2017 8:39:59	3	we have our first playoff game today for soccer but I'm stressed about my math test tomorrow	Roosevelt
10/31/2017 8:40:11	2	I've been struggling with depression for a long time and I hit my lowest point yesterday. Nothing I generally want to talk about. I had a long night and I'm thinking of talking to my parents about seeing someone.	Roosevelt
10/31/2017 8:40:57	2	Before I left for my trip, my car was broken into and my backpack and purse was in there so those are gone. Its been super stressful trying to replace things in my backpack and get back on track with school because everything is gone. I think the most upsetting part is that just when I think I know what all was stolen, I think of something else. And on top of it all they wont give me a new Chromebook until I bring in a police report which Im gonna do tomorrow	



SEL Overview 20 - 21



SEL ASSIGNMENTS

ELEMENTARY	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL	HIGH SCHOOL
AMELIA	BLANCHETTE	KING	BU	WB
CALDWOOD	CHARLTON - POLLARD	MARSHALL	BROWN	ECHS
CURTIS	FLETCHER	ODOM	PATHWAYS	
DISHMAN	GUESS	SMITH	TAYLOR	
REGINA	HOMER	VINCENT		
BINGMAN	JONES - CLARK			
LUCAS	MARTIN			
	PMAC			
LEBLANC	ELIE	ARCENEUX	HOLTZ	RICHARD



New SEL E-mail

- In an effort to streamline requests, official SEL e-mail will come from the following address:

sel_primary@bmtisd.com

- You may write emails to this address and it will go to all of the SEL coordinators. This is helpful in case you can't remember the name or email of your personal SEL coordinator.
- Hopefully it also reduces the number of emails from different individuals/coordinators so it doesn't become cumbersome. Please add this email address to your contacts. Most of our important links and information will come from here.



SEL Live Sessions

- Please refer to the Remote Learning Handbook and your campus'/grade level time for either SEL Lunch Bunch or the designated advisory period when SEL is supposed to occur on your campus
- We currently have 5 SEL coordinators for the district that are assigned to multiple campuses. They are each designated as elementary, middle or high school level coordinators. For the time being, we have split the grade levels and loads for the “SEL Live” sessions between each of the coordinators.

SEL Live Sessions Schedule 2020-2021

Elementary School	
Pre-K 3	https://us02web.zoom.us/j/89272902414?pwd=Q1kwOXBpK1dQZks4M1RPdG9mM1dtUT09 Passcode: 1111
Pre-K 4	https://us02web.zoom.us/j/84736846038?pwd=cmN6NkxhYTFnVksVmfENmlHMnhqUT09 Passcode: 1234
Kindergarten & 1st Grade	https://us02web.zoom.us/j/86028954778?pwd=YVNsdIA2RG0yODV0L0lqdFrOGtEZz09 Passcode: 5678
2nd & 3rd Grade	https://us02web.zoom.us/j/89881348720?pwd=U1ZlbiQvL3JUuzFVUDVwNUJ5WnFuUT09 Passcode: asdf
4th Grade	https://zoom.us/j/96268534344?pwd=bFZWetrMkwcCtabVVJWm9qMUhXdz09 Passcode: 12345
5th Grade	https://us02web.zoom.us/j/89908846221?pwd=dIZQcjhmekd4ZmVCYjVJWGZRSkVDUT09 Passcode: 1111
Middle School	
6th-8th Grade	https://zoom.us/j/99839545544?pwd=RVZ4UWdWk2FLN2tOGQvWm1FYWwrQT09 Passcode: 028266
High School	
Beaumont United Pathways Paul Brown Taylor Career Center	https://zoom.us/j/99342486015?pwd=NXZ1aCs4ZkpKVldMOGdnOEIzNmJQdz09 Passcode: CeYKT4
West Brook Early College	https://us02web.zoom.us/j/83003856023?pwd=bDhMQEYxZbDkvKzIKaHA3NnU4UTRzQT09 Passcode: bisd



SEL Teams/Liaisons

- Please think about having a team (at least two people) who can be the point of contact on your campus for your SEL coordinator
- The majority of the staff on the team should not be teachers since it will be difficult for them to facilitate the SEL Live Sessions (i.e. Instead select Behavior Interventionists, Counselors, Department Heads)
- More information will be forthcoming on how to continue implementation once students begin to return F2F



SEL Professional Development Schedule

September-Modeled Live SEL Sessions/Curriculum Webinar-Curriculum Rollout

October-Sanford Harmony Refresher/Initial Training (Virtual)

November-Coping with Teacher Stress (Virtual)

December-Building Relationships with Students (Virtual)

January-Understanding the Impact of Trauma on Students (Virtual)

February/March-Restorative Justice: Rethinking Discipline (Virtual)



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

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

Agenda Item Title: Consider approval of Resolution of the Board regarding Wage Payments During Emergency School Closing

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s): Cheryl Hernandez

Executive Summary: Due to Hurricanes Beta and Delta, Beaumont ISD closed its facilities from September 21-23 and October 9, 2020. While many employees were able to perform their work remotely, some employees were ineligible to telework due to the nature of their duties, and as such, will not be compensated unless the board approves the enclosed resolution authorizing their pay during the closures.

Recommendation: Approve the resolution.

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

Date

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

Date

Shane D. Fisher

10/8/20

General Counsel's Signature

Date

**BEAUMONT INDEPENDENT SCHOOL DISTRICT
RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS
DURING EMERGENCY SCHOOL CLOSINGS**

WHEREAS, the Board acknowledges that during the emergency closing due to Hurricanes Beta and Delta on September 21-23 and October 9, 2020, most District employees were instructed not to report for work and some were ineligible to telework. The Board concludes that a need exists to address wage payments for employees who were idled and ineligible to telework.

WHEREAS, employees who are instructed not to report to work and are ineligible to telework may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and non-contractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing and ineligibility to telework, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Beaumont Independent School District authorizes continued wage payments to all employees, contractual and noncontractual, salaried and non-salaried, who were instructed not to report to work and were ineligible to telework during the emergency closing on September 21-23 and October 9, 2020, unless the workdays are scheduled to be made up at a later date.

- Adopted this 15th day of October, 2020 by the Board of Trustees.

Presiding Officer

Secretary



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: II.F.9.

Agenda Item Title: Consider approval of Interlocal Agreement with City of Beaumont concerning Crossing Guards

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s): Cheryl Hernandez

Executive Summary: At the August board meeting, the Board approved an Interlocal Agreement with the City of Beaumont concerning the Crossing Guard program. The agreement reflected the standard terms that the program has operated under since 2015, when Beaumont ISD agreed to take over the program at the City's request. Prior to the expiration of BISD's current agreement with the City, Beaumont ISD and the City of Beaumont partnered to provide crossing guards for all roadways near BISD campuses. BISD employed the crossing guards and the City of Beaumont reimbursed BISD for half of all expenses related to the program. When the agreement approved by the Board in August was presented to the Beaumont City Council for approval it rejected the Agreement and submitted proposed amendments to the cost structure. Rather than contribute half the cost of the program not to exceed \$90,000 annually, the City approved contributing \$90,000 for the 2020-2021 school year, \$45,000 for the 2021-2022 school year, and \$22,500 for the 2022-2023 school year. The requested revisions are reflected in the agreement enclosed for your consideration.

Recommendation:

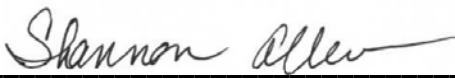
Budget Impact* (if applicable):

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

10/12/2020

Date

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

Date

General Counsel's Signature

Date

**INTERLOCAL AGREEMENT BETWEEN:
CITY OF BEAUMONT, TEXAS & BEAUMONT INDEPENDENT SCHOOL DISTRICT**

This Interlocal Agreement ("the Agreement") is entered into by and between the City of Beaumont, ("City"), and the Beaumont Independent School District, ("District") (collectively referred to herein as the "Parties"), entities that are authorized to enter into interlocal agreements in accordance with Section 791.001, et. seq., of the Texas Government Code.

WHEREAS, the District, currently operates a School Crossing Guard program (the "Program"),

WHEREAS, the City and the District share the expense of funding the program equally,

WHEREAS, the purpose of the program is to ensure students' safety as they come and go to the District's campuses using city road ways,

WHEREAS, the Board of Trustees determines that student safety and student transportation are important educational and public purposes, and the program benefits these educational and public purposes; NOW THEREFORE the parties agree as follows:

Article I: Purpose of the Agreement

The purpose of this Agreement is to provide the terms and conditions whereby the District and the City will continue to fund the Program in accordance with the ongoing spirit of cooperation between the City and the District with regards to the sharing of resources and the mutual concern for safety, and to maximize efficiency for the benefit of the students, citizens, and taxpayers of the City.

Article II: Terms of the Agreement

This Agreement will be in effect for a one-year term coinciding with the District's fiscal year beginning July 1, 2020 and expiring September 30, 2021.

Unless otherwise stated herein, any notice under this Agreement shall be in writing and directed to the following individuals:

To City:	City of Beaumont Kyle Hayes, City Manager P.O. Box 3827 Beaumont, Texas 77704 Telephone: 409-880-3725
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To District: Email: kyle.hayes@beaumonttexas.gov
Beaumont Independent School District
Dr. Shannon Allen, Superintendent
3395 Harrison Avenue
Beaumont, Texas 77706
Telephone: (409) 617-5000
Email: spier@bmtisd.com

Article III: Obligation of District

District agrees to provide overall management and administration of the program and its employees, including documentation to support invoices submitted to the City.

District will provide training for all Crossing Guards in traffic directions as defined by the basic peace officer course curriculum established by the Commission on Law Enforcement Standards and Education.

Article IV: Obligation of City

The City agrees to compensate the District pursuant to the below payment structure for all expenses related to the crossing guard program.

2020-2021:	\$90,000
2021-2022:	\$45,000
2022-2023:	\$22,500

The City will reimburse the District via a biannual invoice. The first invoice will be submitted by January 15 and due no later than February 15. The second invoice will be submitted by June 15 and due no later than July 15.

Article V: Indemnity

To the extent permitted by Texas law, the parties agree to hold harmless one another and to not be liable to the other party for any and all claims, causes of action, suits, damages, including but not limited to, lost profits, special, incidental, consequential or punitive damages, whether in tort, for breach of contract, breach of warranties, express or implied, or otherwise. Neither party warrants that any duties and obligations performed hereunder will be without defect or interruption. The parties agree to work cooperatively and to use best efforts to execute the Program.

Article VI: Venue & Applicable Law

The parties agree that the venue in any legal action brought pursuant to this agreement shall lie in Jefferson County, Texas. The validity of this agreement and its terms and provisions, as well as the rights and duties of the parties, shall be governed by the law of the State of Texas.

Article VII: Merger & Severability

This Agreement constitutes the entire agreement between the parties with respect to the subject matter of school crossing guards, and supersedes any prior understanding or agreements, whether written or oral, between the parties with respect to the subject matter of this Agreement. No amendment, modification, or alteration of the terms of this Agreement will be binding on either party unless the same is in writing, dated subsequent to the date of this document, and is duly executed by an authorized person acting for the party against whom enforcement is sought. Should any clause become unenforceable due to illegality, it shall be stricken and the remainder of the agreement enforceable.

Article VIII: Intended Parties and Authority

There shall be no third party beneficiaries with any rights whatsoever as to either party under this Agreement. Both parties acknowledge they have the legal authority to enter into this Agreement and commit to the terms herein, and the parties hereby agree to be bound by such terms.

This Agreement is effective on the date of the last signature obtained below.

AGREED:
City of Beaumont

AGREED:
Beaumont ISD

By: _____
Kyle Hayes, City Manager

By: _____
Shannon Allen, Superintendent

Date: _____

Date: _____



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.10.**

Agenda Item Title: 2020-2021 T-TESS Certified Appraisers

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Randall Maxwell

Executive Summary: The District shall appraise teachers annually using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations. Each year the Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

Recommendation: The Board approves the additional 2020-2021 T-TESS Certified Appraiser

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): DNB Legal and Local

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

Anita Frank

Cabinet Level Presenter's Signature

10/8/2020

Date

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

Date

General Counsel's Signature

Date



**BEAUMONT INDEPENDENT SCHOOL DISTRICT
T-TESS CERTIFIED APPRAISERS
2020-2021**

Last Name	First Name	Role	Certification Status	Certification Year
Covington	Aaron	District Administrator	Certified	2020-2021



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.11.**

Agenda Item Title: District Improvement Plan 2020-2021

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): D'Lana Barbay

Executive Summary: The purpose of the District Improvement Plan is to guide district and campus staff in the improvement of student performance for all student groups. The board shall ensure that a district improvement plan is developed, reviewed, and revised annually for improving the performance of all students. The board shall annually approve district goals and performance objectives.

Recommendation: The recommendation is that the Board approves the 2020-2021 District Improvement Plan.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Anita Frank

Cabinet Level Presenter's Signature

10/8/2020

Date

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

Date

General Counsel's Signature

Date



Beaumont Independent School District

District Improvement Plan Summary

2020-2021

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

Performance Objective 1: By June 2021, 100% of reading and math teachers will receive training in the reading and math curriculum and implement it using evidence-based practices.

Performance Objective 2: By June 2021, 100% of campus leadership teams will successfully utilize district-created systems to monitor implementation of the reading and math curriculum.

Performance Objective 3: By June 2021, BISD will improve STAAR performance of 100% of tested students to ensure they meet, exceed, or show growth on 2020-2021 tested subjects.

Performance Objective 4: By June 2021, BISD will meet compliance expectations for SPED and BE/ESL.

Performance Objective 5: By June 2021, the district will engage in the continuous improvement process outlined through the System of Great Schools to increase the number of students in high quality seats in BISD schools by 10%.

Performance Objectives 6: By the end of the 2020-2021 school year, the number of 3rd grade students reading on grade level will increase from 50% to 65% and the number of 3rd grade students performing at grade level in the area of mathematics will increase from 62% to 75%.

Performance Objective 7: Increase AP courses and test participation by 10%.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective 1: Decrease the BISD teacher turnover rate by 1% during the 2020-2021 school year.

Performance Objective 2: The district will continue a systemic change during the 2020-2021 school year to retain highly-qualified administrator, teachers and support personnel.

Performance Objective 3: The district will develop a robust, targeted written professional development plan and offer staff development activities to 100% of the campuses.

Goal 3: To ensure safe and secure schools.

Performance Objective 1: By June 2021, all campuses will be provided ongoing classroom behavior support.

Performance Objective 2: By the end of the 2020-2021 school year, 100% of the professional staff will participate in training on cultural responsiveness.

Goal 4: To ensure student attendance and engagement.

Performance Objective 1: By June 2021, attendance rate will increase by 1% (from 92.8% to 93.8%).

Performance Objective 2: By June 2021, all campuses will be trained in strategies to improve student engagement and reduce discipline referrals.

Performance Objective 3: By June 2021, reduce dropout rate by 2% (from 3.9% to 1.9%).

Performance Objective 4: By June 2021, programs to promote well rounded education will be implemented.

Goal 5: To increase parent/family engagement and community collaboration.

Performance Objective 1: By June 2021, the district will increase the opportunities for campus-based engagement and volunteer opportunities by 10%.

Performance Objective 2: By November 2020, the district will solicit participation of community members and potential partners in System of Great Schools through multiple activities.

Performance Objective 3: By May 2021, increase attendance to parent/family and community engagement events by 10%.



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.12.**

Agenda Item Title: Campus Improvement Plans 2020-2021

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): D'Lana Barbay and Campus Principals

Executive Summary: Each school year, the principal at each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the Campus Improvement Plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs. A board shall ensure that campus improvement plans are developed, reviewed, and revised annually for improving the performance of all students. A board shall also annually approve campus performance objectives.

Recommendation: The recommendation is that the Board approves the 2020-2021 Campus Improvement Plans.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Anita Frank

Cabinet Level Presenter's Signature

10/8/2020

Date

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

Date

General Counsel's Signature

Date



Amelia Elementary School
Campus Improvement Plan Summary
Yvonne DuPont, Principal
2020-2021



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** By May 2021, increase 5th grade math performance interim from 5.15% meets, to 10.15% meets.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** Recruit and increase certified teachers by 6.06% from 94.29% to 100% to improve student engagement and instruction by December 2020.
- **Performance Objective 2:** By May of 2021, information communicated to staff will increase by 48% from 52% to 100% based on staff surveys.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** Decrease number of classroom discipline referrals by 33% from 30% to 20% by May 2021.

Goal 4: To ensure academic gains through student attendance and engagement strategies.

- **Performance Objective 1:** Amelia's attendance will increase by 2% from 94% in 2019-2020 to 96% for the 2020-2021 school year.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** Amelia Elementary will add four additional Parent engagement activities for the 2020-2021 school year.



**Beaumont Early College High School
Campus Improvement Plan Summary
2020-2021**

Guided by the CEIC, Beaumont Early College High School has completed a campus improvement plan based on the campus needs assessment completed in the spring of this year. The following is a summary of the plan, highlighting the plan's goals and performance objectives.

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** Beaumont ECHS will reduce the number of courses that students lose credit in by 8% (from 23% to 15%) by May 2021.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2021 ECHS will maintain 90% of the current faculty/staff.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By May 2021, Beaumont ECHS will reduce student behavior referrals generated due to student to student or student to staff conflict by 10% (i.e. 23% of referrals were due to this conflict - it will be reduced to 13%).

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** Throughout the 2020-2021 school year, Beaumont ECHS will maintain at least a 97% attendance rate.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** Beaumont ECHS will increase parent engagement with, and attendance to, campus events and activities from an average of two parents at each event in 2019-2020 to an average of twelve or more parents at each event in 2020-2021.



Beaumont United High School Campus Improvement Plan Summary 2020 - 2021

The purpose of the campus improvement plan is to guide Beaumont United High School's campus staff in the improvement of student performance for all student groups in order to attain state standards with respect to the achievement indicators.

The campus improvement plan includes the following Goals and Performance Objectives:

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020 - 2021

- **Performance Objective 1:** By May 2021, 60% of all student subgroups will meet proficiency standards on the STAAR EOC assessments.
- **Performance Objective 2:** Increase staff utilization of existing and new technologies to 95% by May 2021.
- **Performance Objective 3:** By May 2021, 100% of all staff will participate in mandated/voluntary professional development opportunities to increase the quality of classroom instruction.
- **Performance Objective 4:** By May 2021, there will be a less than 10% academic performance gap between African-American and Hispanic student groups.

Goal 2: To attract and retain an outstanding workforce

- **Performance Objective 1:** By December 2020, 95% of campus teaching positions will be filled by certified staff.
- **Performance Objective 2:** By May 2021, 100% of all new teachers on campus will have been retained for the 2020-2021 school year.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By May 2021, there will be a 10% decrease in the number of discipline referrals submitted at Beaumont United High School.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** By May 2021, Beaumont United will increase student involvement in extra-curricular activities by 40%.
- **Performance Objective 2:** By May 2021, 100% of all staff will have an opportunity to collaborate on campus-wide decisions.
- **Performance Objective 3:** By May 2021, student attendance will have reached at least 90% each nine weeks period.

**Beaumont ISD
Beaumont United
High School**
Charisma Popillion,
Ed.D., Principal
3443 Fannett Rd
Beaumont, TX 77705
p 409-617-5400



**Bingman Head Start
Campus Improvement Plan Summary
Carolyn Little, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021

- **Performance Objective 1:** By May 2021, the number of Tier 3 students will decrease by 25% from October, 2020 to April 2021's I Station EOY Report.
- **Performance Objective 2:** Increase literacy and language skills scores from below 60% in 2019-20 to 70% for the 2020-21 school year.
- **Performance Objective 3:** Increase math and science skills from 75% in 2019-2020 to 85% for the 2020-21 school year.
- **Performance Objective 4:** By January, 2021, 10% of enrolled students will be identified under IDEA.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2021, the number of teachers on a Proficient or higher level will increase from 75% to 90% by May 2021 on their T-TESS evaluation.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** In the area of social / emotional development, students will demonstrate growth from 65% in 2019-20 to 75% by May, 2021 on the CLI Engagement Assessment.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** The campus will strive to increase attendance rate from 93% to 95% by the end of the 2020-21 school year.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** Parent participation will increase from 18 parents to 40 participants by May 2021.
- **Performance Objective 2:** By May 2021, continue to increase community collaboration from 22 to 30 participants.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** By May 2021, there will be a 50% increase in outreach activities and collaboration with the growing Hispanic community.
- **Performance Objective 2:** By spring of 2021, there will be an increased involvement among business partners and the community by 50%.
- **Performance Objective 3:** By March 2021, parental involvement participation will increase by 20% to improve student achievement.

Prioritized Problem Statements

Problem Statement

Students under-performed the district between 6.24 - 14.69 percentage points at the *meets* level on 2019 STAAR EOCs.

English I – Beaumont United 28.7%	District 43.39%
English II – Beaumont United 43.12%	District 51.22%
Algebra I – Beaumont United 37.25%	District 46.73%
Biology – Beaumont United 47.7%	District 54.04%
U.S. History – Beaumont United 46.79%	District 57%

Root Cause

Lack of effective instructional interventions and certified personnel; Lessons lack rigor and extensions to provide high order thinking and learning.

Problem Statement

There is a .05% of 254 students who exited ESL through TELPAS in 2019 – 2020.

Root Cause

Lack of personnel to efficiently service the instructional needs of the ESL population; Lack of instructional interventions to close the leaning gap and implementation of supplemental aids

Problem Statement

Seventy - five percent of discipline referrals are relating to interpersonal conflict.

Root Cause

Lack of effective interventions; Students are not provided with the resources to assist with non-academic challenges {social emotional} and conflict resolution strategies that impact the learning process.

**Blanchette Elementary School
Campus Improvement Plan Summary
April Johnston, Principal
2020 - 2021**



Goal 1: Blanchette Elementary will increase student achievement so that the campus meets TEA's accountability standards.

- **Performance Objective 1:** Students will increase from 51% to 65% on Domain 1 at the Approaches Level for all STAAR assessments by May 2021.
- **Performance Objective 2:** Students will increase from 35% to 50% of students on Tier I Kindergarten – fifth grade as evidenced by EOY STAR 360 reading and math in May 2021.

Goal 2: Blanchette Elementary will ensure safe and secure schools.

- **Performance Objective 1:** Positive behavior interventions and supports will be implemented to decrease office referrals by 10%, 92 to 82 by May 2021.

Goal 3: Blanchette Elementary will attract and retain an outstanding workforce.

- **Performance Objective 1:** Increase the percentage of highly effective teachers from 80% to 95% by May 2021.
- **Performance Objective 2:** Increase the number of ESL certified teachers from 8 to 12 Kindergarten through Third grade by May 2021.
-

Goal 4: Blanchette Elementary will ensure student attendance and engagement.

- **Performance Objective 1:** Student attendance will increase from 94% to 96% as evidenced by May 2021 end of year attendance percentages.

Goal 5: Blanchette Elementary will increase parent and family engagement and community collaboration.

- **Performance Objective 1:** Increase the amount of student organizations on campus from five to eight by May 2021.
- **Performance Objective 2:** Increase the number of network community resources and partnerships from four to six by May 2021.



Caldwood Elementary

2020-2021 Campus Goals

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021 school year.

- By June 2021, 70% of all students in 3rd through 5 grade will either Approach, Meet, or Master grade level expectations on the 2021 STAAR Reading and Math tests.

Goal 2: To attract and retain an outstanding workforce

- By the end of the 2020-2021 school year, the teacher retention rate will be maintained at 90% or above

Goal 3: To ensure a safe and secure school

- By June 2021, student discipline referrals will decrease by 25%

Goal 4: To ensure student attendance and engagement

- By June 2021 student attendance will be at 97% or higher

Goal 5: To increase parent/family engagement and community collaboration

- By June 2021, parent/family member participation will be increased by 10%

Caldwood Elementary transforms students into 21st century leaders by valuing the commitments of students, family and staff.



**Charlton-Pollard Elementary School
Campus Improvement Plan Summary
Valencia Greenwood, Principal
2020 -2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** By May 2021, 70% of Charlton-Pollard's 3rd – 5th grade students will perform on or above grade level on Star 360 Reading and math as well as demonstrate proficiency on STAAR.
- **Performance Objective 2:** By May 2021 70% of EL students will demonstrate on grade level or above performance on Star 360 and 70% approaches on STAR.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2021, retain 90% of certified teachers, and 100% of teachers will participate in diverse and appropriate professional development opportunities.

Goal 3: To ensure safe and secure schools.

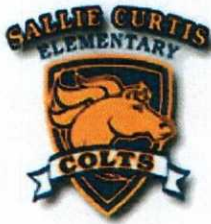
- **Performance Objective 1:** By May 2021, there will be a decrease of 10% in the number of discipline referrals 83 to 75 or below

Goal 4: To ensure student attendance and engagement.

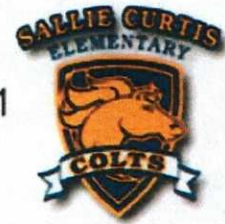
- **Performance Objective 1:** By May 2020, 80% of students will maintain 97% attendance rate, which will result in increased learning time and an increase in overall student performance.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** Maintain a 95% increase in parent and family engagement and on-campus community collaboration.



Sallie Curtis Elementary School
Campus Improvement Plan (CIP) 2020-2021
Summary



Goal 1: To increase student achievement, so that the campus meets TEA's accountability standards by the end of 2020-2021.

Performance Objectives:

1. On the 2021 Reading and Math STAAR Test, we will increase the number of 3rd and 4th grade students who achieve "Meets Grade Level" or "Masters Grade Level" by at least 8 points, from an average of 44% at Meets Grade Level to at least 52%, and from an average of 23% at Masters Grade Level to at least 31%, including but not limited to, our identified sub-populations of Special Education, Limited English Proficiency, and Economically Disadvantaged. Actual numbers vary for each sub-population and grade level.
2. Star 360 data for 1st and 2nd Grade Reading will show student growth, from their beginning level, of at least a year, for at least 70% of 1st and 2nd Grade Students.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective:

1. The teacher retention rate will increase from 93% in the 2019-2020 School Year to at least 96% in the 2020-2021 School Year.

Goal 3: To ensure safe and secure schools.

Performance Objective:

1. By May 2021, school safety strategies will be implemented to increase the number of students who report feeling both physically and emotionally safe at school from 89% to 100%.

Goal 4: To ensure student attendance and engagement.

Performance Objective:

1. Increase the attendance rate by 1%, from 95.42% to 96.42% by the end of the 2020-2021 School Year. This would also put our attendance above the district goal of 96%.

Goal 5: To increase parent/family engagement and community collaboration.

Performance Objective:

1. During 2020-2021 School Year, we will increase attendance at our Spring parent and family engagement events by 10% from 60 families to at least 66 families represented.



**Dishman Elementary School
Campus Improvement Plan Summary
Kareem Nelson, Principal
2020 -2021**



Goal 1: Goal: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

Performance Objective 1: By June 2021, the passing rate at the Meets Level for 3rd Grade students on 2021 Mock Reading STAAR will increase from 18% to 25%

Performance Objective 2: By June, 2021, the passing rate at the Meets Level for 4th Grade students on 2021 Mock STAAR Reading will increase from 19% to 25%.

Performance Objective 3: By June 2021, the passing rate at the Meets Level for 5th Grade students on 2021 Mock Reading STAAR will increase from 19% to 25%.

Goal 2: Goal: To attract and retain an outstanding workforce

Performance Objective 1: By June 2021, Dishman Elementary will maintain a 90% teacher retention rate.

Goal 3: To ensure safe and secure schools

Performance Objective 1: By June 2021, decrease student discipline referrals by 5%.

Goal 4: To ensure student attendance and engagement

Performance Objective 1: By June 2021, the student attendance rate will increase from 95% to 96%.

Goal 5: To increase parent/family engagement and community collaboration

Performance Objective 1: By June 2021, parent training and/or involvement events will increase from 12 to 15.



FEHL-PRICE CLASSICAL ACADEMY CIP OVERVIEW

ATTENDANCE

Objective 1: Fehl-Price Classical Academy will increase ADA from 93% to 97% or higher for the 2020-2021 academic year by May 2021.

To accomplish this goal we commit to the following actions:

- Provide high energy and rigorous instruction in classrooms daily.
- Provide incentives and reward outstanding attendance as a school community.
- Conduct home visits and provide family support as a means to reduce chronic absenteeism.

OUR VISION

Our vision at Fehl-Price Classical Academy is to accelerate scholar academic achievement by preparing our scholars to be critical thinkers, global-minded problem solvers and responsible citizens of character.



CORE VALUES



PARENT & COMMUNITY ENGAGEMENT

Objective 1: According to the Spring climate survey, Parental and Community involvement will increase from 37% to 47% by May 2021. We seek to increase Family & Community involvement by 20% as measured by an end of year survey.

To accomplish this goal we commit to the following:

- Build partnerships with community businesses and organizations.
- Maintain and promote our FPCA social media accounts (Facebook, Twitter) as a means to effectively communicate with families virtually.
- FPCA will conduct monthly parent and community involvement events design to build the instructional capacity of parents in supporting scholar achievement on state and local assessments.

INCREASE SCHOLAR ACHIEVEMENT

Objective 1: 80% of Kindergarten scholars will meet growth expectations by May 2021 using the EOY STAR360 Early Literacy assessment.

Objective 2: Scholar achievement (including African American, Hispanic, SPED, and ESL scholars) at the approaches or above performance levels will increase from 43% by 10% on STAAR Reading and /or 60% of all scholars will meet their growth progress measure by June 2021 as measured by the 2021 STAAR Reading Assessment.

Objective 3: Scholar achievement (including African American, Hispanic, SPED, and ESL scholars) at the approaches or above levels will increase from 36% by 10% on STAAR Math and /or 60% all scholars will meet their growth progress measure by June 2021 as measured by 2021 STAAR Math Assessment.

What does this look like?

In classrooms daily we expect educators to do the following:

- Use data to make informed instructional decisions.
- Provide high energy, rigorous, and targeted instruction designed to clear individual scholar misconceptions.
- Effectively use formative assessments to track scholar growth.

ENSURE A SAFE AND SECURE SCHOOL

Objective 1: Increase the reduction in discipline incidents (ISS, OSS, fights) from 50% to 55% by May 2021.

Objective 2: According to the Spring Staff Climate Survey there will be a 15% increase in the areas of "positive attitudes towards each other" and "supportive of new campus initiatives" from 39% to 54% by May 2021.

2019-2020 Early Wins

Based on the 2019-2020 Parent Climate Survey:

- 80% of parents believe that their child is safe attending Fehl-Price Classical Academy
- 89% of parents believe that their child enjoys attending Fehl-Price Classical Academy.
- 89% of parents believe that their children receive lessons from their teachers that are extremely or quite motivating.
- 91% of parents believe that teachers respect their students.

ATTRACT AND RETAIN AN OUTSTANDING WORKFORCE

Objective 1: Fehl- Price Classical Academy will increase staffing from 90% fully staffed to 100% of all vacancies filled by September 2020.

To accomplish this goal we commit to the following actions:

- Implement rigorous and innovative recruitment efforts (ie. provision of stipends, social media campaigns, university partnerships etc.).

- Establish and maintain a supportive campus culture and climate. We are a family at FPCA and will do whatever it takes to ensure that everyone's (educators, scholars, families and community members) needs are met.
- Celebrate, recognize and reward the early wins of staff and scholars.
- Maintain an emphasis on talent development through engaging professional growth opportunities.



Fletcher Elementary Campus Improvement Plan Summary 2020-2021

Fletcher Elementary, a campus of 437 students, is comprised of 91% economically disadvantaged and 45% LEP (Limited English Proficient) population. This reflects the ethnic composition of the community. We are a met standard campus that is committed to student growth.

With the direct input of the Campus Educational Improvement Committee members, the following goals have been set for our campus to ensure that all students' needs are being addressed:

Goal 1: To increase student achievement so that Fletcher Elementary meets TEA's accountability standards by the end of the 2020-21 school year.

- Provide professional development for Reading instruction through Professional Learning Community Data Digs, coaching and feedback, utilizing ELAR supervisors for professional development, implementing Aggressive Monitoring, and small group instruction.
- Develop and consistently follow a calendar to reward AR point attainment.
- Provide targeted intervention to struggling students by using in-school intervention, after school tutorials, STAAR tutors, and additional assistance by bilingual/ESL paraprofessionals.
- Provide targeted intervention to struggling students through DDI (Data Driven Instructoin) PLC's to address any misconceptions and devise plans for re-teach.
- Provide strategies to use with EL (English Limited) students such as sheltered instruction strategies, Bilingual/ESL Intervention for struggling students and provide teachers the opportunity to obtain ESL certification.
- Provide professional development and supplemental materials on topics such as Math TEKS, STAR 360 Math, Stemscores, Think Through Math, and Aggressive Monitoring.

Goal 2: To attract and retain an outstanding workforce

- Attend job fairs, post positions to social media, and contact Education Region Centers and universities.
- Provide incentives, opportunities for growth, mentoring programs, and opportunities for recognition for the staff.

Goal 3: To ensure safe and secure schools.

- Provide professional development for staff that includes but is not limited to: character counts, CHAMPS, Foundations, Bully Prevention, classroom management, and RTI documentation.
- Promote a culture of high expectations through positive office referrals, Foundations, Counseling Classes, Red Ribbon Week, and Student of the Month.

Goal 4: To ensure student attendance and engagement.

- Develop a student attendance plan to encourage students to attend school.
- Develop a staff attendance plan to encourage staff to attend school.

Goal 5: To increase parent/family engagement and community collaboration.

- Communicate the importance of parental and community involvement through flyers, newsletters, telephone calls and social media in an effort to increase participation in the volunteer program and parent meetings.



- Ensure the required campus documents are made available to parents in a language the parents can understand.
- Seek out opportunities to partner with the community.
- Offer parental engagement activities at differing times.

The Campus Improvement Plan is available in the principal's office and the library for public viewing.



Beaumont ISD

Preparing Our Next Generation

**Roy Guess Elementary School
Campus Improvement Plan Summary
Sylvia Jenkins, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of the 2020-2021 school year.

- **Performance Objective 1:** By the end of the 2020-2021 school year, we will increase the percentage of 5th grade students performing on grade level in reading, on STAR 360, from 54% to 65%.
- **Performance Objective 2:** By the end of the 2020-2021 school year, we will increase the percentage of 5th grade students performing on grade level in math, on STAR 360 from 57% to 65%.
- **Performance Objective 3:** By the end of the 2020-2021 school year, we will increase the percentage of 3rd grade students performing on grade level in math, on STAR 360, from 45% to 60%.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By the end of the 2020-2021 school year, 100% of staff members will be certified in content area. The percentage of teachers without certification will decrease from 11% to 0.
- **Performance Objective 2:** By May 2021, 90% of the teachers will continue their teaching experience at Guess Elementary.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By the end of the 2020-2021 school year 100% of staff and students will demonstrate actions to promote a safe and secure campus. The number of office referral will decrease by 25% from 274 to 206.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** By the end of the 2020-2021 school year, student attendance will increase by 2% from 94% to at least 96%.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** The percentage of parent involvement will increase. By May 2021, at least twenty percent of Guess Elementary parents will participate in at least 50% of school academic related events.



**Homer Drive Elementary School
Campus Improvement Plan Summary
Belinda George, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

- **Performance Objective 1:** By May 2021, increase third grade math STAAR meets performance from 19% to 22% and reading STAAR meets performance from 19% to 22% in the African-American sub-population.
- **Performance Objective 2:** By May 2021, increase fourth grade math STAAR meets performance from 22% to 25%, reading STAAR meets performance from 22% to 25%, and writing STAAR meets performance from 10% to 13% in the African-American sub-population.
- **Performance Objective 3:** By May 2021, increase fifth grade math STAAR meets performance from 33 to 36%, reading STAAR meets performance from 35% to 38%, and science STAAR meets performance from 16% to 19% in the African-American sub-population.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2021, maintain a retention rate of 100% of the certified teachers in all grade levels.
- **Performance Objective 2:** By May 2021, maintain a retention rate of 100% of the certified teachers in good standing with an endorsement of special education, gifted and talented, and/or ESL.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By May 2021, decrease the number of discipline referrals in all grade levels to 2-3 per class per year.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** Increase school-wide attendance from 94.26% to 96% in the African-American student group by May 2021.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** Homer Drive will increase training/ involvement opportunities for parents from 9 to 18 times a year.



**PLA @ Jones Clark Elementary
Campus Improvement Plan
2020-2021**

Campus Mission: The mission of PLA @ Jones Clark Elementary is to insure educational excellence for all scholars focusing on mastery of academic skills through relevance, rigor, and continuous improvement offering quality seats through coaching and professional growth for our teachers with frequent, inclusive dialogue with our parents and school stakeholders.

Goal 1: To increase student achievement so that the campus meets and continues to meet TEA Accountability by the end of 2018-2019.

Performance Objective 1: By May, 2021, the percentage of scholars in Grades 3-5 achieving meets will increase from 16% to 26% in both reading and math.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective 1: By August 2021, PLA @ Jones Clark Elementary will retain 80% of hired , qualified staff.

Goal 3: To ensure a safe and secure school.

Performance Objective 1: By May 2021, PLA @ Jones Clark Elementary will decrease discipline referrals from 141 to 50.

Goal 4: To improve student attendance and engagement.

Performance Objective 1: By May 2020, PLA @ Jones Clark Elementary will increase daily attendance rate from 94% to 96%.

Goal 5: To increase parent/family engagement and community collaborations.

Performance Objective 1: Increase parent and community participation by adding 3 additional opportunities with virtual attendance for family and community engagement.

Beaumont ISD
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**Lucas Pre-K Center
Campus Improvement Plan Summary
Mellow Tatmon, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** Lucas Pre-K Center will increase early literacy and language scores from 45% to 85% by May 27, 2021.
- **Performance Objective 2:** Lucas Pre-K Center will increase math scores from 67% to 85% by May 27, 2021.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** Lucas Pre-K Center will retain 100% of the teaching staff by May 28, 2021.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** Lucas Pre-K Center will decrease the number of accidents on campus involving students and faculty from 10 accidents to 8 accidents by May 27, 2021.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** Lucas Pre-K Center will increase the student attendance rate from 90% to 92% by May 28 2021.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** By May 28, 2021, Lucas Pre-K Center will increase collaboration with business partners by 2%.
- **Performance Objective 2:** By May 28, 2021, Lucas Pre-K Center will increase parental involvement by 2%.



**Marshall Middle School
Campus Improvement Plan Summary
Charles Colvin, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2019-2020.

- **Performance Objective 1:** By May 2021, STAAR passing rates for all grade levels on Reading and Math will increase to an average of 65% for Hispanic students from an average of 55% in 2019.

Goal 2: To attract and retain a qualified workforce.

- **Performance Objective 1:** By June 2021, will increase the number of teachers retained to 90% from 83% in 2020.

Goal 3: To ensure a safe and secure school.

- **Performance Objective 1:** By May 2021, there will be a 10% decrease (-174) in the number of total discipline referrals as compared to 1,739 discipline referrals in 2019-2020.
- **Performance Objective 2:** By May 2021, there will be a 15% reduction (-210) of office discipline referrals of African American students when compared to the 1,400 referrals in 2019-2020.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** By the end of the 2020-2021 school year, increase student attendance rate from 95% in 2019-2020 to 96%.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** By June 2021, Marshall Middle School will increase non-English speaking parents participation in parent/community meetings by 5% from 1% the previous year.

**Martin Elementary School
Campus Improvement Plan Summary
Tamara Long, Principal
2019 -2020**



Goal 1: To increase student achievement so the campus meets or continues to meet TEA's accountability standards by the end of 2020-2021

- **Performance Objective 1:** By May 2021, "all" students will increase 10% on STAR 360 Math and Reading Assessment from 30% to 40%
- **Performance Objective 2:** By May 2021, all students in reading and math will increase from intervention level to at or above grade level STAR 360.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2021, retain 90% of effective certified teaching staff in comparison to retaining 80% staff in 2020.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By May 2021, discipline referrals will decrease in grades 3rd, 4th, and 5th grade from 5% of the student population to 3% of the population.

Goal 4: To increase student attendance and engagement.

- **Performance Objective 1:** By May 2021, Martin Elementary will increase attendance from 91.7% to 96%.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** By May 2021, Martin Elementary will increase from 10% to 15% of community and parent involvement on campus by providing meaningful and engaging opportunities.

**Dr. Martin Luther King Jr. Middle School
Campus Improvement Plan Summary
Julie Corona, Principal
2020-2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- Performance Objective 1: By June 2021, 70% of all students in 7th grade will either Approach, Meet, or Master grade level expectations on the 2021 STAAR Writing Test.
- Performance Objective 2: By June 2021, 70% of all students in grades 6th, 7th, and 8th grade will either Approach, Meet, or Master grade level expectations on the 2021 Reading STAAR Test.
- Performance Objective 3: By June 2021, 70% of all students in grades 6th, 7th, and 8th grade will either Approach, Meet, or Master grade level expectations on the 2021 Math STAAR Test.
- Performance Objective 4: By June 2021, 70% of all students in 8th grade will either Approach, Meet, or Master grade level expectations on the 2021 Social Studies STAAR Test.
- Performance Objective 5: By June 2021, 70% of all students in 8th grade will either Approach, Meet, or Master grade level expectations on the 2021 STAAR Science Test.
- Performance Objective 6: By June 2021, 60% of all students in grades 6th, 7th, and 8th grade will perform on grade level or above on the End of Year STAR 360 Reading Assessment.
- Performance Objective 7: By June 2021, 60% of all students in grades 6th, 7th, and 8th grade will perform on grade level or above on the End of Year STAR 360 Math Assessment.

Goal 2: To attract and retain an outstanding workforce

- Performance Objective 1: By June of 2021, the number of vacancies will decrease from 16 to 8.

- Performance Objective 2: By December 2020, Dr. Martin Luther King, Jr. Middle School will establish an effective leadership team with clear roles and responsibilities.

Goal 3: To ensure safe and secure schools.

Performance Objective 1: By June 2021, the total number of students receiving discipline incident referrals will decrease by 25% (from 51% to 38%).

Performance Objective 2: By June 2021, Dr. Martin Luther King, Jr. Middle School will establish a compelling and aligned school vision, mission, goals, and values focused on a safe environment and high expectations. (Effective Schools Framework 3.1)

Goal 4: To ensure student attendance and engagement

Performance Objective 1: By June 2021, student attendance will increase from 89% to 96%.

Goal 5: To increase parent/family engagement and community collaboration

Performance Objective 1: By June 2021, we will increase the number of parent/family engagement and community collaboration activities by 5.



Campus Improvement Summary 2020 - 2021

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- A. Performance Objective 1: By June 2021, John P Odom Academy will increase academic performance in Math from 71% Approaching/45% Meets/18% Masters to 81% Approaching/55% Meets/30% Masters; in Reading from 71% Approaching/46% Meets/30% Masters to 81% Approaching/60% Meets/35% Masters.
1. Strategy 1: Embed math and reading intervention courses into the master schedule.
 2. Strategy 2: Incorporate computer-based programs and technology for student extended independent practice and assessments.
 3. Strategy 3: Implement a structured tutorial program to address students struggling in core content areas.
 4. Strategy 4: Provide intentional and ongoing staff development, training, materials, mentoring, and monitoring for teachers, including: - Dyslexia services training - Technology training - Classroom management - Data driven instruction - Mastering content and teaching techniques training
- B. Performance Objective 2: By the end of June 2021, John P. Odom Academy will decrease the number of students requiring RTI from 46 percent to 36 percent.
1. Strategy 1: At the beginning of the school year, identify students who will benefit from supplemental aids.
 2. Strategy 2: Schedule structured pull-outs for students requiring RTI services.
 3. Strategy 3: Monitor student performance data using Renaissance STAR 360, district assessments, and teacher observations to move students from Tier to Tier.

Goal 2: To attract and retain an outstanding workforce.

- A. Performance Objective 1: By the end of June 2021, John P. Odom Academy Middle School staff will maintain the staff retention rate of 92.5 percent or higher.
1. Strategy 1: Revise the employee manual for campus, district, and state procedures, regulations, and policies, including those related to changes due to COVID-19.
 2. Strategy 2: Provide continuous staff development to improve academic and systemic performance.
 3. Strategy 3: Continue the recognition program for employees meeting and exceeding campus goals and initiatives.

Goal 3: To ensure safe and secure schools.

- A. Performance Objective 1: By June 2021, John P. Odom will decrease the number of discipline infractions from 15 percent to 20 percent.
1. Strategy 1: Increase the number of staff members for early morning and late evening supervision of students.
 2. Strategy 2: Continue the Social-Emotional Learning mentoring program for identified students with behavioral problems.
 3. Strategy 3: Provide staff training on best practices in classroom management.
 4. Strategy 4: Create traffic lanes to reduce hallway congestion during transition and increase social distancing.
 5. Strategy 5: Continue to host four student development days throughout the school year to address campus goals and incentives with students.

Goal 4: To ensure student attendance and engagement.

- A. Performance Objective 1: John P. Odom will increase attendance and student engagement from 95.5 percent to 97 percent by the end of June 2021.
1. Strategy 1: Continue to implement student incentives for meeting campus initiatives and goals.
 2. Strategy 2: Continue to monitor strategic and intentional systems to inform parents and students of chronic absences throughout the school year.
 3. Strategy 3: Provide substitutes for campus personnel that are participating on the Attendance Review Committee.
 4. Strategy 4: Incorporate technology for students to continue remote learning.

Goal 5: To increase parent/family engagement and community collaboration.

- A. Performance Objective 1: John P. Odom Academy will increase parent and family engagement and community collaboration from 25 percent to 30 percent by June 2021 by hosting several parent and family meetings, including: - Goal's nights - Title I annual meeting - Magnet program informational meetings - STAAR Family Nights - State-of-the-Campus - Pegasus parent informational meetings - Transportation meetings
1. Strategy 1: Continue to host several parent informational meetings throughout the school year.
 2. Strategy 2: Increase parent participation in PTA.
 3. Strategy 3: Incorporate school business partners into campus activities.



**Pathways Learning Center
Campus Improvement Plan Summary**

**Aaron Covington, Principal
2020-2021**

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** Aggressive monitoring of students while engaged in computer based instruction will increase from 80% to 90% by May of 2020.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** Staff certification will increase from 50% to 100% in all content areas by the end of 2020-2021.
- **Performance Objective 2:** The teacher turnover rate will decrease from 50% to 20% by May of 2021.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** Reduce recidivism rate of repeat offenders by 4%-5% by the end of the 2020-2021 school year.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** By the end of 2020-2021, the school climate and student engagement will increase by at least 25%.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** Establish at least 10% community involvement by the end of the 2020-2021 school year as measured by Communities in Schools active partnerships.

Paul A. Brown Learning Center Campus Plan Summary 2020-2021

To ensure that we are meeting the needs of our students, the Campus Improvement Committee—teachers, administrators, counselor, parent facilitator, parents, and community members--convened to review data for the academic performance of each student. After the review, the committee comprised a comprehensive needs assessment, and, subsequently, used it to create an action plan to address problem areas that decreased the viability of a solid academic program. Consequently, a campus plan was developed, and the following goals were penned:

Goal 1: To increase student achievement so that the campus meets TEA accountability standards by the end of 2018-2019

Performance Objective 1: By June 2021, the percentage of students scoring "meets" will increase 5% from 1% to 6%.

Performance Objective 2: By May of 2021, Paul A. Brown Learning Center will increase the number of points earned in Domain III from 0 to 2.

Performance Objective 3: By June of 2021, Paul A. Brown Learning Center will increase the percentage of students that perform at "Approaches" or "Above" by 10%.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective 1: By May 2021, Paul A. Brown Learning Center will maintain 90% retention of teachers

Performance Objective 2: At least 25% of the staff will be recognized for outstanding performance.

Goal 3: To ensure safe and secure schools.

Performance Objective 1: Paul A. Brown Learning Center will decrease discipline referrals from 10% in 2020 to 8% by May 2021.

Goal 4: To ensure student attendance and engagement.

Performance Objective 1: By May 2020, Paul Brown Learning Center will increase student attendance from 78% to 85%.

Goal 5: To increase parent and family engagement and community collaboration.

Performance Objective 1: During the 2020-2021 school year, Paul Brown Learning Center will provide meaningful activities one time per nine weeks to encourage parents to assist their children in mastery of the school curriculum.

Performance Objective 2: By May 2021, the Paul A. Brown Learning Center will increase parent/family and community engagement in school activities to support student achievement by 2%



Pietzsch-MacArthur

2020-2021 CIP Summary

Goal 1: To increase student achievement and student progress so that Pietzsch-MacArthur maintains the Met Standard rating for the 2020-2021 school year.

Performance Objectives:

- 1: By May 2021, the "all" student groups (AA, LEP, Hispanic, Econ Dis, SPED) in Domain 2 will increase 10% on STAAR Math and Reading Assessment from 64 to 70.
- 2: By May 2021, there will be a 1 year increase in the English proficiency levels and performance of 70% of ELL students. We will increase from a 0 indicator to a 1 indicator in Domain 3 on our STAAR performance.
- 3: By May 2021, Pietzsch-MacArthur will have a 15% increase, summed across grades 2-6, in the number of Tier 1 students as evidenced by our EOY STAR 360 reading data.

Goal 2: To attract and retain an outstanding workforce.

Performance Objective:

- 1: By May 2021, 85% of classes will be staffed with certified teachers reducing the number of vacancies from seven to three.
- 2: By May 2021, Pietzsch-MacArthur will experience a 25% increase in ESL certified teachers.

Goal 3: To ensure safe and secure schools.

Performance Objective:

1: By May 2021, there will be a decrease in discipline referrals by 20% as it relates to aggressive and non-compliant behavior incidents.

Goal 4: To ensure student attendance and engagement.

Performance Objectives:

1: By May 2021, student attendance will increase from 94% during the 2019-2020 school year to 96%.

2: By May 2021, teacher attendance will increase from 94% to 96%.

Goal 5: To increase parent and family engagement and community collaboration.

Performance Objectives:

1: By May 2021, participation in parent and family engagement activities will increase by 25% for our African American families.

2: By May 2021, we will increase community partnership involvement from 2 to 5 campus based curriculum activities.

3: By May 2021, volunteer participation will increase 25% as compared to last year participation hours for our African American parents.



**Regina-Howell Elementary School
Campus Improvement Plan Summary
Kimberly Janeaux, Principal
2020 -2021**



Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** By May 2020, there will be an increase in the number of students campus-wide reading on or above grade level from 72% to 82%.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By May 2020, teacher retention will increase from 86% to 95%.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** Primary elementary student referrals will decrease from 47% to 25% by the end of the 2020-2021 school year.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** The student attendance rate will increase from 95.6% to 96.5% at the completion of the 2020-2021 school year.
- **Performance Objective 2:** Increase the amount of clubs and enrichment activities from five to seven during the 2020-2021 school year.

Goal 5: To increase parent and family engagement and community collaboration.

- **Performance Objective 1:** Increase the number of family engagement events from seven to 10 during the 2020-2021 school year.



PLA @ W. R. Smith Middle School

4415 Concord Blvd Beaumont, Texas 77703 409.617.5825

Campus Improvement Plan 2020-2021

Campus Mission: Our mission is to educate and improve the lives of Smith scholars and all contributing stakeholders by providing a safe place to learn and grow, making data-driven decisions, and utilizing research-based instructional strategies.

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

Performance Objective 1: Smith scholars will achieve a meet standard in math from 45% to 60% of scholars as measured by 2020-2021 STAAR state assessment

Goal 2: To attract and retain an outstanding workforce.

Performance Objective 1: Smith MS will improve campus perception of safety from 48% to 70% by the end of June 2021

Performance Objective 2: Smith will have 98% of complete coaching cycles by June 11th with a 3.0 overall average score for teachers.

Goal 3: To ensure safe and secure schools.

Performance Objective 1: Smith MS will reduce the number of referrals from 1453 to under 1000 by the end of June 2021.

Goal 4: To ensure student attendance and engagement.

Performance Objective 1: Smith will go from 91% to 95% attendance rate by the end of June 2021.

Goal 5: Increase parent/family engagement and community collaboration.

Performance Objective 1: Smith MS will increase parent and family engagement and community collaboration by 25% by June 2021.

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Vincent Middle School Campus Improvement Plan Summary

Mission Statement: *The mission of Vincent Middle School staff is to develop productive, responsible, competent students who have high self-esteem and academic knowledge that will enable them to be successful future citizens, workers, and parents. We will accomplish this by providing a relevant, enriched curriculum implemented by a dedicated staff in a safe, positive environment.*

Vision: *Vincent Middle School ensures every student and staff member a safe place to learn with maximum collaborative, warm, and positive educational opportunities for continuous growth and ultimate productivity. We embrace the diversity of all caretakers in creating a learning community where everyone shares in the moral responsibility of supporting one another's efforts to achieve and celebrate ongoing staff, student, and school success.*

- I. **Goal 1:** To increase student achievement so that the campus (meets or continues to meet) TEA's accountability standards by the end of 2020-2021.
 - a. **Performance Objective 1:** Increase student achievement on all grade level STAAR Reading assessments from 59% to 65% for all students at Vincent Middle School by May 2021 administration.
 - i. Focus on academic vocabulary in all content areas.
 - ii. Provide reading improvement/intervention classes to Tier II and Tier III at-risk students with more targeted resources and instruction.
- II. **Goal 2:** To attract and retain an outstanding workforce.
 - a. **Performance Objective 1:** By June 2021, Vincent Middle School will maintain a teacher retention rate of 90% or higher.
 - i. Provide mentors to all first-year teachers, specific to content area.
 - ii. Provide support to teachers to increase student engagement, creative lesson planning, and effective instructional strategies.
- III. **Goal 3:** To provide and ensure a safe and secure school.
 - a. **Performance Objective 1:** By May 2021, Vincent Middle School will have a 5% or more reduction in office referrals.
 - i. Use the Behavior Intervention Specialist in working with at-risk students and assistance to teachers with classroom management deficiencies.
 - ii. Train all staff on the CHAMPS expectations and implement safe and civil school strategies.
- IV. **Goal 4:** To ensure student attendance and engagement.
 - a. **Performance Objective 1:** Attendance rate will increase by at least 1% from 92% to 93% or more throughout the 2020-21 school year.
 - i. Provide parent training on the importance of student attendance.
 - ii. Implement protocols to identify students with poor attendance.
 - iii. Incorporate the Community in Schools (CIS) coordinator to support students with chronic absentees and to help prevent future long-term absences.



Beaumont ISD Taylor Career and Technology Center Improvement Plan Summary 2020-2021

Campus Mission: Taylor Career and Technology Center increases student's academic performance and offers specialized programs of study for career pathway options to ensure all students are prepared for the workforce, future training, and post-secondary education.

Taylor Career and Technology Center's improvement plan includes the following Goals and Performance Objectives:

Goal 1: To increase student achievement

- **Performance Objective 1:** By May 2021, 80% of Taylor Career Center students will indicate feeling challenged in programs of study and core classes.
- **Performance Objective 2:** By May 2021, Taylor Career Center will see an overall 10% increase in the programs of study.
- **Performance Objective 3:** By May 2021, there will be a 15% increase in the number of students passing certifications from 53% passing to at least 70% passing.

Goal 2: To ensure safe and secure schools

- **Performance Objective 1:** Decrease the number of student's discipline referrals from 15% to 10%, by 2021.

Goal 3: To attract and retain a qualified workforce

- **Performance Objective 1:** By May 2021, 85% of the staff will offer rigorous, challenging and engaging curriculum.

Goal 4: To improve school climate and engagement

- **Performance Objective:** By May 2021, increase the climate indices from 80% to 85% in the campus survey.

Goal 5: Increase community collaboration

- **Performance Objective 1:** By May 2021, Taylor Career Center will integrate 3% of it's programs within the business community.



West Brook High School Campus Improvement Plan Summary

Goal 1: To increase student achievement so that the campus meets TEA's accountability standards by the end of 2020-2021.

- **Performance Objective 1:** Students in 9th and 10th grade will improve their reading comprehension level by one grade level by May of 2021, making an increase from 29% to 35% students reading at grade level as tested in STAR 360.

Goal 2: To attract and retain an outstanding workforce.

- **Performance Objective 1:** By October of 2020, West Brook will fill 5 out of the 6 vacant positions in core areas.

Goal 3: To ensure safe and secure schools.

- **Performance Objective 1:** By June of 2021, there will be a 10% reduction in office referrals in the 1st semester.

Goal 4: To ensure student attendance and engagement.

- **Performance Objective 1:** Attendance rate will increase from 91% to 93% for the 2020-2021 school year.

Goal 5: To increase parent/family engagement and community collaboration.

- **Performance Objective 1:** By June 2021, West Brook will increase attendance in after school parent meetings from 10 parents to 15 parents average per meeting.



Board Exhibit Cover Sheet

Meeting Date: October 15, 2020

Agenda Item/Exhibit Number: **II.F.13.**

Agenda Item Title: Adopt House Bill 3 and SGS Board Goals, Guardrails, and Theory of Action

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Laurie Elliot and Anetra Cheatham

Executive Summary: House Bill 3 requires school boards to adopt specific and quantifiable goals in early childhood literacy and math, as well as college, career, and military readiness. Annual targets must be included for each goal in addition to the five-year deadline target. The Board may also adopt guardrails for the Superintendent that state what it does not want the Superintendent to allow in order to support the goals. A Theory of Action is also adopted by the Board. This is a guardrail that drives the strategic direction of the district. The Board Goals, Guardrails and Theory of Action frame the work plans that are developed by district management teams that ensure the Board Goals are achieved.

Recommendation: The recommendation is that the Board adopts the House Bill 3 and SGS Board Goals, Guardrails, and Theory of Action.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

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

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

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

Anita Frank

Cabinet Level Presenter's Signature

10/8/2020

Date

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

Date

General Counsel's Signature

Date



Beaumont Independent School District Board Goals, Guardrails, and Theory of Action

Why This Matters

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

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

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

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

House Bill 3

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

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

The goals must be specific and quantifiable (measurable goals)

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

Goals for Early Childhood Literacy and Mathematics

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

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

Goals for College, Career, and Military Readiness

The goals for CCMR should reflect multiple opportunities for students to demonstrate CCMR with the opportunity to continue into postsecondary and the military.

CCMR Board Outcome Goal													
The percentage of graduates that meet the criteria for CCMR will increase from 45.3% to 70% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
50%	55%			60%			65%			70%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	42%	52%	62%	*	81%	*	64%	37%	44%	*	41%	*	*
2021	47%	57%	67%	*	86%	*	69%	42%	49%	*	46%	*	*
2022	52%	62%	72%	*	91%	*	74%	47%	54%	*	51%	*	*
2023	57%	67%	77%	*	96%	*	79%	52%	59%	*	56%	*	*
2024	62%	72%	82%	*	100%	*	84%	57%	64%	*	61%	*	*



Additional Board Goals

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

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

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

Guardrails and Theory of Action

Superintendent Guardrails

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



Board Guardrails

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

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

Now

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

In 5 years

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