OFFICIAL AGENDA AND MEETING NOTICE
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 24, 2026

5:00 PM

REGULAR MEETING

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.

5:00 PM - (CALL TO ORDER)

I. **CALL TO ORDER, AND ESTABLISHMENT OF QUORUM**

II. **REGULAR OPEN BOARD MEETING**

A. PLEDGE TO THE AMERICAN AND TEXAS FLAGS

B. RECOGNITIONS [Advocacy and Engagement]

C. PUBLIC COMMENTS [Synergy and Teamwork]

D. SUPERINTENDENT PRESENTATION [Vision and Goals]

E. CONSENT AGENDA [Systems and Processes]

1. Approve Minutes of August 20, 2026, Regular Board Meeting

2. Approve Budget Amendments 2

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM NUMBER/TITLE:

II.E.2. Approve Budget Amendments

CABINET LEVEL PRESENTER:

Cheryl Hernandez

BACKGROUND:

Budget amendments are necessary to adjust the General Fund and Nutrition Fund budgets to reflect changes in revenues, expenditures, and operational needs that have occurred since the original budget was adopted.

RATIONALE:

Approval of the budget amendments will ensure that appropriations accurately reflect current financial activity and that the District maintains appropriate budgetary control and compliance with applicable requirements.

ADMINISTRATIVE RECOMMENDATION:

Approve budget amendments GF-3 and CN-1.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

20226-27 BUDGET AMENDMENT NUMBER GF-3

	Current Budget	Change	Amended Budget
Revenues			
199.00.5812.00.000.00.000	50,128,545	2,371,251	52,499,796
199.00.5812.00.000.00.000	52,499,796	(1,309,524)	51,190,272
Total Revenues		1,061,727	
Expenditures			
199.91.6224.00.999.99.000	-	2,371,251	2,371,251
199.71.6269.00.999.99.000	-	2,484,000	2,484,000
199.11.6395.07.999.11.000	650,000	(300,000)	350,000
199.XX.6XXX.66.838.23.000	1,309,524	(1,309,524)	-
199.21.6125.52.807.22.000	5,000	(5,000)	-
199.11.6399.52.908.22.000	5,000	5,000	10,000
199.31.6399.52.008.22.000	2,000	(2,000)	-
199.31.6399.52.014.22.000	2,000	(2,000)	-
199.36.6411.52.807.22.000	3,000	4,000	7,000
199.41.6499.87.726.99.701	200,000	(50,000)	150,000
199.61.6499.87.999.99.000	10,000	50,000	60,000
199.11.6321.57.825.11.000	-	299,206	299,206
199.11.6399.87.999.11.000	-	165,192	165,192
199.36.6639.41.805.91.000	-	660,628	660,628
199.36.6399.07.805.91.000	-	32,262	32,262
199.36.6395.42.849.99.000	-	8,000	8,000
199.36.6639.07.849.99.000	-	305,192	305,192
199.41.6639.87.726.99.000	-	25,202	25,202
199.41.63XX.87.726.99.000	110,000	206,680	316,680
199.51.6639.80.819.99.000	75,500	34,798	110,298
199.52.6269.69.850.99.000	-	190,159	190,159
199.53.6299.79.818.99.000	22,898	16,200	39,098
199.53.6399.79.818.99.SFT	922,828	14,370	937,198
Total Expenditures		5,203,616	
Net Change in the General Fund Budget		**(4,141,889)**	
Total Revenues/Other Sources	187,576,463	1,061,727	188,638,190
Total Expenditures	187,621,463	5,203,616	192,825,079
2026-2027 Adjusted	(45,000)	(4,141,889)	(4,186,889)

2026-27 BUDGET AMENDMENT NUMBER CN-1

	Current Budget	Change	Amended Budget
Expenditures			
240.35.6639.00.833.99.000	3,862,203	176,700	4,038,903
Net Change in the Nutrition Services Budget		**176,700**	
Total Revenues/Other Sources	13,930,202	-	13,930,202
Total Expenditures	17,792,405	176,700	17,969,105
2026-2027 Adjusted	(3,862,203)	(176,700)	(4,038,903)

Explanations of September Budget Amendments

General Fund GF-3

- Record $2,371,251 increase in revenue & expenditures for student attendance credits.
- Record a $1,309,524 decrease in revenues and expenditures for the Regional Day School Program for the Deaf (RDSPD) due to TEA requirements to reclassify the funding to Fund 435.
- Record $2,184,000 increase to debt service rentals for the MAC Book lease.
- Transfer $300,000 from instructional general supplies to debt service rentals to lease iPads for K-2nd grade.
- Transfer $5,000 from instructional leadership part time salaries to instructional general supplies for AG – Career & Technical (807).
- Transfer $4,000 from guidance & counseling general supplies to co-curricular travel for CTE employees – Career & Technical (807).
- Transfer $50,000 from general administration misc. operating costs to community services misc. operating costs for community action.
- Increase for purchase orders carried forward from FY25-26 for items not yet received or services performed on projects in progress:
    - Function 11 (Textbooks) $299,206
    - Function 11 (WB) $83,330
    - Function 11 (BU) $81,862
    - Function 36 (Athletics) $692,890
    - Function 36 (Fine Arts) $313,192
    - Function 41 (District Wide) $231,882
    - Function 51 (Maintenance) $34,798
    - Function 52 (Police) $190,159
    - Function 53 (IT) $30,570

Nutrition Services CN-1

- Increase for purchase orders carried forward from FY25-26 for items not yet received on projects in progress:
    - Function 35 $176,700

Taxpayer Impact Statement

(Pursuant to Texas Government Code 551.043(c)(2))

Fiscal Year (Tax Year)*	Median-Valued Homestead**	Tax Rate per $100 of Value	Estimated Property Tax Bill
Fiscal Year 2025-2026 (Tax Year 2025)	$36,428	Adopted 2025 Tax Rate: $0.93481	$340.53
Fiscal Year 2026-2027 (Tax Year 2026)	$47,442	Proposed 2026 tax rate based on the proposed budget for 2026-27****: $0.92801	$440.27

3. Approve Purchases of $100K or More 8

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:

Approve Purchases of $100K or more

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☑ Financial Stewardship
- ☐ Safety & Security
- ☐ Operational Excellence
- ☐ Community Engagement

BACKGROUND:

The attached list reflects the purchases over $100,000.

RATIONALE:

Board Policy CH (Local) requires Board approval for purchases exceeding $100,000. The purchases listed are necessary for district operations and have been procured in accordance with applicable purchasing laws and Board policy. Funds are available in the appropriate budgets.

ADMINISTRATIVE RECOMMENDATION:

Approve purchases in the amounts shown on the attached list.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

General Fund

Apple Inc Education	Operations	Year 1 of a four-year lease agreement for 10,500 MacBook Neos.	Choice Partners 23/036SG-01	$2,184,000.00
Apple Inc Education	Operations	Year 1 of a four-year lease agreement for 4085 iPads.	Choice Partners 23/036SG-01	$622,767.89
Total				**$2,806,767.89**

Schedule No. 2006379533 dated as of October 15, 2026, to Master Lease Purchase Agreement dated as of October 15, 2026

This Schedule No. 2006379533 (this "Schedule") is entered into pursuant to that Master Lease Purchase Agreement dated as of October 15, 2026 ("Master Lease"), and is effective as of October 15, 2026. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

To the extent that less than all of the Equipment subject to this Schedule has been installed and accepted by Lessee on or prior to the date hereof, Lessee hereby acknowledges that a portion of the Equipment has not been delivered, installed and accepted by Lessee for purposes of this Lease. In consideration of the foregoing, Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

Lessee expressly represents that at least ninety-five percent (95%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes

EQUIPMENT LOCATION			
Equipment Location (Number and Street):			
City	**County**	**State**	**Zip Code**

EQUIPMENT INFORMATION
Computer Hardware--See attached Exhibit 1.

LEASE PAYMENT SCHEDULE

Pmt #	Payment Date	Payment Amount	Interest	Principal	Outstanding Balance
Loan					$8,736,000.00
2	10/15/2026	$2,184,000.00	$0.00	$2,184,000.00	$6,552,000.00
3	10/15/2027	$2,184,000.00	$0.00	$2,184,000.00	$4,368,000.00
4	10/15/2028	$2,184,000.00	$0.00	$2,184,000.00	$2,184,000.00
5	10/15/2029	$2,184,000.00	$0.00	$2,184,000.00	$0.00
Totals		$8,736,000.00	Rate 0.00%	$8,736,000.00	

Lessee acknowledges that the discounted purchase price for the Lease is $8,200,213.93 and that such amount is the Issue Price for the Lease for federal income tax purposes. The difference between the principal amount of this Lease and the Issue Price is Original Issue Discount ("OID") for federal income tax purposes. The Yield for this Lease for federal income tax purposes is 4.39% per annum. Such Issue Price and Yield will be stated in the Form 8038-G or 8038-GC, as applicable.

IMPORTANT: Read before signing. The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.

Commencement Date: _____, 20___

Lessor: APPLE INC.

By: _____

Name: _____

Title: _____

Date: _____

Lessee: BEAUMONT INDEPENDENT SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

Date: _____

Apple Inc. Education Price Quote

Customer:
Ryan Deloney
BEAUMONT INDEPENDENT SCHOOL DISTRICT
Phone: (409) 617-5072
Email: rdelone@bmtisd.com

Apple Inc:
Jana Hart
Email: jana_hart@apple.com

Apple Quote:
2214815394

Quote Date:
September 15, 2026

Quote Valid Until:
October 09, 2026

Quote Comments:
CHOICE PARTNERS 23/036SG-01

Item #	Details	Qty	Unit List Price	Disc. Per Unit	Unit Disc. Price	Extended Disc. Price
1	**13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD - Silver (Packaged in a 5-pack)** Part Number: MHFK4LL/A **Configuration:** 065-CLMN : A18 Pro 065-CLMP : 8GB unified memory 065-CLMQ : 256GB SSD storage 065-CLMY : 20W USB-C Power Adapter 065-CLP2 : Magic Keyboard - US English 065-CLPH : Accessory Kit	10500	$594.00	$0.00	$594.00	$6,237,000.00
2	**4-Year AppleCare+ for Schools 13-inch MacBook Neo (A18 Pro) (no service fees)** Part Number: SEHN3LL/A	10500	$175.00	$16.00	$159.00	$1,669,500.00
3	**Jamf Pro macOS (EDU) Subscription License - 1 Year (> 10K Licenses, View License Agreement https://resources.jamf.com/documents/jamf-SLASA.pdf)** Part Number: HLRX2LL/A	10500	$14.00	$0.00	$14.00	$147,000.00
4	**Jamf Pro macOS (EDU) Subscription License - 3 Year (> 10K Licenses, View License Agreement https://resources.jamf.com/documents/jamf-SLASA.pdf)** Part Number: HLX22LL/A	10500	$42.00	$0.00	$42.00	$441,000.00
5	**APS MB DEPLOY SVC W/ DEPLOYASSIST-USA** Part Number: D9284LL/A	10500	$23.00	$0.00	$23.00	$241,500.00

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Extended Education List Price Total	**$8,904,000.00**
Total Discount	$168,000.00
Extended Discounted Price Subtotal	$8,736,000.00
Additional Tax	$0.00
Estimated Tax	$0.00
Total Tax	$0.00
Extended Discounted Total Price*	**$8,736,000.00**

**In most cases Extended Discounted Total Price does not include Sales Tax*
**If applicable, Recycle/eWaste/CBE Fees for CA Accounts are included. Standard shipping is complimentary.*

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EXHIBIT 1 – Equipment Information to Schedule No. 2006379533 under Master Lease Purchase Agreement dated as of October 15, 2026

Item #	Details	Qty
1	**13-inch MacBook Neo: Apple A18 Pro chip with 6-core CPU and 5-core GPU, 8GB, 256GB SSD - Silver (Packaged in a 5-pack)** Part Number: MHFK4LL/A **Configuration:** 065-CLMN : A18 Pro 065-CLMP : 8GB unified memory 065-CLMQ : 256GB SSD storage 065-CLMY : 20W USB-C Power Adapter 065-CLP2 : Magic Keyboard - US English 065-CLPH : Accessory Kit	10500
2	**4-Year AppleCare+ for Schools 13-inch MacBook Neo (A18 Pro) (no service fees)** Part Number: SEHN3LL/A	10500
3	**Jamf Pro macOS (EDU) Subscription License - 1 Year (> 10K Licenses, View License Agreement https://resources.jamf.com/documents/jamf-SLASA.pdf)** Part Number: HLRX2LL/A	10500
4	**Jamf Pro macOS (EDU) Subscription License - 3 Year (> 10K Licenses, View License Agreement https://resources.jamf.com/documents/jamf-SLASA.pdf)** Part Number: HLX22LL/A	10500
5	**APS MB DEPLOY SVC W/ DEPLOYASSIST-USA** Part Number: D9284LL/A	10500

The above Equipment includes all attachments and accessories attached thereto and made a part thereof.

Schedule No. 2006386056 dated as of November 1, 2026, to Master Lease Purchase Agreement dated as of October 15, 2026

This Schedule No. 2006386056 (this "Schedule") is entered into pursuant to that Master Lease Purchase Agreement dated as of October 15, 2026 ("Master Lease"), and is effective as of November 1, 2026. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

To the extent that less than all of the Equipment subject to this Schedule has been installed and accepted by Lessee on or prior to the date hereof, Lessee hereby acknowledges that a portion of the Equipment has not been delivered, installed and accepted by Lessee for purposes of this Lease. In consideration of the foregoing, Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

Lessee expressly represents that at least ninety-five percent (95%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes

EQUIPMENT LOCATION			
Equipment Location (Number and Street):			
City	**County**	**State**	**Zip Code**

EQUIPMENT INFORMATION
Computer Hardware--See attached Exhibit 1.

LEASE PAYMENT SCHEDULE

Pmt #	Payment Date	Payment Amount	Interest	Principal	Outstanding Balance
Loan					$2,454,980.75
1	11/01/2026	$622,767.89	$0.00	$622,767.89	$1,832,212.86
2	11/01/2027	$622,767.89	$17,986.83	$604,781.06	$1,227,431.80
3	11/01/2028	$622,767.89	$12,049.70	$610,718.19	$616,713.61
4	11/01/2029	$622,767.89	$6,054.28	$616,713.61	$0.00
Totals		$2,491,071.56	Rate 0.99%	$2,454,980.75	

Lessee acknowledges that the discounted purchase price for the Lease is $2,332,477.21 and that such amount is the Issue Price for the Lease for federal income tax purposes. The difference between the principal amount of this Lease and the Issue Price is Original Issue Discount ("OID") for federal income tax purposes. The Yield for this Lease for federal income tax purposes is 4.57% per annum. Such Issue Price and Yield will be stated in the Form 8038-G or 8038-GC, as applicable.

IMPORTANT: Read before signing. The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.

Commencement Date: _____, 20___

Lessor: APPLE INC.

By: _____

Name: _____

Title: _____

Date: _____

Lessee: BEAUMONT INDEPENDENT SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

Date: _____

Apple Inc. Education Price Quote

Customer:
Ryan Deloney
BEAUMONT INDEPENDENT SCHOOL DISTRICT
Phone: (409) 617-5072
Email: rdelone@bmtisd.com

Apple Inc:
Jana Hart
Email: jana_hart@apple.com

Apple Quote:
2214849690

Quote Date:
September 15, 2026

Quote Valid Until:
October 11, 2026

Quote Comments:
CHOICE PARTNERS 23/036SG-01

Item #	Details	Qty	Unit List Price	Disc. Per Unit	Unit Disc. Price	Extended Disc. Price
1	**iPad Wi-Fi 128GB-Silver (Packaged in a 10-pack), Brenthaven 360 case, w/ 4YR AppleCare+ for Schools (no service fees)** Part Number: BCSJ3LL/A **iPad Wi-Fi 128GB - Silver (Packaged in a 10-pack)** Part Number: MD6L4LL/A Quantity: 4080 **4-Year AppleCare+ for Schools - iPad (no service fees)** Part Number: S7832LL/A Quantity: 4080 **Brenthaven 360 for iPad (A16)** Part Number: HQES2ZM/A Quantity: 4080	408	$5,479.50	$0.00	$547.95	$2,235,636.00
2	**iPad Wi-Fi 128GB-Silver, Brenthaven 360 case, w/ 4YR AppleCare+ for Schools (no service fees)** Part Number: BCSG3LL/A **iPad Wi-Fi 128GB - Silver** Part Number: MD3Y4LL/A Quantity: 5	5	$567.95	$0.00	$567.95	$2,839.75

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	4-Year AppleCare+ for Schools - iPad (no service fees) Part Number: S7832LL/A Quantity: 5 **Brenthaven 360 for iPad (A16)** Part Number: HQES2ZM/A Quantity: 5					
3	**Jamf for K-12 School, iOS, iPadOS, macOS and tvOS - 4 Year Subscription License (View License Agreement https://www.jamf.com/trust-center/legal/)** Part Number: HS6G2ZM/A	4085	$30.00	$0.00	$30.00	$122,550.00
4	**APS IPAD PACKAGE3 DEPLOY SERVICES-USA** Part Number: DA3J2LL/A	4085	$23.00	$0.00	$23.00	$93,955.00

Extended Education List Price Total	**$2,454,980.75**
Total Discount	$0.00
Extended Discounted Price Subtotal	$2,454,980.75
Additional Tax	$0.00
Estimated Tax	$0.00
Total Tax	$0.00
Extended Discounted Total Price*	**$2,454,980.75**

**In most cases Extended Discounted Total Price does not include Sales Tax*
**If applicable, Recycle/eWaste/CBE Fees for CA Accounts are included. Standard shipping is complimentary.*

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4. Approve Rescinding the Previous Bid Award and Awarding the Contract to the Highest-Ranked Bidder 18

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:
Rescind Prior Contract Award and Approve Corrected Rankings and Contract Award for HVAC Replacement Project (CSP 26.16)

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☑ Financial Stewardship
- ☐ Safety & Security
- ☐ Operational Excellence
- ☐ Community Engagement

BACKGROUND:
A Request for Competitive Sealed Proposals was issued for the HVAC Replacement Project at Odom Academy. Four responses were received and evaluated in accordance with the established evaluation criteria.

At the August 20, 2026 Board meeting, the Board approved the rankings and contract award presented by Administration. Following the meeting, the District identified an error in the ranking order. Although the evaluation scores were correctly calculated, the vendors were inadvertently ranked in reverse order.

RATIONALE:
The corrected evaluation results identify Du-West Services, Inc. as the highest-ranked responsive proposer with 97.00 points. To ensure the contract is awarded in accordance with the District's established evaluation criteria and best-value determination, Administration recommends rescinding the previous award to Apex Alliance, LLC and awarding the HVAC Replacement Project to Du-West Services, Inc. in the amount of $527,034.91.

BUDGET:

☐ No budget impact ☑ See below for budget information

- **Cost**: $527,034.91
- **Vendor**: Du-West Services, Inc.
- **Additional Documentation and/or Attachments)**: Tabulation; Proposal Form

ADMINISTRATIVE RECOMMENDATION:
Rescind the August 20, 2026 contract award to Apex Alliance, LLC; approve the corrected rankings for CSP 26.16 – HVAC Replacement Project; and award the contract to Du-West Services, Inc., as the highest-ranked proposer.

Board Agenda Item

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

COMPETITIVE SEALED PROPOSAL EVALUATION TABULATION
BEAUMONT INDEPENDENT SCHOOL DISTRICT
CSP 26.16 – HVAC REPLACEMENT PROJECT (ODOM)

PROPOSAL EVALUATION TABULATION
PROPOSAL OPENING JULY 21, 2026 @ 2:00 P.M.

OFFEROR'S COMPANY NAME	RESPONSIVE	TOTAL POINTS SCORED	RANKING
APEX Alliance, LLC	Y	88.88	3
Du-West Services, Inc. **(Recommended)**	Y	97.00	1
Preferred Facilities Group – USA	N	Non Responsive	
Derryberry's L.P.	Y	95.62	2

Evaluators:
Mark McClelland – Director of Maint. & Operations
Bryan Jansen – Asst. Director of Maint. & Operations
Dean Moore – MEP Supervisor

Evaluation Criteria	Possible Points
Price Proposal	50 points
Experience & Reputation	20 points
Quality of Proposer's Services	10 points
Prior Relationship w/BISD	5 points
Financial Capability	10 points
Proposed Project Personnel	5 points

REQUEST FOR COMPETITIVE SEALED PROPOSALS
BEAUMONT INDEPENDENT SCHOOL DISTRICT
CSP 26.16 – HVAC REPLACEMENT PROJECT

EXHIBIT A: PROPOSAL FORM

IDENTIFICATION OF OFFEROR AND ACCEPTANCE OF TERMS

IMPORTANT: A proposal, to be valid, must be manually signed in ink by an authorized person in the space provided. By such signature, Offeror agrees to strictly abide by the terms, conditions, and specifications set out in the Request for Competitive Sealed Proposals.

1.1 TO: Beaumont Independent School District
Attn: Purchasing Department
3395 Harrison Ave, Beaumont, TX 77706

1.2 SUBMITTED BY: Du-West Services, Inc Eddie Stokes

Address: 510 W. Pasadena Freeway Pasadena, Tx 77506

Phone No.: 832-256-5460 Email: e.stokes@du-west.com Date: 7-21-26

Signature: [signature]

1.3 **BASE PROPOSAL: PAC-1**
Provide and install PAC- 1. This proposal shall include the costs for all trades required to deliver a complete installation as listed in the drawings and specifications. In addition, this proposal shall include an owner's contingency of $10,000.00.

a. With Equipment by Carrier: $_____

b. With Equipment by Daiken: $_____

c. With Equipment by Trane: $ [redacted] 194,306.79

d. With Equipment by Petra: $_____

REQUEST FOR COMPETITIVE SEALED PROPOSALS
BEAUMONT INDEPENDENT SCHOOL DISTRICT
CSP 26.16 – HVAC REPLACEMENT PROJECT

1.4 **BASE PROPOSAL: PAC-2**

Provide and install PAC-2. This proposal shall include the costs for all trades required to deliver a complete installation as listed in the drawings and specifications. In addition, this proposal shall **include an owner's contingency of $10,000.00.**

a. With Equipment by Carrier: $_____

b. With Equipment by Daiken: $_____

c. With Equipment by Trane: $ [redacted] 150,207,00

d. With Equipment by Petra: $_____

1.5 **BASE PROPOSAL: RTU-1**

Provide and install RTU-1. This proposal shall include the costs for all trades required to deliver a complete installation as listed in the drawings and specifications. In addition, this proposal shall **include an owner's contingency of $10,000.00.**

a. With Equipment by Carrier: $_____

b. With Equipment by Daiken: $_____

c. With Equipment by Trane: $ [redacted] 182,521.12

d. With Equipment by Petra: $_____

1.6 **ADDENDA:** Undersigned acknowledges receipt of Addenda:

Nos. & Dates) Number 1 on 7-2-26

1.7 REVIEW OF CONTRACT DOCUMENTS

The Proposer certifies that it has reviewed the Minor Contractor Agreement.

x Yes ____ No

Proposer agrees that if any revisions are requested to the terms and conditions in the Agreement attached as Exhibit B, they are listed below or attached on a separate sheet and submitted with the Proposal response:

x Yes ____ No

Requested Revisions:

_____

_____

_____

_____

The undersigned hereby proposes to furnish all labor, materials, supervision and any other services necessary to complete the above-referenced project for the proposal amount(s) listed.

Proposal prices are firm for acceptance by BISD for 60 days from the date opening of proposals has occurred.

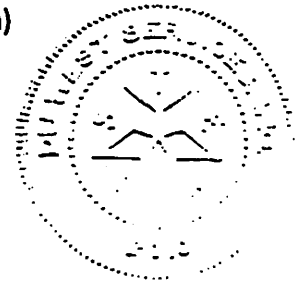
Signed By: _____

Name: Eddie Stokes
(Type or Print)

Title: Pre-Construction Manager
(Type or Print)

ATTEST: _____
(Secretary, if Proposer is a Corporation)

SEAL:
(If Corporation)



5. Approve Head Start Program Governance and Compliance 25

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:
Approve Head Start Program Governance and Compliance

REQUIREMENT TYPE:

☑ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Financial Stewardship
- ☐ Safety & Security
- ☑ Operational Excellence
- ☐ Community Engagement
- ☑ Program Accountability

BACKGROUND:
Head Start program governance and compliance requirements include policies, agreements, planning documents, and monitoring processes necessary to support effective program administration and continued compliance with applicable Head Start requirements. The attached documents establish and support the District's governance, decision-making, selection, monitoring, training, and program improvement processes.

RATIONALE:
Approval of the attached Head Start governance and compliance documents will ensure the District maintains the required structures and processes to administer the Head Start program effectively.

- **Additional Documentation and/or Attachments)**:

PRESENTERS:
Evelyn Perette, Dr. Anita Bruton, Valencia Greenwood

ADMINISTRATIVE RECOMMENDATION:
Administration recommends that the Board of Managers approve the Head Start Program Governance and Compliance documents as presented.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

a. Approve Head Start Interagency Agreement 27

Beaumont Independent School District
BINGMAN HEAD START

Interagency Agreement
2026 - 2027
Program Year

BISD/BINGMAN HEAD START

Interagency Agreement

Beaumont Independent School District and the Bingman Head Start Program have maintained a long and successful Grantee/Federal relationship. This effective collaboration has helped provide comprehensive, quality, professional, and human services to the personnel, parents, and students involved in the Head Start Program.

The new federal mandates, which focus on effective management systems as well as quality services, require that the Grantee and Head Start Program enter into a written agreement outlining the provisions and expectations of each party.

The agreement reads…

As the Grantee Agency, the benefits and expectations provided to the Head Start Program include:

- Use of buildings and grounds located at 5265 S. Kenneth Avenue as in-kind services with a written method for allocating in-kind rental costs
- Provide all renovations as in-kind services
- Maintain said buildings and grounds to include custodial services, food services, and maintenance services personnel as in-kind
- Appoint an Executive Director and Fiscal Manager as in-kind personnel
- Provide collaborative services of the BISD Director of Food Services, Personnel, Special Services, Public Relations, Special Education, Title I, Communications, Nurses, ESL, Staff Development, Transportation and Early Childhood Supervisor
- Provide the services of a diagnostician when needed
- Pay the salaries of an ECSE teacher and two ECSE aides
- Pay the salary of a Head Start speech pathologist
- Pay the salary of an ESL aide
- Pay the salaries of fifteen Head Start teachers
- Provide pre-service and in-service training and technical assistance as needed
- Provide state and local curriculum materials and resources when needed
- Approve Policy Council and Parent Committee officers and bylaws
- Provide for Governing Body representation on Head Start Policy Council
- Provide for shared decision-making between Policy Council and Grantee Agency on the operation, governance, and maintenance of the program
- Draft a written impasse policy statement to resolve possible differences between the Governing Body (Grantee) and the Policy Council, and help reach consensus
- The Child Nutrition Department receives funding from the National School Lunch Program, which indirectly receives funds from USDA. The

Nutrition Department is a separate entity from the grantee and Head Start. The USDA funds received pay to support and maintain their department. These services are provided for our program and will provide a monthly printout from USDA.

As the Head Start Program, the benefits and expectations provided by the Grantee Agency include:

- Pay salaries and fringe benefits of **all** Head Start personnel with the exception of those listed above
- Write and manage the Head Start Program Refunding Grant
- Maintain and operate the daily Program in accordance with Head Start Performance Standards and Beaumont ISD Policies and Procedures
- Adhere to District policies and procedures
- Communicate Head Start policies, procedures, and standards to the Grantee Agency
- Implement a quality, comprehensive program of services for low-income children and families
- Provide developmentally appropriate curriculum and delivery, assessment, and programming for the three- and four-year-olds served
- Provide a clean, safe environment that is conducive to learning
- Form community collaboration to extend federal, state, and local funds and services
- Report directly to the Executive Director of Instruction for Bingman Head Start Administration (Head Start Executive Director)
- Develop a written plan for the operation of the Head Start Program
- Collaborate with the fiscal manager to ensure that Head Start funds are expended appropriately
- Provide relevant training for early childhood caregivers
- Provide monthly parenting classes and educational opportunities for Head Start parents
- Maintain an efficient and effective system of record-keeping and reporting
- Manage human resources and monitor and appraise curriculum delivery
- Ensure compliance with all federal, state, and local laws
- Ensure effective Program planning and maintain Program accountability
- Be proactive in increasing the visibility of Head Start in the community

Interagency Agreement Plan Signature Page

Board President	**Date**
Head Start Policy Council Chairperson	**Date**
Head Start Director/Principal	**Date**

Date of Board Approval

b. Approve Head Start Impasse Policy 32

Beaumont Independent School District /Bingman Head Start

Impasse Policy
2026-2027 Program Year

BEAUMONT
INDEPENDENT SCHOOL DISTRICT



9/9/2026

BEAUMONT INDEPENDENT SCHOOL DISTRICT / BINGMAN HEAD START INTERNAL DISPUTE RESOLUTION AND IMPASSE PROCEDURE

Governing Body (Board of Managers) and Head Start Policy Council

Purpose and Regulatory Basis

Beaumont Independent School District (BISD), acting through its Board of Managers as the governing body of Bingman Head Start, and the Bingman Head Start Policy Council jointly establish and maintain this written procedure for resolving internal disputes in a timely, fair, and collaborative manner. This procedure is designed to facilitate meaningful consultation and collaboration regarding decisions of the governing body and Policy Council and to provide a clear process for resolving disagreements and impasses.

This procedure is aligned with the current Head Start Program Performance Standards (HSPPS), 45 CFR §1301.6, Impasse Procedures, and related governance requirements in 45 CFR §§1301.1–1301.5. It replaces references to the former 45 CFR §1304.50 and incorporates the current federal governance framework.

Nothing in this procedure limits the legal and fiscal responsibility of the Board of Managers or the Policy Council's responsibility for the direction of the Head Start program. The parties will exercise their respective responsibilities in accordance with the Head Start Act, HSPPS, applicable federal, state, and local requirements, and BISD policy.

Role and Responsibilities of the Governing Body

The Board of Managers, as the governing body, retains legal and fiscal responsibility for administering and overseeing the Head Start program. The governing body is responsible for the duties assigned by the Head Start Act and HSPPS and must use ongoing monitoring results, school readiness goals, program management information, and other required information to carry out its responsibilities.

The Board of Managers will consider proposals and decisions presented by the Policy Council and will provide timely, documented responses when a proposal is not accepted. The Board of Managers will ensure that Head Start governance responsibilities are exercised through the formal governance structure and that required approvals are obtained before implementation.

Role and Responsibilities of the Policy Council

The Policy Council is responsible for the direction of the agency's Head Start program as provided by the Head Start Act and HSPPS. The Policy Council will participate in shared decision-making and will exercise its approval and other governance responsibilities in the areas specified by federal law and regulation.

The Policy Council will consider proposals and decisions presented by the Board of Managers and will provide timely, documented responses when a proposal is not accepted. The Policy Council will use ongoing monitoring results, school readiness goals, program management information, and other required information to carry out its responsibilities.

Where federal law or regulation requires Policy Council approval, the program will not implement the affected action until the required governance process and approval have been completed, unless otherwise permitted by applicable law or regulation.

General Principles for Dispute Resolution

- The Board of Managers and Policy Council will make reasonable efforts to resolve disagreements through meaningful consultation, collaboration, and good-faith discussion before an impasse is declared.
- Each body will consider the other's proposed decisions and will provide written reasons when it does not accept a proposed decision.
- Disputes will be addressed using a defined decision-making process and timeline. Decisions will not be arbitrary, capricious, or illegal.
- The parties will protect confidentiality when required and will maintain appropriate records of notices, meetings, written responses, mediation, arbitration, and final resolutions.
- Nothing in this procedure authorizes either body to take action outside the authority granted by the Head Start Act, HSPPS, other applicable federal requirements, or BISD policy.

STEP I – Identification, Consultation, and Collaborative Resolution

1. When the Board of Managers, Policy Council, Head Start Director, Executive Director, or other authorized program leadership identifies a disagreement involving a governance decision, the parties will promptly identify the issue, the decision being considered, the applicable authority, and the desired outcome.

2. The Board of Managers and Policy Council will work cooperatively to review relevant facts, requirements, data, and documentation, and to identify the source of the disagreement.

3. The parties will develop and consider one or more reasonable alternatives and will evaluate the legal, fiscal, programmatic, and operational implications of each alternative.

4. The parties will attempt to reach a mutually acceptable resolution through consultation and collaboration.

5. If the disagreement cannot be resolved through this process, either body may provide written notice explaining why it does not accept the proposed decision and request initiation of the formal dispute-resolution process described in Step II.

STEP II – Written Notice and Formal Dispute-Resolution Process

1. The body seeking further resolution will provide written notice to the other body describing the disputed decision, the specific concern, the applicable governance authority or requirement, the reason the proposed decision was not accepted, and the resolution being requested.

2. The Board of Managers and Policy Council will designate appropriate representatives to participate in a timely meeting or series of meetings to resolve the dispute. The Head Start Director and other appropriate BISD/Head Start personnel may participate as non-voting technical advisors when appropriate.

3. The parties will establish a reasonable timeline for meetings, review of supporting information, written responses, and a final determination. The timeline will take into account the urgency and potential impact of the disputed matter.

4. If the parties reach an agreement, the resolution will be documented in writing and, when applicable, presented to the Board of Managers and/or Policy Council for formal action consistent with their respective authorities.

5. If the decision-making process does not resolve the disagreement and an impasse continues, the parties will proceed to Step III.

STEP III – Mediation

1. The Board of Managers and Policy Council will jointly select a mutually agreeable third-party mediator with appropriate knowledge and experience in governance, nonprofit/public-sector administration, and/or Head Start requirements.

2. The parties will participate in a formal mediation process in good faith. The mediator will facilitate communication, clarify disputed issues, assist the parties in evaluating alternatives, and support the development of a resolution.

3. The mediator does not replace the authority of the Board of Managers or Policy Council and does not make the governance decision unless the parties separately agree to a process that is permitted by law.

4. The mediation process and outcome will be documented appropriately, subject to applicable confidentiality requirements.

5. If the dispute is resolved through mediation, the resolution will be documented and implemented through the appropriate Board of Managers and/or Policy Council action.

STEP IV – Arbitration Following Unsuccessful Mediation

For Bingman Head Start, which is not an American Indian and Alaska Native program, if no resolution is reached through mediation, the Board of Managers and Policy Council will jointly select a mutually agreeable arbitrator. The parties will participate in the formal arbitration process, and the arbitrator's decision will be final, consistent with 45 CFR §1301.6(c) and applicable law.

The arbitrator will be selected by mutual agreement of the Board of Managers and Policy Council. If the parties cannot agree on an arbitrator, they will use a mutually agreed method or neutral process for selecting one. The parties will cooperate in providing the arbitrator with the information necessary to resolve the dispute.

Timelines

The parties will act as promptly as reasonably possible. Written notices and responses should generally be provided within ten (10) business days unless a different timeline is mutually agreed upon because of the nature, urgency, or complexity of the dispute. Mediation and arbitration will be scheduled as soon as reasonably practicable after selection of the neutral third party. Any timeline may be modified by mutual written agreement or when required by applicable law, federal direction, or circumstances affecting program operations.

Cost Incurred

Costs associated with mediation or arbitration will be handled in accordance with applicable federal cost principles, Head Start fiscal requirements, and Beaumont Independent School District procedures. Costs charged to the Head Start grant must be allowable, allocable, reasonable, and appropriately documented.

Statement of Commitment

If dispute-resolution, mediation, or arbitration becomes necessary, the Board of Managers and Policy Council are committed to participating in good faith, respecting their distinct governance authorities, protecting the meaningful role of Head Start parents, and working diligently toward a timely and lawful resolution. The process reflects the Head Start governance principles of shared decision-making, meaningful consultation and collaboration, accountability, and respect for the roles of the governing body and Policy Council.

Regulatory References

Primary reference: 45 CFR §1301.6, Impasse Procedures. Related governance references: 45 CFR §1301.1, Purpose; §1301.2, Governing Body; §1301.3, Policy Council and Policy Committee; §1301.4, Parent Committees; and §1301.5, Training; together with applicable provisions of the Head Start Act, including Section 642(c) and (d).

Approval and Review

This procedure shall be reviewed periodically and revised as necessary to remain consistent with current Head Start Program Performance Standards, the Head Start Act, applicable federal guidance, and Beaumont Independent School District policy. Revisions shall be presented through the appropriate governance process for approval.

BEAUMONT INDEPENDENT SCHOOL DISTRICT

Impasse Policy Signature Page

Board President	**Date**
Head Start Policy Council Chairperson	**Date**
Head Start Director/Principal	**Date**

Approval Date

c. Approve Head Start Self-Assessment & Program Goals 40

BINGMAN HEAD START

2026 - 2027 SCHOOL YEAR COMPREHENSIVE NEEDS

Needs Assessment Overview

The comprehensive needs assessment process began with the election of new CEIC (Campus Educational Improvement Committee) representatives to replace outgoing members. Following this, meetings were scheduled to review both the district's goals (as the grantee) and the specific needs of the campus.

During CEIC meetings, each member was assigned to one of four subcommittees, with 3–5 members per group. The subcommittees focus on the following Multiple Measure Areas:

- **Demographics**
- **Student Achievement**
- **Perceptions**
- **Programs and Processes**

Each subcommittee follows a set timeline to complete its assessment and present findings to the full committee. The CEIC then collectively reviews and analyzes the results, identifies top priorities, determines root causes, and develops strategies to address each priority need.

Demographics

Demographics Summary

Bingman is a Head Start campus operating under the Beaumont Independent School District. The program is funded annually for 510 three- and four-year-old students and families from low socio-economic backgrounds. Enrollment is based on Federal Poverty Guidelines. The campus thrives on parental involvement and many community partners who support our students, families, and staff. Each classroom includes a certified teacher and a highly qualified paraprofessional to maintain a 10:1 student/teacher ratio.

Parents can serve on a Parent Committee and be part of our governing body (Policy Council). Parents, Community Partners, and staff work together to guide our program to excellence.

Demographic Strengths

- Offer additional programs including ELL (English Language Learners), ECSE (Early Childhood Special Education), Al's Pals (Mental Health Program), SEL (Social & Emotional Learning), Speech, and a Literacy Lab.
- Opportunities for staff to enroll in educational advancement programs
- Mentoring Team/Coaches are available to assist teachers.
- Classrooms are observed using the CLASS (Classroom Assessment Scoring System) observation instrument as well as T-TESS (Texas Teacher Evaluation and Support System)

Problem Statements: Identifying Demographics Needs

Problem Statement 1: Average attendance for 2025-26 is 91%, up a point from last year.
Root Cause: Parent commitment to attendance. Attendance strategies are beginning to make a difference.

Problem Statement 2: Hispanic population is decreasing.
Root Cause: ICE fear of deportation. We are encouraging the Hispanic community to come.

Student Learning

Student Learning Summary

Most students in the 3-year-old program return for the 4-year-old program; these two years have proven helpful for most of our students. It supports transitions to kindergarten and builds a strong foundation for future success. Most students enroll in the program with very limited skills and are eager for knowledge. The program is confident that students aging out of the program have been exposed to a variety of skills to help them prepare for kindergarten. Success leads to further success!

Literacy Assessments include an average from:

- Rapid Letter naming
- Rapid Vocabulary
- Syllabication
- Onset Rhyme Alliteration
- Rhyming 1

Math Assessments include an average from:

- Rote Counting
- Shape Naming
- Number Naming
- Number Discrimination
- Counting Sets
- Operations

Student Learning Strengths

- Students in Pre-K 4 classrooms showed a 24% growth in Literacy and a 13% growth in Math with CLI Engage Assessments from BOY (Beginning of the Year) to EOY (End of the Year) assessments.
- Our program continues to purchase a Waterford Site license to provide an extra-curricular platform for our students at home and school. Parents can support their students at home.
- Students who are not fluent in English are offered an ESL (English as a Second Language) pull-out program.
- Students who are struggling academically receive extra assistance in the Literacy Lab.
- Students struggling with social/emotional skills are helped through our Mental Health Coordinator.

Problem Statements: Identifying Student Learning Needs

Problem Statement 1: Math curriculum tends to be pushed aside for ELAR.
Root Cause: Follow daily schedule without substitutions during Math Block.

Problem Statement 2: No substantial Math Curriculum to support growth.
Root Cause: The FrogStreet curriculum is rich in literacy but limited in Math.

School Processes & Programs

School Processes & Programs Summary

At Bingman Head Start, students participate in a variety of programs and processes to prepare for success.

- Students participate in mental health programs daily.
- Dental Health is also incorporated into schedules to ensure students know how to properly care for their teeth and gums.
- Organized and free play motor activities are important to student growth. Students need at least 30 minutes daily to build muscles and coordination skills.
- The program is language-rich and includes several programs to enrich literacy skills, such as Library time, computer time, and lab time, to help students gain the skills necessary to read and write. Neuhaus is another program we use alongside our curriculum and the Waterford program to enrich literacy development.
- Students are taught using a hands-on approach to ensure we meet all learning styles.

School Processes & Program Strengths

- Our curriculum is correlated to the state Pre-K guidelines as well as HSELOF (Head Start Early Learning Outcomes Framework)
- The district (grantee) has curriculum planners and pacing guides to assist the teachers.
- ELL students are provided with an ESL pull-out program
- Curriculum provides a strong focus on Social/Emotional needs and learning
- Our program has an Education Coordinator as well as an Instructional Coach to ensure our teachers have help and students are receiving the best education possible.
- ECSE (Early Childhood Special Education) class is available to IDEA-qualified students with qualified staff as well as a Speech Pathologist on campus.
- Mental health services are offered to all students, staff, and families.

Problem Statements: Identifying School Processes & Program's Needs:

Problem Statement 1: CLASS (Classroom Assessment Scoring System) instrument averages are monitored closely to meet the national averages in all three domains.

Root Cause: More professional development needed. Both the Education Coordinator and the Instructional Coach will be monitoring and entering data in Whetstone daily.

Perceptions

Perceptions Strengths

- The Social Services department works diligently with parents all year. Each family is encouraged to complete a partnership agreement and set family goals.
- The program has a large group of Community Partners for support.
- The program provides enhanced support for new staff to encourage the longevity of staff.

Problem Statements: Identifying Perception Needs

Problem Statement 1: Sporadic attendance for parent functions from 12 - 100+.
Root Cause: Inconsistent communication about early sharing.

Problem Statement 2: We recognize the need to increase Social Services staff to meet the new standards.
Root Cause: Increased parent activity with fewer caseloads.

BINGMAN HEAD START

2026 - 2027 SCHOOL YEAR SELF ASSESSMENT

PROGRAM ASSESSMENT GOALS

FOR CAMPUS IMPROVEMENT PLAN

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 32% to 64% by June 2030.

Performance Objective 1

Maintain or increase literacy and language skills scores from 79% on EOY 2026 to 82% for the 2027 EOY assessment.

Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% to 52% by June 2030.

Performance Objective 1

Maintain or increase Math and Science skills scores from 85% on the 2026 EOY to 88% on the EOY in May 2027

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 65% to 90% by August 2030.

Performance Objective 1

Bingman will continue to build Social & Emotional skills from 83% to 85% by May 2027, encouraging students to be anything they want to be.

Goal 4

Beaumont ISD will improve its perception with all stakeholders by ensuring all students are safe, supported, and able to develop self-management skills, as measured by surveys and other data reports.

Performance Objective 1

By May 2026, we will increase parent participation in training and meeting offerings from 50 parents to 65 parents in 2026.

Goal 5

The district will increase the percentage of students in "A or B" rated schools from 15% to 50% by August 2030.

Performance Objective 1

To increase the proficiency level of instructional staff, using their Head Start CLASS Observational Evaluations by 10%.

BEAUMONT INDEPENDENT SCHOOL DISTRICT



BINGMAN HEAD START

2026 - 2027 SCHOOL YEAR SELF ASSESSMENT

PROGRAM FOCUS / PRIORITY AREAS

PRIORITY AREA 1

SCHOOL READINESS / ELOF

By May 2027, 85% of children will meet or exceed age expectations in the Early Learning Outcomes Framework (ELOF) across all five domains:

- **Approaches to Learning**
- **Social/Emotional Development**
- **Language and Literacy Development**
- **Cognition: Math & Science**
- **Perceptual, Motor, and Physical Development**

BEAUMONT
INDEPENDENT SCHOOL DISTRICT

BINGMAN
HEAD START

READINESS GOALS 2026–2027

EVERY CHILD. EVERY FAMILY. EVERYDAY.



APPROACHES TO LEARNING:

All Bingman students will be engaged in learning that helps support their curiosity, initiative, and creativity as they explore and acquire new skills and achieve age-appropriate learning goals.



SOCIAL / EMOTIONAL DEVELOPMENT:

All Bingman students will be taught in a safe learning environment that helps foster their trust in adults and peers and assists them in developing skills to help them acquire problem-solving and self-regulation skills to provide a critical foundation for lifelong learning and social competency.



LANGUAGE AND LITERACY DEVELOPMENT:

All Bingman students will be supported in intentional learning of the English language that will assist them in being able to communicate with others and support the learning and development of literacy and written communication skills that will set the foundation for success in reading and writing in school.



COGNITION:

All Bingman students will be supported in their learning and exploring of the world around them that will assist them in acquiring complex cognition skills which will help them learn and relate to mathematic and scientific reasoning skills to help them make sense of the world around them.



PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT:

All Bingman students will be supported in their development of perception skills to help them learn about the world around them, motor development that assists them in being able to use small and large muscles to move and gain control of their body and overall health and safety to ensure they are establishing healthy habits that contribute to learning in all areas.

BUILDING BRIGHT BEGINNINGS. PREPARING FUTURES.

PRIORITY AREA 2

FAMILY ENGAGEMENT

By May 2027, 90% of families will participate in at least two family engagement activities designed to support child learning and well-being.

PRIORITY AREA 3

HIGH-QUALITY INSTRUCTION / CLASS®

By May 2027, 80% of teachers will implement high-quality curriculum with fidelity as measured through CLASS® observations.

PRIORITY AREA 4

SOCIAL-EMOTIONAL DEVELOPMENT

By May 2027, 75% of children will demonstrate growth in social-emotional skills as measured by the CIRCLE Assessment.

PRIORITY AREA 5

ELIGIBILITY, ENROLLMENT, HEALTH & SAFETY

By May 2027, 100% of eligibility, enrollment, health, and safety records will be complete, accurate, and audit-ready.

PRIORITY AREA 6

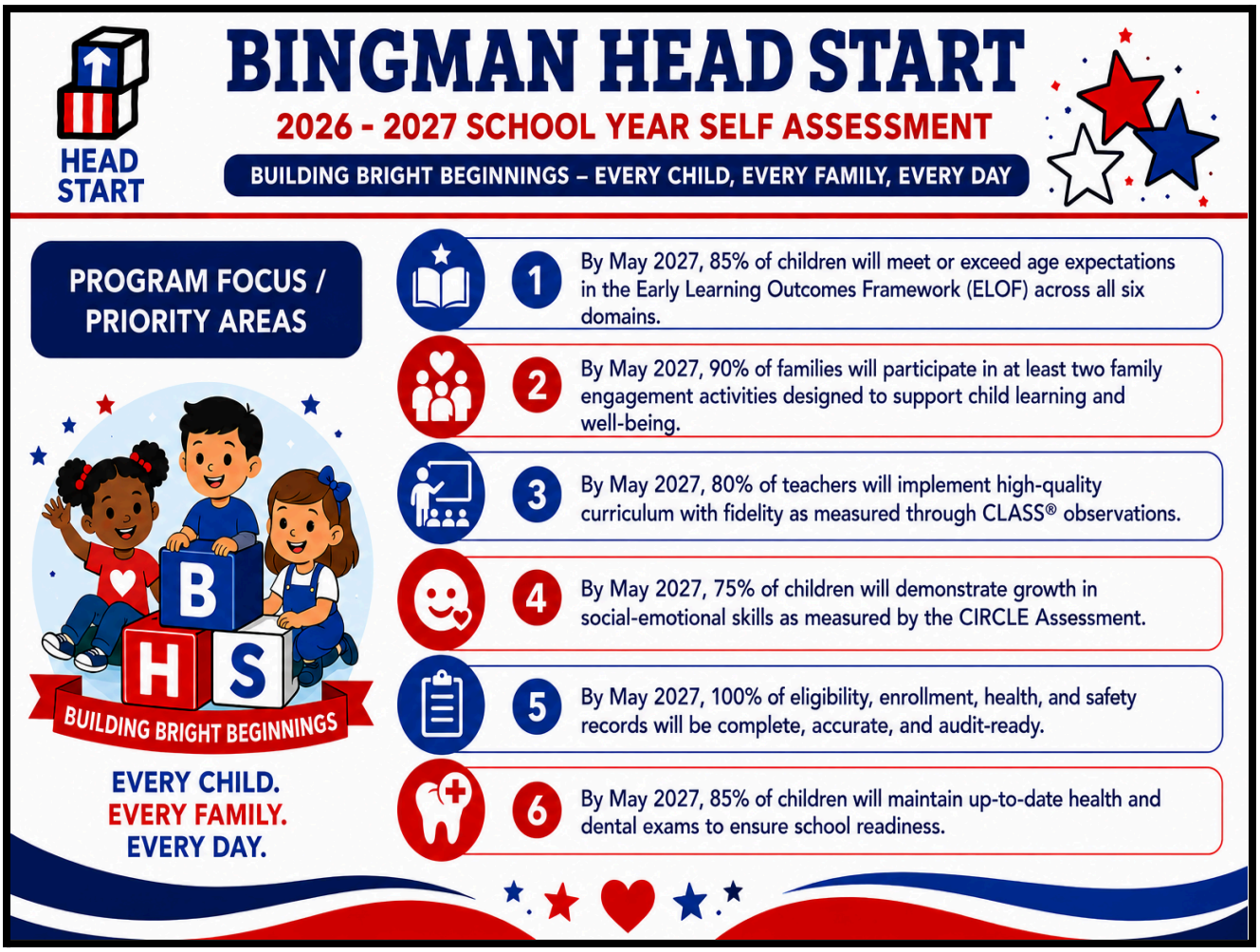
HEALTH & DENTAL READINESS

By May 2027, 85% of children will maintain up-to-date health and dental exams to ensure school readiness.

BUILDING BRIGHT BEGINNINGS

EVERY CHILD. EVERY FAMILY. EVERY DAY.

In BISD, Every Child will be Known, Supported, Challenged, and Prepared.



d. Approve Head Start Shared Decision-Making Process 56

Beaumont Independent School District / Bingman Head Start

Shared Decision-Making Policy
2026-2027 Program Year

BEAUMONT INDEPENDENT SCHOOL DISTRICT

BINGMAN HEAD START

BEAUMONT INDEPENDENT SCHOOL DISTRICT

SHARED DECISION-MAKING PROCESS

2026–2027

HEAD START POLICY AND REGULATORY AUTHORITY

This Shared Decision-Making Process is established and implemented in accordance with the Head Start Act and the Head Start Program Performance Standards (HSPPS), 45 CFR Chapter XIII. The following authorities provide the principal federal foundation for Bingman Head Start's shared governance, decision-making, oversight, planning, and accountability processes:

- **45 CFR §1301.1 — Purpose/Program Governance: Requires a Head Start agency to establish and maintain a formal program governance structure that includes a governing body, a Policy Council at the agency level, and parent committees. The Governing Body maintains legal and fiscal responsibility, while the Policy Council is responsible for the direction of the Head Start program.**
- **45 CFR §1301.2 — Governing Body: Establishes the Governing Body's duties and responsibilities and requires it to use ongoing monitoring results, school-readiness data, program information, and information required under section 642(d)(2) of the Head Start Act in carrying out its oversight responsibilities. The BISD Board of Managers serves as the Governing Body for Bingman Head Start.**
- **45 CFR §1301.3 — Policy Council and Policy Committee: Requires each agency to establish and maintain a Policy Council responsible for the direction of the Head Start program at the agency level and establishes requirements for its composition, duties, responsibilities, and parent representation.**
- **45 CFR §1301.5 — Training: Requires appropriate training and technical assistance for the Governing Body and Policy Council so members understand the information they receive and can effectively oversee and participate in the Head Start program.**
- **45 CFR §1301.6 — Impasse Procedures: Requires the Governing Body and Policy Council to jointly establish written procedures for resolving internal disputes, including impasse procedures, when agreement cannot be reached through the normal shared decision-making process.**
- **45 CFR §1302.101 — Management System: Requires a program to implement a management system that provides effective oversight and supports the implementation of high-quality services. Program management includes coordinated approaches, appropriate internal controls, and procedures for managing and protecting program data.**
- **45 CFR §1302.102 — Program Goals, Continuous Improvement, and Reporting: Requires programs, in collaboration with the Governing Body and Policy Council, to establish program goals and measurable objectives; maintain ongoing oversight; use data to identify strengths, needs, and compliance concerns; conduct an annual self-assessment; and use findings for continuous improvement.**
- **Head Start Act §642(c)(1): Establishes Governing Body responsibilities for legal and fiscal oversight of the Head Start agency.**

- **Head Start Act §642(c)(2): Establishes Policy Council composition and responsibilities and provides for parent participation in the direction of the Head Start program, including specified program planning, policy, and personnel decisions.**
- **Head Start Act §642(d)(2): Requires the Head Start agency to ensure the sharing of accurate and regular information with the Governing Body and Policy Council so each can effectively carry out its respective responsibilities.**

These requirements are incorporated throughout this document and shall guide all shared decision-making activities of the BISD Board of Managers, Bingman Head Start Policy Council, Head Start administration, and appropriate program staff.

PURPOSE

Beaumont Independent School District/Bingman Head Start maintains a formal shared governance and decision-making structure that promotes meaningful participation, accountability, transparency, and collaboration in the administration of the Head Start program.

Shared decision-making ensures that the BISD Board of Managers, Head Start Policy Council, Head Start administration, program staff, parents, and community representatives have appropriate opportunities to participate in program planning, oversight, policy development, and decision-making consistent with their respective legal and regulatory responsibilities.

The shared decision-making structure recognizes three primary areas of responsibility:

1. **Program Planning**
2. **General Procedures and Program Governance**
3. **Human Resource Management**

The primary groups responsible for the governance, management, and operation of the Head Start program are:

- **BISD Board of Managers – Governing Body**
- **Bingman Head Start Policy Council**
- **Bingman Head Start Administration and Staff**

Each group performs its responsibilities according to the Head Start Act, Head Start Program Performance Standards, applicable federal requirements, Beaumont ISD policies, and locally established procedures.

Head Start Standard Alignment: 45 CFR §§1301.1, 1301.2, and 1301.3; Head Start Act §642(c).

DEFINITIONS OF RESPONSIBILITY

Governing Body Responsibility

The BISD Board of Managers, serving as the Head Start Governing Body, maintains legal and fiscal responsibility for the Head Start program. The Board provides oversight, establishes accountability, safeguards federal funds, and ensures that the program operates in compliance with applicable federal, state, and local requirements.

Policy Council Responsibility

The Head Start Policy Council participates in the direction of the Head Start program and exercises its approval and decision-making responsibilities as provided under the Head Start Act and Head Start Program Performance Standards.

The Policy Council represents Head Start parents and the community and provides an essential parent voice in program governance, planning, policy development, personnel decisions when applicable, and continuous program improvement.

Operating Responsibility

Operating responsibility refers to the Head Start Director, administrators, managers, coordinators, and staff who are responsible for implementing the policies, procedures, services, and activities of the Head Start program.

Operational decisions must be consistent with approved policies, the Head Start grant, applicable federal regulations, Beaumont ISD requirements, and decisions made through the established governance structure.

Approval or Disapproval

When approval or disapproval is required, the designated governing group must have an opportunity to review sufficient and timely information, discuss the proposed action, ask questions, and formally approve or disapprove the matter before implementation.

Required approval by one governing entity does not replace approval by another entity when both the Governing Body and Policy Council have responsibilities under federal requirements.

Determined Locally

“Determined locally” refers to procedures or responsibilities established by Beaumont Independent School District and Bingman Head Start when federal regulations permit local determination. Locally established procedures must remain consistent with all applicable Head Start requirements.

PART I — PROGRAM PLANNING

Shared Program Planning

Bingman Head Start will maintain an ongoing, systematic planning process that uses data to establish goals, evaluate progress, identify program needs, allocate resources, and support continuous improvement.

Head Start Standard Alignment: 45 CFR §1302.102(a) requires the program, in collaboration with the Governing Body and Policy Council, to establish goals and measurable objectives. Section 1302.102(b) requires ongoing oversight and annual self-assessment, and §1302.102(c) requires the use of data for continuous improvement.

The planning process may include review of:

- **Community Assessment information and updates**
- **Annual Self-Assessment results**
- **Program goals and measurable objectives**
- **Child assessment and school-readiness data**
- **Enrollment and attendance information**
- **Family and community engagement information**
- **Health, mental health, disabilities, nutrition, and safety information**
- **CLASS and other program-quality data**
- **Fiscal and budget information**
- **Monitoring results and corrective-action information**
- **Parent, staff, Policy Council, and community input**

Head Start Administration and Staff

The Head Start Director and designated program staff will:

- **Coordinate the annual program planning process.**
- **Collect, analyze, and present relevant program data.**
- **Develop recommendations based upon identified program needs.**
- **Provide the Policy Council and Governing Body with accurate and timely information necessary to fulfill their responsibilities.**
- **Maintain documentation demonstrating participation, review, recommendations, and required approvals.**
- **Monitor implementation of approved program goals and action plans.**
- **Report progress toward program goals throughout the program year.**

Policy Council

The Policy Council will participate in program planning and exercise its required approval responsibilities.

The Policy Council will review, discuss, and approve or disapprove matters within its regulatory authority, including applicable:

- **Program goals and planning procedures**
- **Funding applications and amendments**
- **Recruitment, selection, and enrollment priorities**
- **Parent participation and reimbursement procedures**
- **Annual Self-Assessment**
- **Policies and procedures requiring Policy Council approval**
- **Other matters assigned to the Policy Council under federal Head Start requirements**

Policy Council members will receive sufficient information and reasonable opportunity to ask questions, request clarification, make recommendations, and participate meaningfully before action is taken.

BISD Board of Managers

The BISD Board of Managers will exercise its legal, fiscal, and governance responsibilities for the Head Start program.

The Governing Body will receive information necessary to:

- **Review and oversee Head Start program planning.**
- **Review program goals and progress.**
- **Review fiscal and programmatic information.**
- **Review enrollment and attendance information.**
- **Review the Community Assessment and Annual Self-Assessment.**
- **Review applicable monitoring and compliance information.**
- **Review and approve funding applications and amendments as required.**
- **Ensure appropriate safeguards are maintained for federal funds.**
- **Provide oversight of program performance and corrective actions.**
- **Take formal action on matters requiring Governing Body approval.**

PART II — GENERAL PROCEDURES AND PROGRAM GOVERNANCE

Policy Council Composition and Membership

Head Start Standard Alignment: 45 CFR §1301.3 and Head Start Act §642(c)(2).

The Head Start Director will ensure that the Policy Council Bylaws and membership requirements are reviewed annually.

Policy Council membership and election procedures will be maintained in accordance with applicable Head Start requirements and the approved Policy Council Bylaws.

The Policy Council will maintain the required parent representation and community representation and will conduct elections and membership activities according to its approved procedures.

Recommendations for changes to the Policy Council Bylaws will be reviewed through the established shared governance process and submitted for required approval.

Roles and Responsibilities of the Governing Body

Head Start Standard Alignment: 45 CFR §1301.2 and Head Start Act §642(c)(1). The Governing Body retains legal and fiscal responsibility for the Head Start agency and must use program data and required information in carrying out its oversight responsibilities.

Bingman Head Start will maintain written procedures describing the roles and responsibilities of the BISD Board of Managers in the governance and oversight of the Head Start program.

The Head Start Director and appropriate BISD administrators will ensure that Governing Body members receive information and training necessary to understand:

- **Head Start philosophy and program requirements**
- **Governing Body legal and fiscal responsibilities**
- **Policy Council responsibilities**
- **Parent participation in Head Start governance**
- **Program planning requirements**
- **Fiscal oversight and internal controls**
- **Federal monitoring requirements**
- **Program performance information**
- **Shared decision-making requirements**

The Governing Body will provide oversight while respecting the distinct responsibilities assigned to the Policy Council and program administration.

SHARED DECISION-MAKING PROCEDURE

Head Start Standard Alignment: 45 CFR §§1301.1–1301.3 and Head Start Act §642(c). These provisions establish the distinct but coordinated governance responsibilities of the Governing Body and Policy Council. Head Start Act §642(d)(2) further supports shared decision-making by requiring accurate and regular information to be provided to both governance entities.

The BISD Board of Managers and Bingman Head Start Policy Council will participate in establishing and periodically reviewing the program's shared decision-making procedures.

The Head Start Director and designated BISD administration will facilitate the process by ensuring that both governing entities receive accurate, timely, and understandable information before decisions are required.

The shared decision-making process will generally include:

Step 1 — Identify the Issue or Required Decision
The Head Start Director or appropriate administrator identifies the policy, programmatic issue, funding matter, personnel action, planning requirement, or other matter requiring governance participation.

Step 2 — Determine Decision-Making Authority
The Head Start Director determines whether the matter requires Governing Body approval, Policy Council approval, joint participation, consultation, or administrative action based upon applicable Head Start requirements and BISD policy.

Step 3 — Provide Information
Relevant data, reports, recommendations, fiscal information, policies, and supporting documentation are provided to the appropriate governing entity sufficiently in advance to permit meaningful review.

Step 4 — Discussion and Input
Policy Council and/or Governing Body members are provided an opportunity to discuss the matter, ask questions, provide recommendations, and request additional information when necessary.

Step 5 — Formal Action
When formal approval is required, the appropriate governing entity will approve or disapprove the recommendation through its established voting procedures.

Step 6 — Documentation
Decisions will be documented through meeting agendas, minutes, voting records, reports, approvals, or other appropriate records.

Step 7 — Implementation
Following required approval, the Head Start Director and appropriate staff will implement the approved decision.

Step 8 — Monitoring and Follow-Up
Program administration will monitor implementation and provide follow-up information to the Governing Body and Policy Council as appropriate.

INTERNAL DISPUTE RESOLUTION AND IMPASSE

Head Start Standard Alignment: 45 CFR §1301.6. The Governing Body and Policy Council must jointly establish written procedures for resolving internal disputes, including impasse procedures.

The BISD Board of Managers and Head Start Policy Council will maintain written procedures for resolving internal disputes, including an impasse between the Governing Body and Policy Council.

The internal dispute resolution procedure will:

- **Define the steps for addressing disagreements.**
- **Encourage timely communication and exchange of relevant information.**
- **Provide opportunities for both parties to present their positions.**
- **Establish procedures for mediation or other dispute-resolution measures when necessary.**
- **Establish an impasse procedure when agreement cannot otherwise be reached.**
- **Protect the respective statutory and regulatory responsibilities of the Governing Body and Policy Council.**

The Head Start Director will ensure that the procedure is reviewed periodically and presented for required approval.

COMMUNITY COMPLAINTS

Bingman Head Start will maintain written procedures for receiving, documenting, reviewing, and resolving community complaints concerning the Head Start program.

Whenever possible, complaints will be addressed at the appropriate administrative level.

When a complaint requires governance involvement, the Head Start Director will provide the appropriate information to the Policy Council and/or Governing Body consistent with Head Start requirements, BISD policy, confidentiality requirements, and due-process protections.

FISCAL OVERSIGHT AND INTERNAL CONTROLS

Head Start Standard Alignment: 45 CFR §1301.2 and applicable Head Start fiscal requirements. The Governing Body retains legal and fiscal responsibility and must maintain appropriate oversight of the agency's use of Head Start funds.

The BISD Board of Managers retains legal and fiscal responsibility for safeguarding Head Start funds.

Appropriate BISD fiscal personnel, in collaboration with Head Start administration, will maintain internal controls and fiscal management procedures designed to:

- **Safeguard federal funds and assets.**
- **Ensure expenditures are allowable, reasonable, allocable, and properly documented.**
- **Maintain appropriate segregation of fiscal responsibilities.**
- **Monitor the Head Start budget.**
- **Provide required financial reports.**
- **Address audit or monitoring findings.**
- **Maintain compliance with applicable federal fiscal requirements.**

The Governing Body will receive appropriate fiscal information to fulfill its oversight responsibilities.

ANNUAL AUDIT AND SELF-ASSESSMENT

Head Start Standard Alignment: 45 CFR §1302.102(b)–(c). The program must maintain ongoing oversight, conduct an annual self-assessment in collaboration with the Governing Body, Policy Council, staff, and parents, and use data and findings to support continuous improvement and correction of compliance concerns.

Beaumont ISD will ensure that required independent audits are conducted in accordance with applicable federal requirements.

The Governing Body will receive applicable audit results and oversee corrective actions when necessary.

Bingman Head Start will also conduct an Annual Self-Assessment to evaluate progress toward program goals, compliance, program quality, and opportunities for improvement.

Self-Assessment findings will be presented to the Policy Council and Governing Body and incorporated into ongoing program planning and continuous improvement.

PART III — HUMAN RESOURCE MANAGEMENT

Personnel Policies

Beaumont ISD personnel policies applicable to Head Start employees will be administered consistently with applicable federal, state, district, and Head Start requirements.

Head Start-specific personnel policies and procedures will be reviewed periodically to ensure continued alignment with Head Start requirements, including applicable standards of conduct.

The Policy Council will participate in personnel policy decisions to the extent required under the Head Start Act and Head Start Program Performance Standards.

HEAD START DIRECTOR

Decisions concerning the hiring or termination of the Head Start Director will be conducted in accordance with applicable Head Start requirements and Beaumont ISD personnel policies.

The BISD Board of Managers and Policy Council will exercise their respective responsibilities in the selection or termination process as required.

The process will be documented to demonstrate appropriate governance participation and required approval.

HEAD START PERSONNEL

The hiring and termination of individuals who work primarily for the Head Start program will be conducted in accordance with Beaumont ISD personnel procedures and applicable Head Start requirements.

The BISD Human Resources Department, Head Start Director, appropriate program administrators, and Policy Council will fulfill their respective responsibilities during the personnel process.

The Policy Council will exercise its approval and disapproval authority for personnel actions when required by applicable Head Start requirements.

All personnel decisions will also comply with applicable employment law, Beaumont ISD policy, confidentiality requirements, and established Human Resources procedures.

COMMUNICATION AND INFORMATION SHARING

Head Start Policy Alignment: Head Start Act §642(d)(2) and 45 CFR §§1301.2 and 1302.102. Accurate, regular, and timely information must support the Governing Body and Policy Council in fulfilling their respective governance and oversight responsibilities.

Effective shared decision-making requires consistent communication among the Governing Body, Policy Council, and Head Start administration.

The Head Start Director will establish procedures to ensure that governance entities receive accurate and regular information regarding:

- **Monthly financial statements and applicable fiscal reports**

- **Program enrollment**
- **Attendance**
- **Child outcomes and school-readiness progress**
- **Program goals**
- **Federal monitoring information**
- **Corrective actions, when applicable**
- **Health and safety information**
- **Personnel information when appropriate**
- **Community Assessment information**
- **Self-Assessment findings**
- **Funding applications and amendments**
- **Other information necessary to fulfill governance responsibilities**

Information will be presented in a manner that supports meaningful review, discussion, questions, recommendations, and documented decision-making.

DOCUMENTATION AND ACCOUNTABILITY

Bingman Head Start will maintain documentation demonstrating implementation of its shared decision-making process.

Documentation may include:

- **Governing Body agendas and minutes**
- **Policy Council agendas and minutes**
- **Attendance records**
- **Reports provided to governance entities**
- **Approval and voting records**
- **Funding application approvals**
- **Policy review documentation**
- **Training records**
- **Self-Assessment and Community Assessment documentation**
- **Fiscal reports**
- **Monitoring reports**
- **Corrective Action Plans**
- **Written recommendations and responses**

Documentation will demonstrate not only that information was provided, but that the appropriate governing entities had meaningful opportunities to review information and exercise their respective governance responsibilities.

ANNUAL REVIEW

The Bingman Head Start Shared Decision-Making Process will be reviewed at least annually and revised when necessary to reflect changes in federal Head Start requirements, Beaumont ISD policies, governance structure, or program operations.

Any revisions requiring formal governance approval will be presented to the Bingman Head Start Policy Council and BISD Board of Managers through their established meeting and approval processes.

FEDERAL REFERENCES

1. **Head Start Act, §642(c)(1) — Governing Body composition, legal and fiscal responsibility, and governance duties.**
2. **Head Start Act, §642(c)(2) — Policy Council composition, authority, and responsibilities.**
3. **Head Start Act, §642(d)(2) — Required sharing of accurate and regular information with the Governing Body and Policy Council.**
4. **45 CFR Part 1301 — Program Governance, including §§1301.1, 1301.2, 1301.3, 1301.5, and 1301.6.**
5. **45 CFR §1302.101 — Management System.**
6. **45 CFR §1302.102 — Program Goals, Continuous Improvement, and Reporting.**

These federal authorities should be reviewed together with current Office of Head Start guidance, the approved Bingman Head Start Policy Council Bylaws, Beaumont ISD Board policy, BISD personnel policies, and applicable grant terms and conditions.

Governing Principle

Shared decision-making at Bingman Head Start is a documented governance process through which the Governing Body, Policy Council, and program administration exercise their distinct responsibilities while working collaboratively to ensure accountability, compliance, parent participation, fiscal integrity, continuous improvement, and high-quality services for children and families.

Shared Decision-Making Policy Signature Page

Board President **Date**

BEAUMONT
INDEPENDENT SCHOOL DISTRICT

Head Start Policy Council Chairperson **Date**

Head Start Director/Principal **Date**

Date of Board Approval

e. Approve Head Start Selection Process 72

Beaumont ISD

Beaumont Independent School District/ BINGMAN HEAD START

Selection Process

Selection Process
2026-27

The Selection Process is a valuable tool, which is used in the program to carefully screen, prioritize, and choose the neediest families for the program. The Policy Council assists the Head Start staff with revising, updating, reviewing, and approval of the Selection Process annually. Registration for the upcoming school term starts as soon as tax returns are available for families or whenever verification of income is accessible. During this time, potential Head Start children are registered and deemed eligible/over-income. Parents present a variety of documents including but not limited to the copy of the certified birth certificate for age verification, up-to-date immunization records, the current tax return forms, all sources of income, Medicaid Card, and any other documents necessary, as each situation may be different. The Selection Process is also used for the waiting list and includes the following categories: family structure, categorically eligible, number of children in the family, total family income, wide variety of needs/concerns, medical/dental screenings, disabilities, date of application, age of the child, and other categories. This program has always copied all documents used to determine eligibility for the program, and in accordance with the Final Rule on Head Start's eligibility, which was issued on February 10, 2015, every document will continue to be copied/ or scanned and placed in the child's folder / ChildPlus managerial software. A form is also signed by the person who completes the income on families and placed in the folder, as well. This final ruling also stresses the importance of training the staff that is responsible for determining eligibility, Policy Council, managers, and the governing body. This training included confidentiality, being sensitive to family situations and cultures, how families are selected, along with the dangers of not reporting income as presented from families and the possibility of being charged with fraud, if it occurs. Policy Council and the governing body will be trained annually. The ERSEA staff and management team will continue to have training as needed, including informal sessions.

Because of the Selection Process, families are selected in an unbiased setting. The goal of this process is to ensure that the neediest families are served first. The child's name is listed on the form, along with the categories discussed above. These items are given points, and the numbers are totaled in the last column. Children are then selected according to the ones with the highest numbers first, and children under special circumstances, such as those in CPS care, categorically eligible (homeless, foster care, public assistance) and those with diagnosed disabilities through IDEA, are given priority. Children with other health impairments may receive extra points, as well. Parents are encouraged to share information during the registration process, for it is imperative to assign the correct points to each individual situation. If families have the same number of points, additional information about the family situation is important to get the full scope of the family needs. Additional points may be added for certain hardships/situations. Being able to transition into kindergarten/first grade is essential for all families. Students who are old enough to attend kindergarten will not be kept in Head Start; the grantee expects these children to be enrolled in public schools. This program does not accept first come, first served, but points are given to families according to the month they registered as an incentive to come in and register. Each person is given a copy of a checklist which indicates that a place on the roll is not guaranteed due to the completion of the application; the selection process determines placement. The checklist is signed by the parent; a copy is given to him/her and the original is kept on file. Parents are informed that if the child is accepted, a letter and/or phone call will be received, welcoming them to Head Start, along with orientation details. The registration procedure includes building a relationship with the family without committing/promising placement. A waiting list is maintained the entire school year, using the same Selection Process. Children are ranked according to need.

2026-27

Family Structure: Homeless-**50** Foster-**50** Public Assistance-**50**
Referred from: ECI – 50 points; Early Head Start – 50 points; BISD Special Education Dept - 50 points; CPS placement – 30 points
Single Parent-20 Married-**10** Grandparent-**15** Disabled/Retired Adult-**10**

# of Children: **1** point for each child **(including the enrolling child)**

Income Guideline: 25%- 5 pts, 50% pts- 4 pts, 75%- 3 pts, (Meets Guideline)- 2 pts, 100%-130%- 1 point, Over-Income- 0 points

Availability of Kindergarten/ First grade- **1 point**

Needs: Child Support- **3 pts**, ESL- **20 pts**
Deployed in Military- **10pts**, SNAP- **40 pts**, WIC- **5 pts**,
GED- **1 pt**, HS Diploma- **1 pt**, No HS Diploma- **10pts**,
In School- **10pts**, Incarcerated Parent- **10 pts**, Housing Asst.-**2 pts**
Teen Parent- **20 pts** (under 18 yrs. old at the time of birth)
Potty Trained – **50 pts**

Insurance: Medicaid- **10pts**, Chips- **5pts**, Private- **3pts**, No Insurance- **15 pts**

Medical/Dental screening: 1 point for each

Disability: Identified by IDEA- **20 pts**, Low Developmental- **10 pts**, Suspected Disability- **5 pts**

Date of App: Feb- **5**; Mar- **4**; April- **3**; May- **2**; June-Aug- **1pt**

Age of Child: Jan-Sept 1- **1point** Sept 2- Dec- **2 points**

Income:

Income Guideline	5 Points	4 Points	2 Points	1 Point
	50%	75%	100%	130% over
1	7980.	11970	15960	20748
2	10820.	16230	21640	28132
3	13660	20490	27320	35516
4	16500	24750	33000	42900
5	19340	29010	38680	50284
6	22180	33270	44360	57668
7	25020	37530	50040	65052
8	27860	41790	55720	72436

$5,680 per additional household member

Selection Process Signature Page

_____ _____

Board President **Date**

_____ _____

Head Start Policy Council Chairperson **Date**

_____ _____

Head Start Director/Principal **Date**

_____

Date of Board Approval

f. Approve Head Start Administrative Monitoring Plan 77

Beaumont Independent School District / Bingman Head Start

2026- Administrative Monitoring Plan 2027

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Office Operations – Director, Secretary, Social Services Staff, Education Coordinator, Social Worker	X	X	X	X	X	X	X	X	X	X	X	Director
Hire New Staff	X	X	X	X	X	X	X	X	X		X	Director, Policy Council, BISD Human Resources
Mail/Email Eligibility Letters to Parents								X	X	X	X	Social Service Coordinator
Pre-Service Staff	X											Director, Education Coordinator, Instructional Coach, Behavior Interventionist, BISD Staff Development Department, Consultants
Parent Orientation								X	X	X	X	Social Services, Health Services
Home Visits	X	X						X	X			Teachers, Assistants, Support Staff
Policy Council Meetings – monthly documents for review: Budget, managers' reports, PI/IM announcements, attendance		X	X	X	X	X	X	X	X	X		Director, Social Services Coordinator
Parent Education Meetings (centered around curriculum – home/school connection)		X	X	X	X	X	X	X	X	X		Education Coordinator, Instructional Coach
Parent Committee Meetings (parent needs – from parent questionnaire)		X	X	X	X	X	X	X	X	X		Social Services Coordinator,
Education Meetings/Training (teachers)	X	X	X	X	X	X	X	X	X	X		Education Coordinator, Director

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
New Teacher Meetings	X	X	X	X	X	X	X	X	X	X		Director, Education Coordinator, Instructional Coach, Program Coordinator
Monthly Board Meetings/Training - monthly documents for review: Budget, managers' reports, PI/IM announcements, attendance	X	X	X	X	X	X	X	X	X	X		Director, Managers as needed
PLC Meetings - weekly	X	X	X	X	X	X	X	X	X	X		Educ Coordinator, Instructional Coach Program Coordinator
Social Services Meetings/Training	X	X	X	X	X	X	X	X	X	X		Social Services Coordinator, Director
Parenting Class – Conscious Discipline		X	X	X	X	X	X	X	X	X		Mental Health Coordinator; Educ. Coord
New Assistant Meetings	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mental Health Coordinator, Assistant Lead, Program Coordinator Director
Assistant Meetings	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mental Health Coordinator, Program Coordinator, Director, Assistant Lead
Program Information Report (PIR)	X									X	X	Social Services Coordinator, Managers, Director
Campus Needs Assessment			X		X		X					Director, Managers, Staff, CEIC, Parents, Policy Council, Gov. Board
Campus Improvement Plan								X	X			Director, Managers, Parents, Community Board, CEIC
Monthly Reports - by the 7th		X	X	X	X	X	X	X	X	X		Director, Managers
Monthly Enrollment Report(Enterprise) – by 7th	X	X	X	X	X	X	X	X	X	X	X	Director

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Head Start Documents for Approval ● Interagency Agreement ● Policy Council By-laws w/ Officers ● Impasse Policy ● Self Assessment/Program Goals ● Monitoring Plan ● Selection Policy ● Adm. Monitoring Plan ● T/TA Plan ● Shared-Decision Making		X	X									Director, Policy Council, BISD Board
Other Head Start documents to be shared between Boards throughout the program year: ● PIR ● Annual Audit ● Program Plans ● Annual Report to the Public ● Community Assessment	X	X	X	X	X	X	X	X	X	X	X	Director, Managers
Car Riders		X	X	X	X	X	X	X	X	X	X	Family Workers, Program Coordinator, Teachers
Pre-Review – Community Representative								X	X			Regional Office, Staff
Budget Compilation – Head Start								X	X			Director, Policy Council, Board Liaison
Budget Compilation – BISD									X			Director, Secretary
Refunding Application – Head Start									X			Director, Policy Council, Board Liaison, and Board
Update Program Plans		X	X	X								Managers, Staff, Parents, Policy Council, Director
Annual Report to the Public										X	X	Director
Recruit/Train Volunteers		X										Social Services Coordinator,

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Facility/Playground Monitoring	X	X	X	X	X	X	X	X	X	X	X	Director, CEIC Rep., Head Custodian, Program Coordinator
Teacher Appraisals			X	X	X	X	X	X	X			Director, Prog Coordinator, Education Coordinator
Staff Evaluations				X			X			X		Director,
Management Team Mtg./Planning	X	X	X	X	X	X	X	X	X	X	X	Director, Managers
CEIC Meeting/ Planning	X	X	X	X	X	X	X	X	X	X		Director, CEIC Members, Prog Coordinator, Education Coordinator, Community Rep
BISD Administrator's Meeting	X	X	X	X	X	X	X	X	X	X	X	Director
Classroom Monitoring – daily	X	X	X	X	X	X	X	X	X	X	X	Director, Educ Coordinator, Prog Coordinator, Instructional Coach, Program Coordinator, Mental Health Coordinator
Hallway Monitoring	X	X	X	X	X	X	X	X	X	X	X	All Managers & support staff
Volunteer Hours	X	X	X	X	X	X	X	X	X	X	X	Receptionist
Head Start Folders / Family Folders	X	X			X		X					Social Services Coordinator
Family Workers	X	X	X	X	X	X	X	X	X	X	X	Social Services Coordinator
Family Worker's Logs			X			X			X			Social Services Coordinator
Selection Process	X	X	X	X	X	X	X	X	X	X	X	Social Services Coordinator
Recruitment						X	X	X	X	X		All staff
Home Language Surveys – w/ Orientation						X	X	X	X	X	X	Social Services Coordinator, PEIMS, Teachers
Weekly Lesson Plans w/ Book Counts	X	X	X	X	X	X	X	X	X	X	X	Education Coordinator, Instructional Coach, Teachers
Child Outcome Data		X	X			X	X		X	X		Education Coordinator, Director

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Monitor Classrooms for Literacy Development & Classroom Management (CLASS observations)	X	X	X	X	X	X	X	X	X	X		Education Coordinator, Instructional Coach, Prog Coordinator, Director
Assign Student Volunteers		X	X									Education Coordinator
Classroom Files - reviewed			X		X			X			X	Education Coordinator
Classroom Supplies	X		X		X		X		X	X		Director, Secretary
Campus & Action Plan		X	X									Education Coordinator, Director
Foster Grandparents	X	X	X	X	X	X	X	X	X	X	X	Education Coordinator
Prioritize Application Placements	X	X	X	X	X	X	X	X	X	X		Center Assistant
Family Goals – Partnership Agreements		X	X	X	X	X	X	X	X	X		Family Workers, Social Services Coordinator, & parents
Classroom Emergency Information	X	X	X	X	X	X	X	X	X	X		Director
Securing Student Seatbelts(PM)	X	X	X	X	X	X	X	X	X	X		Support Staff, Transportation Coordinator, Bus Assistants
Maintain Marquee	X	X	X	X	X	X	X	X	X	X		Technology Aide
Assist in Classrooms	X	X	X	X	X	X	X	X	X	X		All Support Staff
Receive / Check Off Buses	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator, Support Staff
Morning Visitor Sign Ins	X	X	X	X	X	X	X	X	X	X		Receptionist
Mental Health Small & Large Group Sessions	X	X	X	X	X	X	X	X	X	X		MH Coordinator, Behavior Interventionist
Student Referral Folders & Six-Week Evaluations	X	X	X	X	X	X	X	X	X	X		MH Coordinator, Prog Coordinator.
Child's Classroom Behavior	X	X	X	X	X	X	X	X	X	X		Mental Health Coordinator Program Coordinator
Mental Health Training					X							MH Coordinator
Mental Health Professional, Educational Specialist, or Family Services Schedules	X	X	X	X	X	X	X	X	X	X		MH Coordinator

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Discuss Student Needs w/ Teachers	X	X	X	X	X	X	X	X	X	X		MH Coordinator; Health Coordinator, Prog Coordinator, Cafeteria Manager
Exchange of District IEP Folders	X											Speech Therapist
Teacher Referrals & Permission Forms for SPED	X	X										Program Coordinator; Mental Health
Vision & Hearing Screens & Rechecks	X	X										Health Coordinator, Health Assistant
Referral Folders	X	X	X	X	X	X	X	X	X			MH Coordinator; Prog. Coordinator
Disabilities Meetings(initial & annuals	X	X	X	X	X	X	X	X	X	X	X	Mental Health Coordinator, Administrator, teacher
Screening Speech Referrals	X	X	X	X	X	X	X	X	X	X		Speech Therapist, Director/ Prog Coordinator, teacher
Health Advisory Meetings				X					X			Health Coordinator
Special Education Meetings			X						X			Speech Therapist, Prog Coordinator
Present Staff Training on Disabilities(parents, teachers, & assistants)	X			X								SPED Consultants
Parent Contacts(conferences, notes, letters, & phone calls)	X	X	X	X	X	X	X	X	X	X	X	MH Coordinator, Program Coordinator, Health Coordinator, Social Services, Teachers
Transition Speech students	X											Speech Therapist
Computer Needs: software installations; virus updates; troubleshooting; ink distribution	X	X	X	X	X	X	X	X	X	X		Technology Aide
Computer needs, & mgmt of drives	X	X	X	X	X	X	X	X	X	X		Technology Aide
Individual Training Needs	X	X	X	X	X	X	X	X	X	X		Tech. Aide, Program Coordinator, Director
Website and Facebook Updates	X	X	X	X	X	X	X	X	X	X		Technology Aide

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Technology Trainings	X	X	X	X	X	X	X	X	X	X		Educ. Coord, Instructional Coach,
Campus Monthly Newspaper	X	X	X	X	X	X	X	X	X	X		Family Services
Call Outs w/ Blackboard Connect System	X	X	X	X	X	X	X	X	X	X	X	Director, Family Services Program Coordinator.
Implementation of LAP Assessment Data			X			X			X			Educ Coordinator, Tech. Aide
Input of LAP Assessment Data		X	X			X	X		X	X		Technology Aide
ChildPlus Management	X	X	X	X	X	X	X	X	X	X		Director, Managers
TEAMS / Health Master	X	X	X	X	X	X	X	X	X	X		Director, Health Coordinator, Attendance Clerk
Student Data (ChildPlus)	X	X	X	X	X	X	X	X	X	X	X	Director, Instructional Coach, Education Coordinator, Health Coordinator, Family Services, Disabilities Coordinator, Mental Health Coordinator, Social Services Coordinator
Staff Data (ChildPlus)	X	X	X	X	X	X	X	X	X	X		Director
Literacy Lab	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator. Education Coordinator
Assistants (roll books & bus duty)	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator
Bus Loading/Unloading	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; support staff
Campus Monitoring	X	X	X	X	X	X	X	X	X	X		All Managers, Head Custodian
Communication Between Bus; Transportation; Campus; Parents	X	X	X	X	X	X	X	X	X	X		Director, Transportation Coordinator; Program Coordinator
Bus Changes; Routes; Line Up; Ride	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; Family Workers, Support Staff

OBJECTIVES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCOMPLISHED BY
Transportation Rules: Car Seats	X	X	X	X	X	X	X	X	X	X		Transportation Coordinator; Bus assistants
Assistants (classrooms)	X	X	X	X	X	X	X	X	X	X		Instructional Coach, Mentor
Special Events & Programs	X	X	X	X	X	X	X	X	X	X		All Managers, teachers
Transition to Kindergarten							X	X	X			Education Coordinator
Health Records (including immunization records)	X	X	X	X	X	X	X	X	X	X		Health Coordinator, Health Assistant, Family Workers
Parent Orientations	X									X	X	Social Services Coord.; Social Services; Health Coordinator
Non-Medicaid & Medicaid Students	X	X	X	X	X	X	X					Health Coordinator
Heights & Weights	X						X	X				Health Coordinator, Health Assistant
Medical & Dental Screens		X	X									Health Coordinator. Health Assistant
Medical & Dental Follow-ups			X	X	X	X	X	X	X	X	X	Health Coordinator, Health Assistant
State Immunization Report			X									Health Coordinator
Student Lice Checks	X						X	X				Health Coordinator, Health Assistant
Tooth Brushing Procedures		X	X	X	X	X	X	X	X	X		Health Coordinator.
Tooth Brushing Report				X			X			X		Health Coordinator
Health Programs			X	X		X	X					Health Coordinator
First Aid Kits maintenance	X					X						Health Coordinator, Health Assistant
Incident Log(students & Staff)	X	X	X	X	X	X	X	X	X	X		Health Coordinator
Daily cleaning log	X	X	X	X	X	X	X	X	X	X	X	Head Custodian
Summer extension program										X	X	Director, staff

Community Assessment ● Updated yearly ● Conducted every 5 years						X	X	X	X			Director, Social Services Coordinator.

Program Monitoring Plan Signature Page

Board President	**Date**
Head Start Policy Council Chairperson	**Date**
Head Start Director/Principal	**Date**

Approval Date

g. Approve Head Start Training and Technical Assistance Plan 88

Beaumont Independent School District/ BINGMAN HEAD START

Training and Technical Assistance Plan (T/TA Plan) 2026-2027

TRAINING AND TECHNICAL ASSISTANCE PLAN

2026-2027

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

BACKGROUND INFORMATION

Beaumont ISD/Bingman Head Start
Beaumont, Texas

The Bingman Head Start family takes pride in its school's record. Students, parents, teachers, and program initiatives have been recognized for excellence. Bingman, formerly Southerland, has been a part of the State's mentor network and was named among the "Best in Texas" for its quality in programming, curriculum, and early childhood practices. The school has been a recipient of many grant awards and collaborative partnerships, which helped expand its services to children and families.

Bingman Head Start is fully accredited by the Texas Education Agency and offers a quality education for its students. The school also provides a variety of content area services for children and families, and parents are involved at every level of the program. The school's collaborative efforts with Lamar University, Legacy, the Library System, and many other agencies allows for maximum community involvement. The extended day and extended year programs (after-school and summer school) allow the provisions of quality services, year-round transition services, and supports are provided to all students to include those with disabilities.

Five hundred ten (510) three-and four-year-old students attend classes. Each class is led by early childhood specialists and CDA or TEA certified paraprofessional qualified assistants. Bilingual/ESL, speech and language classes are offered. The Head Start Content Areas – Early Childhood Development and Health Services, Family and Community Partnerships, Program Design and Management – offer a comprehensive program of systems and services, both individually and collaboratively for its students, parents, and staff. Ninety-six full time employees, 5 part-time employees, parent volunteers, paid and non-paid community and student volunteers, and contracted service personnel comprise the Head Start service providers.

The attached Training and Technical Assistance Plan was developed using the P3 process developed by Booz Allen Hamilton in collaboration with the Region 6 office to meet the unique needs of grantees with a focus on developing a high-quality T/TA Plan, which included parameters that would establish accountability and measurability. The Training and Technical Assistance Specialist worked in collaboration with Beaumont ISD/Bingman Head Start and the management team to develop a comprehensive plan, which highlights the unique needs of the program and the community in which the program operates. The Training and Technical Assistance Plan covers areas that were addressed in the Grantee Profile, Grantee Needs Assessment (Probe) as well as information taken from the program's Self Assessment, Community Assessment, Program Plans, School Readiness Goals, and collaborative meetings with the management team

GRANTEE	Beaumont ISD – Head Start

General Information

Mailing Address	3395 Harrison Ave Beaumont, Texas 77706	Main Contact	Mrs. Valencia Greenwood
		Title	Head Start Principal/Director
Office Number	409-617-6200	Mail Contact Email	vgreenw@bmtisd.com
FAX Number	409-617-6203		

Overall Vision for Growth:
Beaumont ISD – Head Start will implement an exemplary Head Start Program that follows the overall philosophies and procedures mandated by the Administration for Children and Families(ACF) and dictated by the Head Start Performance Standards.

Resources Available:
Head Start Funding
Community Partners
Beaumont Independent School District
T/TA Specialist
Consultants
ChildPlus Technical Assistance
Southeast Cluster
Coaches

Strengths:
1. School District collaboration and support
2. Community partnerships and involvement
3. Highly-qualified teachers
4. Trained support staff
5. State-adopted curriculum
6. Numerous success stories
7. Positive school climate
8. Clear mission/goals/charge
9. Focus on education
10. Focus on Social/Emotional and Mental Health
11. Safe/orderly/customer-friendly environment

Growth Areas to be addressed:
1. Program Governance
2. Planning
3. Record Keeping/Reporting
4. Prevention and Early Intervention
5. Family Partnerships
6. Child Outcomes
7. Curriculum and Assessment
8. On-Going Monitoring
9. Human Resources
10. Parent involvement
11. Facilities and transportation

Ongoing Professional Development to be addressed:
1. Prevention/Early Intervention
2. Disabilities
3. Human Resources(*Ongoing Training and Development)*
4. Health/Nutrition/Mental Health
5. Child Growth and Development(*How Children Grow/Learn)*
6. School Readiness
7. Coaching Needs
8. Parent Education

ACTION PLAN

Growth Area or Ongoing Professional Development Identified	Performance Standards to be addressed	Additional information gathered	Outcomes
Program Governance	1301.5 Program Governance	Training for the governing managers, policy council, and parent committees on individual and collective roles and responsibilities and shared governance would enhance their leadership roles in the program. Documentation of training events and information shared will be a top priority.	The Board of Trustees and the Policy Council will be able to increase understanding and articulate their individual and collective roles and responsibilities as it relates to shared governance.
ERSEA	1302.11 Determining community strengths, needs and resources	Beaumont ISD – Head Start is actively seeking further involvement with the Jefferson County Emergency Management Team and the District to keep abreast of all Emergency Preparedness Plan updates	Continually updating Emergency Preparedness Plans through Security Team (C) Receive Threat assessment audits periodically for updates and security checks. (C)
ERSEA	1302.12 Determining, verifying, and documenting eligibility	A program must establish written policies and procedures that describe all actions taken against staff who intentionally violate federal and program eligibility regulations and are not eligible to receive Head Start services.	The director, with the assistance of the Social Services Coordinator and consultant, will establish a policy on violating eligibility determination regulations.
Education and Child Development Program Services	1302.33 Child screening and assessments	Beaumont ISD – Head Start current curriculum includes alignment of State Pre-K guidelines as well as the Head Start Early Learning Outcomes Framework within the newly readopted Frog Street Press curriculum. The new version includes training and support in developing class	The classroom teachers and management team's observation skills will be improved through training and technology improvements. This will result in a better understanding and implementation of child outcomes resulting in reachable School Readiness Goals. The Education

		observation skills and anecdotal record collection.	Coordinator, along with the Education Advisory Committee, will monitor and evaluate to ensure the child outcomes assessments are aligned within the curriculum. (C)
Education and Child Development Program Services	1302.34 Parent and family engagement in education and child development services.	According to the Performance Standards, a Parent Education program must be in place.	We use Conscious Discipline Parent Program with resources from CLI on developing Parenting Skills.
Health Program Services	1302.42 Child health status and care	Beaumont ISD – Head Start struggles with maintaining compliance with the mandated 90-day timelines for children's medicals and dentals due primarily in part to the shortage of doctors and dentists in Jefferson County willing to take Medicare. In addition, there is a low percentage of parents participating in health workshops and/or trainings, and parents do not feel the urgency for updating their children's health records on a timely basis.	A consortium of qualified pediatric doctors and dentists who will accept Medicaid or provide services to Head Start families on a reduced-fee basis. Parents, through ongoing training, will understand the importance of well-child check-ups, the critical need for updated health records and attendance. .
Health Program Services	1302.46 Family support services for health, nutrition, and mental health.	Provide training for parents as well as students on various health issues including medical & dental health, first aid, environmental hazards, home safety practices, nutritional values, healthy pregnancy, mental health, health insurance, social/emotional well-being, as well as vehicle and pedestrian safety.	The health advisor, along with the management team, will add these training events into our Year at a Glance calendar.
Health Program Services	1302.47 Safety Practices	A monitoring plan was established to ensure the facilities inside and outside are in good condition and following safety requirements. Staff must receive safety protocol training annually.	A monitoring plan is in effect and monitored regularly, as well as a Safety team check periodically. Staff receives safety protocol training within the first 45 days through online courses from TEA.
Family and Community Engagement Program Services	1302.50-53 Family Partnerships	The Family Partnership Agreement is used to document goals for the Head Start families. Management staff would like additional training on the identification of	Family Service Workers will be able to better help parents identify what their strengths, needs, and goals are for themselves and their children.

		strengths, goals, and needs as Beaumont ISD – Head Start moves families to self-sufficiency. Improvement upon these core elements strengthens the collaborative relationship between staff and parents. There is a need to improve the communication process between Family Services and the teaching staff to ensure that information is shared in a timely manner and that the provision of family services is integrated throughout all content areas.	Staff will understand partnership building is everyone's responsibility. A communication process has been developed and implemented that ensures critical family information is channeled to all program staff who need to know. With a change of staff within the department, this will continue with our T/TA assistance. (C)
Services for Children with Disabilities	1302.60 Services for Children with Disabilities	Annual training is provided to staff on Disabilities. Additional training to staff regarding autism and how to work with special needs children within a regular classroom environment.	All staff will continue to be trained in disabilities. (C)
Services for Children with Disabilities	1302.63 Coordination and collaboration with the local agency responsible for implementing IDEA.	All programs must work to develop interagency agreements with the grantee for implementing IDEA to improve service delivery to children eligible for services.	Special Education department and our program will work diligently to maintain/update an interagency agreement.
Transition Services	1302.71 Transitions from Head Start to Kindergarten	Management staff recognizes the need to access, analyze, and provide students with the optimal learning environment as stated in "No Child Left Behind" as well as within the Head Start Act (in reference to the Head Start Early Learning Outcomes Framework) to ensure students are Kindergarten ready. In addition, all stakeholders must be involved in the development and implementation of all School Readiness Goals.	Staff will adequately assess, analyze, and provide students with the optimal learning environment possible. In addition, teaching staff will be trained in the alignment of student assessments for quality and appropriate child outcomes as they drive our School Readiness Goals. Parents, community representatives, governing bodies, and other staff members will be adequately involved in the process.
Human Resources Management	1302.90 Personnel policies	According to the Performance Guidelines, a program must conduct background checks for each employee, consultant, or contractor at least once every five years.	Our grantee participates in an ongoing state system with notifications about the status of any employee changes; therefore, it updates continuously.

Human Resources Management	1302.92 Training and professional development	A concentrated effort will be put forth to educate our instructional staff in the CLASS monitoring observation tool. All classrooms will be monitored and provided with assistance to increase knowledge and skill in CLASS expectations.	The Instructional Coach is certified as a Trainer of Trainers in order to have an adequate number of personnel trained in CLASS procedures. The Instructional Coach has become a Trainer of Trainers. She will assist teachers through CLASS monitoring and mentoring.
Human Resource Management	1302.92 Training and professional development	Practice-Based Coaching	A coaching process, to include PBC and Teachers Learning and Collaborating (TLC) training, is in place with the Education Coordinator and Instructional Coach.
Human Resources Management	1302.92 Training and professional development-	Beaumont ISD / Bingman Head Start provides pre-service and training/development opportunities for its staff and volunteers for any initial, ongoing, or professional development.	Staff and volunteers will be able to increase their knowledge and skills required to fulfill their job responsibilities. (C) Instructional Staff will be provided with a minimum of 15 hours of Early Childhood training. (C).
Program Management and Quality Improvement	1302.101 Management System	The lack of a fully automated record-keeping system impacts ongoing monitoring. This is an ongoing learning process of moving from manual to automation for efficiency and accuracy.	Staff will continue to proceed w/perfecting the data entry to produce the needed documentation. (C) Our program utilizes ChildPlus Management Software.
Program Management and Quality Improvement	1302.102 Program Management	Monitoring will continue to ensure children's safety while at school. Security cameras have been placed, and monitoring protocol has been updated to help with monitoring students in the hallways.	The school will continue to practice safety protocols and drills to ensure student safety.
Transportation	1303.71 Vehicles	Partnering with the school district to provide state-of-the-art buses for transporting students to and from schools.	Our grantee provides the buses to transport our students while we pay for mileage.
Transportation	1303.72 Vehicle operations	Drivers meet all state and federal guidelines	Drivers all have a current CDL, meet all requirements, and attend various training courses by the grantee.

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

Content Area	Outcome	Strategies	Person (s) Responsible	Resources Needed	Estimated Cost	Timetable	Evaluation
Program Governance	*Effective program governance	Prepare and present brochure on Program Governance, outlining the duties and responsibilities of governing body members	Head Start Director	*Program Specialists *Program Managers	$1000 printing	September (annually)	Informed governing body members (C)
Program Governance	*Effective program governance	Contract with a consultant experienced in team building to address entire staff	Head Start Director	*Head Start Director *Consultant	$1000	August	*Participant evaluations *Participant sign-in rosters *Completed seminar
Record Keeping and Reporting	*Effective and efficient record keeping *Fully automated record keeping	Implement a fully automated record keeping system (ChildPlus) for the production of accurate and timely management of records and information.	*Technologist *Head Start Family Workers *Program Managers *Data Clerks	*Computer software yearly license	$15,600 Yearly license	Annually, June	ChildPus operational (C)
Family Partnerships	Effective and productive partnership agreements	Train selected staff to identify strengths, goals and needs. Ensure continuous contacts between Family Service Workers and teaching staff.	*T/TA Specialist *Family Service Workers *Social Service Coordinator	*T/TA Specialist *Consultants	$1000	November	*Self-sufficient families *Better communication between staff members (C)
Child Outcomes	Effective implementation of appropriate technology to provide better child outcome procedures.	Provide training in the time management of LAP screening and CLI Engage assessment information to mainstream / shorten assessment time.	*Education Coordinator *Consultant	Red-e-learner (Kaplan) software	$2000 Annual licensing for Kaplan software.	June	*Observational checklist *Student assessment data (C)

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

Child Outcomes	Effective utilization of appropriate curriculum to support child outcome procedures	Implement the use of curriculum in all classrooms. Provide updated training for all classroom staff.	*Teachers *Instructional aides	*Consultants *Staff Leaders	$2,500	August	*Competent teachers *Improved student achievement(C)
Curriculum and Assessment	Students will receive an optimal learning environment as stated in "No Child Left Behind."	All classroom teachers will take part in CLASS training. Education Coordinator has become a CLASS instructor and is able to train for our program.	*Head Start Director *Education Coordinator	*Education Coordinator *Director	$2,500	October	* Nine-week assessments *Teacher behavioral checklist *Child Outcomes data (C)
Curriculum and Assessment	Students will receive an optimal learning environment as stated in "No Child Left Behind."	CLASS-reliant coaches and staff will need to recertify annually	*Education Coordinator	*Education Coordinator * Coachers *Others	$600	May	* Taking the annual Reliant retest.
Human Resources	Three classroom teachers will accept the additional responsibilities of mentoring/coaching	Coaches must observe, meet with mentees, complete the required paperwork, and submit reports.	*Director *Education Coordinator *Consultant *Beaumont ISD	Documents Time		June	*Documentation
Human Resources	Instructional staff will receive coaching throughout the year	Designated coaches will be given time to observe in classrooms. The schedule will be monitored to work with coverage of rooms	*Director *Secretary *Education Coordinator	Substitutes, stipends, and professional development	Grantee and regular grant funds	Sept	Workflow

Transportation	Provide safety belts and car seats for safe transportation.	Provide training for all stakeholders on the Bus apparatus and safety protocol.	*Head Start Director *Transportation Coordinator	*Regular grant funds *T/TA funds	$1000	August	Safe transport of students to and from school. (C)
Health	Provide competent, efficient health services for all students	Train parents and staff in the care of students with special needs or health issues such as asthma, obesity, nutritional needs, seizures, etc.	*Head Start Director *Head Start Nurse *Program Managers	*Grant funding *Local funding	$1000	August	*Special needs folders in health office *Reported on monthly report of Nurse (C)
Ongoing Monitoring	Effective and efficient Program monitoring	Monitoring schedule and reporting to maintain effective program	*Head Start Director *Management Team	*Monitoring Plan format *Listing of everything monitored	0	June	Completed monitoring plan
Record Keeping / Reporting	Establish and maintain a record keeping system that provides accurate and timely information about children's health status.	Revise the application process to ensure completeness of health information and monitoring of student needs whether it is immunizations, dental follow-ups, medical/dental referrals, or any other medical needs.	*Head Start Nurse *Head Start Nurse's Assistant *Family Workers *Social Service Coordinator	*List of Providers *Monitoring Tools *Beaumont Health Department	$1000	Ongoing	*Records reflecting completed student screens and other required medical needs. (C)

Sub Total: $29,200

T/TA Plan for Specific Strategies

Strategies that require T/TA (Taken from one-year-plan)	Proposed Training	Proposed Technical Assistance	Responsibility Party	Estimated Cost	Frequency	Timeframe for completion	Outcome
Provide CPR / First Aid training for all Head Start Assistants	First Aid CPR	Trainers	*Head Start Nurse *Nurse's Assistant	$2000	Yearly	Ongoing	Trained Workers

Ongoing Training

Training Type	Content Area	Performance Standard	Frequency	Provider	Estimated Cost	Responsible Person(s)
Head Start Performance Standards	Human Resources	1301	Annual/Ongoing	Consultant	1000.00	Head Start Director
Policies and Procedures	Human Resources	1302.90HR Management	Annual /Ongoing	Management Team	1000.	Head Start Director
Confidentiality and Code of Ethics	Financial and Administrative Requirements	1303.21Program procedures	Annual	HS Director	0.00	Head Start Director
Nutrition	Health Program Services	1302.44 – Child Nutrition	Annual	Consultant	0.00	Health Coordinator
Medication Administration and Daily Health Checks	Health Program Services	1302.42 Child health status and care	Annual	Health Coordinator	$ 1000	Health Coordinator
Child Abuse and Neglect	Prevention / Early Intervention Human Resources	1302.90 Child Health and Safety	Annual	Consultant	$1000	Education and Family Partnership Coordinator
Substance Abuse	Prevention / Early Intervention	1302.47 & 1302.52	Annual	Community Partner	$1000	Education and Family Partnership Coordinator

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

Transportation and Safety	Transportation	1303.74 Transportation	Annual / Ongoing	Transportation Coordinator	$0	HS Director/ Transportation Coordinator
Classroom Management / Teaching Strategies	Human Resources in Collaboration w/ Region VI HS Programs	1302.92	Annual / Ongoing	THSA annual conference	$0	All Managers
Classroom Management/Teaching Strategies	Collaboration w/ T/TA Specialist	1302.31	Annual/Ongoing	CLASS training	$2000	Education Coordinator
Roles and Responsibilities	Program Governance	1301 Governance	Annual / Ongoing	HS Director Consultant	$0	HS Director
Shared Governance	Program Governance	1301Program Governance	Annual / Ongoing	HS Director Consultant	$1333	HS Director
Mental Health and Behavior	Prevention / Early Intervention	1302.46 Child Mental Health	Annual / Ongoing	Mental Health Coordinator Consultant	$1000	Mental Health Coordinator
Disabilities Training	Early Childhood Development/Health Services	1302.60 Disabilities	Annual / Ongoing	Disabilities Coordinator Consultant	$1000	Disabilities Coordinator
Technology Training	Record Keeping / Reporting	1302.101 Management Systems	Annual / Ongoing	Technology Coordinator	$0	Technology Coordinator
Family Partnership Building	Family/Community Partnerships	1302.52 Family/Community Partnerships	Annual / Ongoing	Staff Consultant	$1,500	Parent Involvement Coordinator
Family Services	ERSEA		Annual / Ongoing	ERSEA Consultant	2,400	Social Services Coord.

Sub Total: $16,233

Grand Total: $45,433

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

Personnel, Consultants and Partners contribution to T/TA Plan

Name	Status with Grantee (X)				Title	Number of hours spent working on the plan	Number of hours planned for implementation	Signature
	Employee	Partner	Consultant	Parent				
Valencia Greenwood	X				Principal/Director Program Design/Mgmt.	36.0		
Kadrian Pickney	X				Mental Health	4.0		
Dianne McCowan	X				Health Coordinator	4.0		
Nancy Wilson	X				Transportation Coordinator	4.0		
Alicia Doss	X				Retired Parent Involvement Coordinator	2.0		
Alicia Doss	X				Family Community Partnership Specialist	4.0		
Vacant					Early Childhood Development and Health Services Specialist			
Monica Jones			X		T/TA Specialist	0		

(A) Accomplished (NA) Not Accomplished (C) Continue (D) Discontinue

Training and Technical Assistance Plan
2026-2027

_____ _____
Board of Managers, President Date

_____ _____
Head Start Policy Council, Chairperson Date

_____ _____
Head Start Principal/Director Date

_____
Date of Board Approval

6. Report — Quarterly Investment Report 105

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Information Item/Report

ITEM NUMBER/TITLE:

Report -Quarterly Investment Report

CABINET LEVEL PRESENTER:

Cheryl Hernandez

BACKGROUND:

Section 2256.023 of the Texas Public Funds Investment Act requires the District's investment officer to prepare and submit a written investment report to the Board of Managers at least quarterly. The report provides information regarding the District's investment transactions and activity for all funds covered by the Act during the preceding quarter.

RATIONALE:

Presenting the quarterly investment report ensures compliance with the Public Funds Investment Act and provides the Board with regular oversight of the District's investment activities. The report promotes transparency and accountability in the management of District funds and allows the Board to review investment activity and performance in accordance with the District's investment policy.

ADMINISTRATIVE RECOMMENDATION:

Receive and accept the Quarterly Investment Report

Please check one:

☐ For approval	☑ Report / Information Only	☐ Recognition Only

QUARTERLY INVESTMENT REPORT
FOR THE QUARTER ENDED MAY 31, 2026

Investment Program

The legal requirements and local authority for investment of District funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Managers. The investments utilized by Beaumont ISD for the Quarter Ended May 31, 2026 included TexPool and Lone Star and Investment Pools.

Investment Position at May 31, 2026

Investment	Book Value	Market Value
Lone Star Investment Pool	$ 113,309,482.71	$ 113,309,482.71
TexPool	11,488,991.94	11,488,991.94
Total	$ 124,798,474.65	$ 124,798,474.65

Investment Activity

A summary of activity is listed below:

Schedule of Transactions by Fund Group
Investments in Lone Star Investment Pool
Quarter Ended May 31, 2026

Investment	Carrying Amount 03/01/2026	Additions 03/01/2026-05/31/2026	Deductions 03/01/2026-05/31/2026	Carrying Amount 05/31/2026
General Fund - Corporate Overnight Plus Fund	$ 83,434,133.91	16,851,768.69	37,755,000.00	$ 62,530,902.60
General Fund - Corporate Overnight Fund	6,513,323.17	62,090.12	-	6,575,413.29
General Fund - Government Overnight Fund	52,337,027.62	2,841,760.87	23,960,000.00	31,218,788.49
Total General Fund	$ 142,284,484.70	$ 19,755,619.68	$ 61,715,000.00	$ 100,325,104.38
Debt Service - Corporate Overnight Plus Fund	$ 7,413,871.79	71,426.17	-	$ 7,485,297.96
Debt Service - Corporate Overnight Fund	706,103.75	6,731.14	-	712,834.89
Debt Service - Government Overnight Fund	11,336,738.98	629,394.06	7,179,887.56	4,786,245.48
Total Debt Service Fund	$ 19,456,714.52	$ 707,551.37	$ 7,179,887.56	$ 12,984,378.33
Total Lone Star Investments	$ 161,741,199.22	$ 20,463,171.05	$ 68,894,887.56	$ 113,309,482.71

Schedule of Transactions by Fund Group
Investments in TexPool
Quarter Ended May 31, 2026

Type	Carrying Amount 03/01/2026	Additions 03/01/2026-05/31/2026	Deductions 03/01/2026-05/31/2026	Carrying Amount 05/31/2026
General Fund	$ 4,642,905.31	$ 6,672,795.12	$ -	$ 11,315,700.43
Debt Service Fund	171,706.31	1,585.20	-	173,291.51
Total Investments	$ 4,814,611.62	$ 6,674,380.32	$ -	$ 11,488,991.94

Cheryl Hernandez, CFO

Stacey Fitch, Comptroller

7. Approve Proposed Policy Revisions to Board Policy BQA(LOCAL) -*Planning and Decision-Making Process District Level* 108

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:
Approve Proposed Policy Revisions to Board Policy BQA(LOCAL) - Planning and Decision-Making Process District Level

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☑ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Financial Stewardship
- ☐ Safety & Security
- ☐ Operational Excellence
- ☑ Community Engagement

BACKGROUND:
BQA(LOCAL) establishes the District's district-level planning and decision-making process and outlines the structure and responsibilities of the district-level advisory committee. The proposed revisions rename the committee as the District Advisory Committee and clarify the use of a facilitator to support the committee's work, communication, and collaboration. The revisions are intended to provide greater clarity regarding the committee's role and support an effective district-level planning and decision-making process.

RATIONALE:
The proposed revisions provide greater clarity and consistency in the District's approach to district-level advisory planning and decision-making. Establishing the District Advisory Committee with a designated facilitator will help support organized communication, collaboration, and meaningful stakeholder participation in the District's planning and decision-making processes.

BUDGET:

☑ No budget impact ☐ See below for budget information

ADMINISTRATIVE RECOMMENDATION:
Administration recommends that the Board approve the proposed revisions to Board Policy BQA(LOCAL), Planning and Decision-Making Process District Level

Please check one:

☐ For approval	☐ Report / Information Only	☐ Recognition Only

District-Level Committee

In compliance with law, the District shall establish a District-level committee**; District Advisory Committee (DAC)** to advise the Board or its designee in establishing and reviewing the District improvement plan [see BQ], as well as the District's educational goals, performance objectives, and major District-wide classroom instructional programs.

Board's Designee

The ~~Superintendent~~ **Deputy Superintendent** shall serve as the Board's designee ~~**and facilitator of the committee meetings**~~**,** and shall regularly consult with the committee.

Meetings

The ~~chairperson **facilitator**~~ **Deputy Superintendent** ~~of the committee~~ shall set its agenda and shall schedule at least two meetings per year, including the public meeting required by law.

Communications

The ~~Superintendent **facilitator**~~ **Deputy Superintendent** shall ensure that the District-level committee establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provide information to those persons regarding the recommendations of the committee.

Composition

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

Selected Representatives

Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.

Parents

The committee shall include at least two parents of students currently enrolled in the District. The ~~Superintendent **facilitator**~~ **Superintendent** shall, through various channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers.

Community Members

The committee shall include at least two community members selected by a process that provides for adequate representation of the **community.** ~~community's diversity.~~ The ~~Superintendent **facilitator**~~ **Superintendent** shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

Business Representatives

The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity. The ~~Superintendent~~ **~~facilitator~~** **Superintendent** shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.

Professional Staff Elections

Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.

Classroom teacher representatives shall comprise at least two-thirds of the total professional staff representation on the committee and shall be nominated and elected by classroom teachers assigned to each respective campus.

At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based nonteaching professional staff.

At least one District-level professional representative, other than the ~~Superintendent,~~ ~~**facilitator**~~**Deputy Superintendent;** shall be nominated and elected by the District-level professional staff.

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]

A nominee must consent before the person's name may appear on a ballot. Election of the committee shall be held at a time determined by the Board or its designee.

Terms

All representatives shall serve staggered two-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.

Vacancy

A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.

8. Approve Resolution Regarding Wage Payments During Emergency School Closing 112

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:

Approve Resolution Regarding Wage Payments During Emergency School Closing

CABINET LEVEL PRESENTER:

Cheryl Hernandez, Derwin Samuels

BACKGROUND:

Tropical Storm Edouard brought severe weather, heavy rainfall, flooding, and unsafe travel conditions to the Beaumont area, resulting in the closure of Beaumont Independent School District facilities on September 1 and September 2, 2026. During the emergency closure, most District employees were instructed not to report to work, while certain essential employees were required to work to support District operations and assist with storm response and recovery efforts.

Board Policy DEA (LOCAL) provides the Board authority to address employee compensation during emergency closures. The proposed resolution authorizes continued wage payments for contractual and noncontractual, salaried and non-salaried employees who were unable to work because of the District closure. The resolution also provides premium compensation for nonexempt employees who were required to work during the closure to provide emergency-related services.

RATIONALE:

Continuing wage payments for employees affected by the September 1 and September 2 emergency closures supports continuity of District operations and staffing while preventing employees from experiencing a loss of pay due to circumstances beyond their control. Providing premium pay to nonexempt employees who were required to work during the closures recognizes the essential services provided during the emergency and provides equity between employees who were instructed not to report and those required to work.

Approval of the resolution establishes the Board's authorization for these payments and documents the public purpose served by maintaining employee morale, supporting employee retention, recognizing essential personnel, and ensuring continuity of District operations following the emergency.

Board Agenda Item

ADMINISTRATIVE RECOMMENDATION:

Approve the Resolution Regarding Wage Payments During Emergency School Closing for the District closures associated with Tropical Storm Edouard on September 1 and September 2, 2026.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

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

WHEREAS, Tropical Storm Edouard and the associated threat of severe weather, flooding, and unsafe travel conditions resulted in the closure of Beaumont Independent School District facilities on **September 1 and September 2, 2026**; and

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, while certain employees may be required to provide emergency-related services to protect District facilities, maintain essential operations, and support recovery efforts; and

WHEREAS, employees who are instructed not to report to work 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 noncontractual, salaried and non-salaried, who would otherwise suffer a loss in pay due to the emergency closing serves the public purposes of maintaining employee morale, reducing turnover, and ensuring continuity of District staffing and operations when schools reopen; and

WHEREAS, as to nonexempt employees who are required to work during the emergency closing to respond to, mitigate, or recover from the effects of Tropical Storm Edouard, the Board further concludes that payment of these employees at a premium rate, as provided in this resolution, serves the public purposes of maintaining employee morale, providing equity between employees who are idled and employees who provide emergency-related services, and recognizing the additional services provided by essential staff.

NOW, THEREFORE, BE IT RESOLVED that the Board of Managers 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 due to the emergency closures on **September 1 and September 2, 2026**, unless those workdays are scheduled to be made up at a later date.

BE IT FURTHER RESOLVED that, as provided for in Board Policy DEA (LOCAL), nonexempt employees who were required to work during the emergency closures to respond to, mitigate, or recover from the effects of Tropical Storm Edouard shall be paid at the premium rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. Overtime for time worked over 40 hours in a workweek shall be calculated and paid in accordance with applicable law.

The authority granted by this resolution to continue wage payments to employees affected by the emergency closure and to pay a premium rate to nonexempt employees who provided emergency-related services is effective for the District closures on **September 1 and September 2, 2026**, unless the Board takes additional action to authorize payment for other dates.

Adopted this ____ day of September 2026 by the Board of Managers.

_____

Board President, Jeff Wheeler

_____

Board Secretary, Arthur Louis, Jr.

9. Credit by Examination 117

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:
Approve The University of Texas at Austin High School as the District's Credit by Examination Provider for Grades K–12

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Financial Stewardship
- ☐ Safety & Security
- ☑ Operational Excellence
- ☐ Community Engagement

BACKGROUND:
The Texas Education Code and 19 TAC §74.24 authorize students to demonstrate mastery of grade-level or course content through Credit by Examination (CBE). Credit by Examination provides an opportunity for students to accelerate their academic progress or earn credit by demonstrating mastery of the required Texas Essential Knowledge and Skills (TEKS).

Beaumont Independent School District proposes to utilize The University of Texas at Austin High School (UT High School) as the District's CBE assessment provider for students in Grades K–12. UT High School provides TEKS-aligned Credit by Examination assessments for elementary, middle school, and high school subjects and offers examinations for both academic acceleration and credit recovery.

For elementary students seeking grade-level acceleration, UT High School provides assessments in Language Arts, Mathematics, Science, and Social Studies. For secondary students, UT High School provides CBE assessments for individual courses and subjects, including applicable high school courses and End-of-Course subjects.

The District will administer and award credit or placement in accordance with Texas Education Code §28.023, 19 TAC §74.24, and Board Policy EHDC(LOCAL).

RATIONALE:
Establishing The University of Texas at Austin High School as BISD's CBE provider will provide a consistent, TEKS-aligned assessment process for students seeking academic acceleration or credit through examination. Utilizing one K–12 provider will support consistency in assessment administration, security, scoring, documentation, and implementation of the District's Credit by Examination program.

ADMINISTRATIVE RECOMMENDATION:
The Superintendent recommends that the Board approve The University of Texas at Austin High School as Beaumont Independent School District's Credit by Examination assessment provider for Grades K–12 and authorize the use of applicable UT High School Credit by Examination assessments in accordance with Texas Education Code §28.023, 19 TAC §74.24, and Board Policy EHDC(LOCAL).

Please check one:

Board Agenda Item

☑ For approval	☐ Report / Information Only	☐ Recognition Only

Resolution of Board Approving Examinations for Acceleration or to Earn Credit

WHEREAS, Education Code 28.023 provides that a board of trustees/managers must approve for each subject, to the extent available, at least four examinations that meet guidelines developed by the State Board of Education (SBOE) to be used for purposes of acceleration in an elementary grade level and to earn credit in a secondary school academic subject;

WHEREAS, Education Code 28.023 requires that the board-approved examinations include Advanced Placement (AP) examinations developed by the College Board and examinations administered through the College-Level Examination Program (CLEP); and

WHEREAS, 19 Administrative Code 74.24 (SBOE rules) further provides that the board may approve for each high school course examinations developed by Texas Tech University, The University of Texas at Austin, the District, or any other entity;

NOW, THEREFORE, BE IT RESOLVED that for each subject area in the elementary grade levels and for each secondary subject, the Board of Beaumont Independent School District approves the following examinations:

- For all elementary grade-level and middle school subjects, examinations that meet the requirements of 19 Administrative Code 74.24 and are developed by the following:
    - The University of Texas at Austin;

    In approving examinations from the University of Texas at Austin or Texas Tech University, the Board has determined that the university's certification and audit demonstrates that the examinations accurately and appropriately assess a student's knowledge and skills of the TEKS for the relevant grade level.
- For high school credit courses for which an end-of-course (EOC) assessment is required, examinations that meet the requirements of 19 Administrative Code 74.24, including:
    - Applicable AP examinations;
    - Applicable CLEP examinations; and
    - The University of Texas at Austin, in compliance with 19 Administrative Code 74.24(c)(2) and (c)(4).
- For all other high school credit courses, examinations that meet the requirements of 19 Administrative Code 74.24 and are developed by the following:
    - The University of Texas at Austin;
    - AP examinations; and
    - CLEP examinations.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board of Trustees.

Presiding officer's signature: _____

Secretary's signature: _____

Resolution of Board-Approved Credit-by-Examination Audit Process

Kindergarten–Grade 8

WHEREAS, 19 Texas Administrative Code 74.24(b)(1) provides that a board of trustees must approve an audit process for credit-by-examination assessments used for kindergarten–grade 8 acceleration;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees/Managers of Beaumont Independent School District, by adoption of this resolution, has determined that the University of Texas at Austin's certification and audit demonstrates that the examinations accurately and appropriately assess a student's knowledge and skills of the TEKS for the relevant grade level.

The authority granted by this resolution is effective until the Board revokes such authority by further action.

Adopted this _____ *(date)* day of _____ *(month)*, _____ *(year)*, by the Board of Trustees.

Presiding officer's signature: _____

Secretary's signature: _____

a. Adopt Resolution Approving the District's Credit by Examination Provider

b. Adopt Resolution Approving the Credit by Examination Audit Process

10. Approve Proposed Policy Revisions to Board Policy EHDB(LOCAL) — Alternative Methods for Earning Credit: Credit by Examination With Prior Instruction 122

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:

Approve Proposed Policy Revisions to Board Policy EHDB(LOCAL) - *Alternative Methods for Earning Credit: Credit by Examination With Prior Instruction*

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Safety & Security
- ☑ Operational Excellence

BACKGROUND:

Board Policy EHDB(LOCAL) establishes the District's provisions for awarding academic credit through Credit by Examination (CBE) to students who have previously received instruction in the applicable subject or course. Proposed revisions are being presented to clarify and update the District's local procedures and requirements for Credit by Examination with Prior Instruction and to ensure alignment with current Texas Education Code and Texas Administrative Code requirements.

RATIONALE:

The proposed revisions provide greater clarity and consistency in the District's implementation of Credit by Examination for students with prior instruction. The revisions support a clearly defined process for demonstrating mastery and awarding course credit while maintaining compliance with state requirements governing Credit by Examination. Under 19 TAC §74.24, a student in Grades 6–12 who has received prior instruction may be awarded credit based on performance on a Board-approved criterion-referenced examination, subject to local district policy.

☑ **Additional Documentation and/or Attachments)**

ADMINISTRATIVE RECOMMENDATION:

Administration recommends that the Board approve the proposed revisions to Board Policy EHDB(LOCAL), Alternative Methods for Earning Credit: Credit by Examination With Prior Instruction, as presented.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the District from a nonaccredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit or a final grade because of excessive absences [see FEC].

The Board-approved examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures and the District's Credit by Examination Handbook.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate District employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course.

11. Approve Proposed Policy Revisions to Board Policy EHDC(LOCAL) - Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction 125

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Consent Agenda

ITEM TITLE:
Approve Proposed Policy Revisions to Board Policy EHDC(LOCAL) - Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction

REQUIREMENT TYPE:

☐ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☑ Operational Excellence

BACKGROUND:
Board Policy EHDC(LOCAL) establishes the District's provisions for awarding academic credit through Credit by Examination to students who have had no prior instruction in the applicable subject or course. Proposed revisions are being presented to clarify and update the District's local requirements and procedures for Credit by Examination without Prior Instruction and to ensure alignment with current Texas Education Code and Texas Administrative Code requirements.

RATIONALE:
The proposed revisions provide greater clarity and consistency in the District's implementation of Credit by Examination for students seeking to demonstrate mastery of course content without having received prior instruction. The revisions support an equitable and clearly defined process for awarding credit through examination while maintaining compliance with state requirements regarding approved assessments, examination standards, testing opportunities, and the awarding and recording of credit.

For students in Grades 9–12, state requirements provide that credit must be awarded for an applicable course when a student with no prior instruction meets the required performance standard on an approved Credit by Examination assessment. The proposed policy revisions establish the District's local framework for administering this process.

- ☑ **Additional Documentation and/or Attachments**

ADMINISTRATIVE RECOMMENDATION:
Administration recommends that the Board approve the proposed revisions to Board Policy EHDC(LOCAL), Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction, as presented.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

Examinations for Acceleration or Course Credit

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

Kindergarten Acceleration

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration ~~may include:~~ **is outlined in the Credit by Examination Handbook**

~~1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.~~

~~2. Recommendation of the kindergarten or preschool the student has attended.~~

~~3. Chronological age and observed social and emotional development of the student.~~

~~4. Other criteria deemed appropriate by the principal and Superintendent~~.

F. ACTION ITEMS

1. Approve SB 12 Certification of Compliance Under Texas Education Code §39.008 to be Submitted to the Texas Education Agency (TEA) [Systems and Processes] 128

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Action Item

ITEM TITLE:

Approve SB 12 Certification of Compliance Under Texas Education Code §39.008 to be Submitted to the Texas Education Agency (TEA)

REQUIREMENT TYPE:

☑ Annual Requirement	☑ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Financial Stewardship
- ☐ Safety & Security
- ☑ Operational Excellence
- ☐ Community Engagement

BACKGROUND:

Beginning with the 2026-27 school year, each school system must submit a board-approved certification of compliance to the Texas Education Agency (TEA) no later than September 30 of each school year. Pursuant to TEC, §39.008, the annual certification must:

- be approved by a majority vote of the board of trustees or governing body at a public meeting that includes an opportunity for public testimony and for which notice was posted on the school system's website at least seven days before the meeting;
- be submitted electronically to TEA; and
- include the required information outlined in TEC, §39.008(b)(2).

RATIONALE:

The Texas Education Code requires the Board to annually certify compliance with specified statutory requirements. Board approval of the Certification of Compliance ensures the District fulfills its legal obligation under TEC §39.008 and permits submission of the certification to the Texas Education Agency.

- **Additional Documentation and/or Attachments)**: [Insert Additional Documentation and/or Attachments.]

ADMINISTRATIVE RECOMMENDATION:

Administration recommends that the Board approve the Annual Certification of Compliance pursuant to TEC §39.008 for submission to the Texas Education Agency.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

IMPORTANT VENDOR NOTICE

Texas Education Code § 11.005

Notice to all Beaumont ISD vendors and contractors

Beaumont ISD is providing this notice in compliance with Texas Education Code § 11.005. Vendors may not engage in diversity, equity, and inclusion duties at, for, or on behalf of the District.

What the law defines as "diversity, equity, and inclusion duties"

1. Influencing hiring or employment practices with respect to race, sex, color, or ethnicity, except as necessary to comply with state or federal antidiscrimination laws.
2. Promoting differential treatment of, or providing special benefits to, individuals on the basis of race, color, or ethnicity.
3. Developing or implementing policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation, except (A) for student recruitment efforts by historically black colleges and universities in collaboration with school districts, or (B) as necessary to comply with state or federal law.
4. Compelling, requiring, inducing, or soliciting any person to provide a diversity, equity, and inclusion statement, or giving preferential consideration to any person based on the provision of such a statement.

Source: *Texas Education Code § 11.005(a)*

District requirements and resources

BISD Policy	All vendors must comply with BISD Policy CJ(LOCAL).
BISD Procedure	The Contractor Compliance Procedure is printed on the reverse side of this page.
Questions / Copies	To request a physical copy of BISD Policy CJ(LOCAL), contact purchasing@bmtisd.com.

CONTRACT NOTICE: If a vendor engages in DEI duties, the vendor's agreement with the District is subject to termination. Any appeal of a termination is governed by District Policy GF(LOCAL).

KEEP FOR YOUR RECORDS

Contractor Compliance Procedure

Texas Education Code § 11.005

Prohibition on Diversity, Equity, and Inclusion

A contract is subject to termination if the District contractor intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns DEI duties to another individual.

A District contractor may appeal this action in accordance with GF(LOCAL). [See BT(LEGAL).]

Reporting Suspected Violations

REPORT TO	**Purchasing Department:** purchasing@bmtisd.com

Any suspected violation of the requirements above must be promptly reported to the Beaumont Independent School District Purchasing Department.

When available, include:

- Name of the contractor or individual involved
- Description of the suspected violation
- Date and location of the incident
- Any supporting documentation or information

District Review and Due Process

Upon receipt of a report, the District will review the matter and take appropriate action in accordance with District policy, applicable contract terms, and Texas law. Any contractor subject to disciplinary action or contract termination will be provided applicable due process and an opportunity to appeal as required by law and District policy.

Questions regarding this notice or the compliance procedure may be directed to purchasing@bmtisd.com.

Senate Bill 12 Employee Notification

To	All Beaumont ISD Employees
From	Human Capital & Talent
Date	September 15, 2026
Subject	**Required Policies and Procedures Under Senate Bill 12**

Beaumont ISD is providing this notice in connection with Senate Bill 12 and Texas Education Code Sections 11.005 and 28.0022. In accordance with Sections 11.005(c) and 28.0022(h), the District is providing physical and electronic copies of EMB(LEGAL) and EMB(LOCAL). The District is also providing DH(LOCAL), which includes employee standards concerning prohibited classroom instruction or activities and prohibited diversity, equity, and inclusion duties, together with DH(LEGAL). All employees must review and comply with the complete policies provided with this notice.

Prohibited Diversity Equity and Inclusion Duties

Unless required by state or federal law, an employee may not intentionally or knowingly engage in diversity, equity, and inclusion duties or assign those duties to another person. For this purpose, prohibited duties include:

- Influencing hiring or employment practices based on race, sex, color, or ethnicity, except as necessary to comply with state or federal antidiscrimination law.
- Promoting differential treatment or special benefits based on race, color, or ethnicity.
- Developing or implementing policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation, except for the limited statutory exceptions or as required by state or federal law.
- Requiring, inducing, or soliciting a diversity, equity, and inclusion statement, or giving preferential consideration based on such a statement.

Prohibited Classroom Instruction or Activities

Employees may not intentionally or knowingly engage in, or assign another person to engage in, instruction, guidance, activities, or programming prohibited by Texas Education Code Section 28.0022 and District policy. EMB(LEGAL) and EMB(LOCAL) contain the applicable requirements for controversial issues and classroom instruction. Employees must follow the Texas Essential Knowledge and Skills, the District's adopted curriculum, and District-approved instructional materials. Questions should be raised with a supervisor before proceeding.

Employee Responsibilities

- Review this notice and the complete copies of EMB(LEGAL), EMB(LOCAL), DH(LOCAL), and DH(LEGAL) provided with it.
- Ensure employment practices, trainings, programs, communications, instructional materials, and assigned duties comply with District policy and applicable law.
- Promptly report suspected violations or request guidance from a supervisor or Human Capital & Talent.

Discipline Due Process and Appeal Rights

An employee who intentionally or knowingly violates these requirements may be subject to disciplinary action, including termination of employment. Any disciplinary action will be handled under applicable law and District policy, with the due process and appeal rights that apply to the employee and the action taken.

Distribution and Questions

Electronic copies of this notice and the accompanying policies are being distributed through District email. Employees will also receive physical copies of EMB(LEGAL), EMB(LOCAL), DH(LOCAL), and DH(LEGAL) through their campus or department distribution process. Questions should be directed to Human Capital & Talent or the employee's immediate supervisor.

BISD Administration Building
3395 Harrison Ave., Beaumont, TX 77706

ph: 409-617-5000 Fax: 409-617-5126
WWW.BMTISD.COM

Exemption from Instruction

A parent or person standing in parental relation is entitled to remove the parent's child from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity.

A parent or person standing in parental relation is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. This provision does not exempt a child from satisfying grade level or graduation requirements in a manner acceptable to the district and the Texas Education Agency (TEA).

Education Code 26.002, .010

See also *Mahmoud v. Taylor*, 145 S.Ct. 2332 (2025) (holding that the introduction of certain public school instruction, without parental notice and an opportunity to opt out, would likely burden parents' right to free exercise of religion).

Instructional Requirements and Prohibitions

The following provisions under Education Code 28.0022(a) apply to any course or subject, including an innovative course, for a grade level from kindergarten through grade 12.

Controversial Topics

A teacher may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs.

A teacher who chooses to discuss a topic described above shall explore that topic objectively and in a manner free from political bias.

Education Code 28.0022(a)(1)-(a)(2)

Sexual Orientation and Gender Identity

A district or district employee may not provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation and gender identity to students enrolled in prekindergarten through 12th grade.

This provision may not be construed to:

1. Limit a student's ability to engage in speech or expressive conduct protected by the First Amendment, U.S. Constitution or by Section 8, Article I, Texas Constitution, that does not result in material disruption to school activities;
2. Limit the ability of a person who is authorized by the district to provide physical or mental health-related services to provide the services to a student, subject to any required parental consent; or

3. Prohibit an organization whose membership is restricted to one sex and whose mission does not advance a political or social agenda from meeting on a district campus.

Education Code 28.0043

Political Activism and Advocacy Participation

A district or teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:

1. Work for, affiliation with, or service learning in association with any organization engaged in:

    a. Lobbying for legislation at the federal, state, or local level, if the student's duties involve directly or indirectly attempting to influence social or public policy or the outcome of legislation; or

    b. Social policy advocacy or public policy advocacy;

2. Political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or

3. Participation in any internship, practicum, or similar activity involving social policy advocacy or public policy advocacy.

Education Code 28.0022(a)(3)

The above provisions do not apply to a student's participation in:

1. Community charitable projects, such as building community gardens, volunteering at local food banks, or other service projects;

2. An internship or practicum:

    a. For which the student receives course credit under a career and technology education program or under the P-TECH program established under Education Code 29.553; and

    b. That does not involve the student directly engaging in lobbying, social policy advocacy, or public policy advocacy; or

3. A program that prepares the student for participation and leadership in this country's democratic process at the federal, state, or local level through the simulation of a governmental process, including the development of public policy.

Education Code 28.0022(b)

Concepts Prohibited

A teacher, administrator, or other employee of a district may not require or make part of a course inculcation in the concept that:

1. One race or sex is inherently superior to another race or sex;
2. An individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;
3. An individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race or sex;
4. An individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;
5. An individual, by virtue of the individual's race or sex, bears responsibility, blame, or guilt for actions committed by other members of the same race or sex;
6. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;
7. The advent of slavery in the territory that is now the United States constituted the true founding of the United States; or
8. With respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to the authentic founding principles of the United States, which include liberty and equality.

A teacher, administrator, or other employee of a district may not teach, instruct, or train any administrator, teacher, or staff member of a state agency, school district, or open-enrollment charter school to adopt a concept listed above.

A teacher, administrator, or other employee of a district may not require an understanding of The 1619 Project.

Education Code 28.0022(a)(4)

Student Discussion

A district may not implement, interpret, or enforce any rule in a manner that would result in the punishment of a student for reasonably discussing the concepts described above in school or during a school-sponsored activity or have a chilling effect on reasonable student discussions involving those concepts in school or during a school-sponsored activity. *Education Code 28.0022(d)*

Employee or Contractor Discipline Policy	A district shall adopt a policy and procedure for the appropriate discipline, including termination, or a district employee or contractor who intentionally or knowingly engages in or assigns to another person an act prohibited by Education Code 28.0022. The district shall provide a physical and electronic copy of the policy and procedure to each district employee or contractor. *Education Code 28.0022(h)*
Limitations on Statute	Education Code 28.0022 may not be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under Education Code Chapter 28, Subchapter A. Education Code 28.0022 does not create a private cause of action against a teacher, administrator, or other employee of a district. Education Code 28.0022 may not be construed as prohibiting a teacher employed by a district from directing a classroom activity that involves students communicating with an elected official so long as the district, school, or teacher does not influence the content of a student's communication. *Education Code 28.0022(e)-(g)*

The District shall address controversial topics in an impartial and objective manner. Teachers shall not use the classroom to transmit personal beliefs regarding political or sectarian issues. Students and educators shall ensure that, to the extent possible, discussions are conducted fairly and courteously.

Selection of Topics

A teacher selecting topics for discussion in the classroom shall be adequately informed about the issue and capable of providing instruction on the subject, free from personal bias. In addition, the teacher shall be certain that:

1. The issue in question is within the range, knowledge, maturity, and comprehension of the students.
2. The issue is current and educationally significant.
3. The consideration of the issue does not interfere with required instruction.
4. Sufficient relevant information on all aspects of the issue is provided.

If a teacher is unsure about a topic of discussion or about the methods to employ, the teacher may discuss the issue with the principal.

Classroom Discussion

In guiding classroom discussion of controversial issues, teachers shall:

1. Foster students' critical thinking skills.
2. Encourage discussion based on rational analysis.
3. Create an atmosphere in which students learn to respect others' opinions and disagree courteously.
4. Ensure that multiple viewpoints about the issue are presented by introducing an unexpressed viewpoint when necessary.
5. Avoid any attempt to coerce or persuade students to adopt the teacher's point of view.

Student or Parent Concerns

A student or parent with concerns regarding instruction about controversial issues shall be directed to the complaint policy at FNG.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DHA(LEGAL)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see DHA(LEGAL)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities

An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties

An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning

An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

Tobacco and Nicotine Products and E-Cigarettes

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
    - Dishonesty; fraud; deceit; theft; misrepresentation;
    - Deliberate violence;
    - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
    - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
    - Felony driving while intoxicated (DWI); or
    - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Note: For the Educators' Code of Ethics, see DHA(LEGAL).

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 24 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b) [See FFG]

Public Servants

All district employees are "public servants" and therefore subject to Title VIII of the Penal Code, regarding offenses against public administration, including restrictions on the acceptance of illegal gifts, honoraria and expenses, and abuse of office. *Penal Code 1.07(a)(41), Title VIII* [See DBD and BBFA]

Electronic Communication Policy

"Electronic communication" means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes emails, text messages, instant messages, and any communications made through a website, including a social media website or a social networking website.

A school district shall adopt a written policy concerning electronic communications between a school employee and a student enrolled in the district.

The policy adopted under this section must:

1. Include provisions designed to prevent improper electronic communications between a school employee and a student;

2. Allow a school employee to elect to not disclose to students the employee's personal telephone number or email address; and

3. Include provisions instructing a school employee about the proper method for notifying appropriate local administrators about an incident in which a student engages in improper communications with the school employee.

Education Code 38.027

Retaliation Against Grievant

The district grievance policy prohibits a district employee from retaliating against a student or parent of or person standing in parental relation to a student who files a grievance in accordance with the district grievance policy. If the commissioner determines that an educator has retaliated against a student or parent of or person standing in parental relation to a student who files a grievance under the district's grievance policy, the commissioner may report the educator to SBEC for investigation. *Education Code 26A.001(e)(1), (i)* [See DGBA]

Social Transitioning

The board shall adopt a policy prohibiting an employee of the district from assisting a student enrolled in the district with social transitioning, including by providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning.

"Social transitioning" means a person's transition from the person's biological sex at birth to the opposite biological sex through the adoption of a different name, different pronouns, or other expressions of gender that deny or encourage a denial of the person's biological sex at birth.

A parent of a student enrolled in the district or a district employee may report to the board of trustees of the district a suspected violation of this policy. The board shall investigate any suspected violation and determine whether the violation occurred. If the board determines that a district employee has assisted a student enrolled at the district with social transitioning, the board shall immediately report the violation to the commissioner.

A parent of a student enrolled in a district may seek relief for a violation by filing a grievance through the district's grievance procedure.

Education Code 11.401-.402

Public Information on Private Device

A current or former board member or employee of a district who maintains public information on a privately owned device shall:

1. Forward or transfer the public information to the district or a district server to be preserved as provided by Government Code 552.004(a); or

2. Preserve the public information in its original form in a backup or archive and on the privately owned device for the time described under 552.004(a).

Gov't Code 552.004(b) [See GB]

Loss of Retirement Annuity for Conviction of Certain Felonies

A person is not eligible to receive a service retirement annuity from the Teacher Retirement System (TRS) if the person is convicted of a qualifying felony and the victim is a student.

"Qualifying felony" means an offense that is punishable as a felony under the following sections of the Penal Code:

1. Section 21.02 (continuous sexual abuse of young child or disabled individual);

2. Section 21.12 (improper relationship between educator and student);

3. Section 22.011 (sexual assault) or Section 22.021 (aggravated sexual assault); or

4. Section 43.24 (sale, distribution, or display of harmful material to minor).

The term includes any federal offense that contains elements that are substantially similar to the elements of a felony offense described above.

Not later than the 30th day after the date of a person's conviction for a qualifying felony, the school at which the person was employed shall provide written notice of the conviction to TRS. The notice must comply with rules adopted by TRS.

Gov't Code 824.009

Transportation or Storage of Firearm in School Parking Area

A district may not prohibit a school employee who holds a license to carry a handgun under Government Code, Chapter 411, Subchapter H, from transporting or storing a handgun or other firearm or ammunition in a locked, privately owned or leased motor vehicle in a parking lot, parking garage, or other parking area provided by the district and may not regulate the manner in which the handgun, firearm, or ammunition is stored in the vehicle, provided that the handgun, firearm, or ammunition is not in plain view.

This does not authorize a person to possess, transport, or store a handgun, a firearm, or ammunition in violation of Education Code 37.125, Penal Code 46.03, or other law. [See GKA]

Education Code 37.0815

Tobacco and E-Cigarettes

A board shall prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property.

Enforcement

A board shall ensure that district personnel enforce the policies on school property.

Education Code 38.006(b) [See also FNCD and GKA]

Drug and Alcohol Abuse Program

A board shall prohibit the use of alcoholic beverages at school-related or school-sanctioned activities on or off school property. *Education Code 38.007(a)*

Federal Drug-Free Workplace Act

A district that receives a direct federal grant must agree to provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the district's workplace and specifying the actions that will be taken against employees for violations of the prohibition;
2. Establishing a drug-free awareness program to inform employees about:
    a. The dangers of drug abuse in the workplace;
    b. The district's policy of maintaining a drug-free workplace;
    c. Available drug counseling, rehabilitation, and employee assistance programs; and
    d. The penalties that may be imposed on employees for drug abuse violations;
3. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the required statement;
4. Notifying the employee in the required statement that as a condition of employment in the grant the employee will:
    a. Abide by the terms of the statement; and
    b. Notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction;

5. Notifying the granting agency within 10 days after receiving notice from an employee or otherwise receiving actual notice of a conviction;

6. Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is convicted, as required by 41 U.S.C. section 8104; and

7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of the above requirements.

41 U.S.C. 8103(a)(1)

Dietary Supplements

Except as provided at Education Code 38.011(b), a district employee may not:

1. Knowingly sell, market, or distribute a dietary supplement that contains performance-enhancing compounds to a primary or secondary education student with whom the employee has contact as part of the employee's duties; or

2. Knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a dietary supplement that contains performance-enhancing compounds by a primary or secondary student with whom the employee has contact as part of the employee's duties.

An employee who violates items 1 or 2, above, commits a Class C misdemeanor offense.

Education Code 38.011

Low-THC Cannabis

A district may not enact, adopt, or enforce a rule, ordinance, order, resolution, or other regulation that prohibits the storage or possession of low-THC cannabis, as authorized by Health and Safety Code Chapter 487. *Health and Safety Code 487.201*

2. Adopt the 2026-2027 Tax Levy Ordinance and Resolution, Including Adoption of the Tax Rate for 2026 Tax Year [Systems and Processes] 149

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Action Item

ITEM NUMBER/TITLE:

II.F.2. Adopt the 2026-2027 Tax Levy Ordinance and Resolution, Including Adoption of the Tax Rate for 2026 Tax Year

CABINET LEVEL PRESENTER:

Cheryl Hernandez

BACKGROUND:

Section 26.05 of the Texas Property Tax Code states that a taxing unit may not impose property taxes in any year until the governing body has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order, depending on the method prescribed by law for adoption of a law by the governing body.

RATIONALE:

Adoption of the 2026-2027 tax rate is necessary to provide funding for the District's maintenance and operations and debt service obligations. The proposed tax rate of $0.92801 represents a $0.0068 decrease from the prior year and is below the No-New-Revenue Tax Rate. Adoption of the rate will allow the District to levy and collect property taxes in accordance with state law while supporting the District's adopted budget and financial obligations.

ADMINISTRATIVE RECOMMENDATION:

Approve the 2026-2027 Tax Levy Ordinance and Resolution, adopting the tax rate of $0.92801.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

Beaumont Independent School District
Resolution of the Board to Set 2026 Tax Rate

The Board of Managers of the Beaumont School District, hereby levy or set the tax rate on $100 valuation for the District for the tax year 2026 at a total tax rate of $0.92801, to be assessed and collected by the duly specified assessor and collector as follows:

$ 0.7654 for the purpose of maintenance and operations, and

$ 0.16261 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

Adopted this 24th day of September 2026, by the Beaumont Independent School District Board of Trustees.

_____

Jeff Wheeler, Board President

_____

Arthur Louis, Board Secretary

3. Discuss and Approve the Board's August Time Use Tracker [Progress and Accountability/Green] 152

Board Agenda Item

Board Meeting Date:	
Sep 24, 2026	
Agenda Category:	Action Item

ITEM TITLE:

Discuss and Approve the Board’s August Time Use Tracker

REQUIREMENT TYPE:

☐ Annual Requirement	☐ Legal Requirement

GOVERNANCE/ ALIGNMENT:

- ☐ Student Outcome Goals
- ☐ District Vision
- ☐ Superintendent Guardrails
- ☐ Board Priority
- ☐ Financial Stewardship
- ☐ Safety & Security
- ☐ Operational Excellence
- ☐ Community Engagement
- ☑ Board Evaluation

BACKGROUND:

As part of the Board's ongoing governance development efforts, the board will be completing and discussing a time use tracker to document the amount of time spent on various governance-related responsibilities and activities. The information collected will provide a clearer understanding of how board members allocate their time across key duties. The tracker is intended to serve as a planning and reflection tool that supports effective governance practices.

RATIONALE:

The time use tracker will provide objective information regarding the Board's current governance activities and priorities. By reviewing time commitments, the board can identify trends, evaluate whether sufficient attention is being devoted to high-priority governance responsibilities, and consider opportunities to improve effectiveness and efficiency. The information gathered may also inform future board development, goal-setting, and discussions regarding board operating procedures and governance practices.

BUDGET:

Board Agenda Item

☑ No budget impact ☐ See below for budget information

- **Additional Documentation and/or Attachments)**:
    - August 20, 2026 Time Use Tracker Regular Board Meeting

IMPLEMENTATION TIMELINE:

Time Use Trackers will be reviewed, discussed, and accepted every month.

ADMINISTRATIVE RECOMMENDATION:

Administration recommends that the Board of Managers review, discuss, and potentially accept the completed August 20, 2026 time use tracker. The discussion will provide an opportunity for Board members to reflect on how governance time has been allocated, identify trends or areas for improvement, and consider the extent to which Board activities align with the district's governance priorities and student outcome goals. Acceptance of the time use trackers will acknowledge the Board's review of the information and support ongoing efforts to strengthen governance effectiveness, accountability, and continuous improvement.

Please check one:

☑ For approval	☐ Report / Information Only	☐ Recognition Only

TIME USE TRACKER	Beaumont ISD - Regular Board Meeting	QTR:	1	Date:	08/20/26

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	54		← Minutes setting student outcome goals	
		21	← Minutes setting constraints or theories of action	
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the **board adopted** Monitoring Calendar	
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the **board adopted** Monitoring Calendar	
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
		40	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →	8
Advocacy and Engagement	9		← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other			Any time spent on an activity that does not meet the conditions listed above →	4
TOTALS	63	61	136	12

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation:	124	÷	136	× 100 =	91.18%	% Student Outcome and Adult Behavior Minutes
Use For Student Outcome Minutes Percentage Calculation:	63	÷	136	× 100 =	46.32%	% Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
6	1	85.71%

Count of 'Other' Agenda Items
5

Goals Discussed	Goals on Target	% on Target
		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
14	1	92.86%

GPMs Discussed	GPMs on Target	% on Target
		0.00%

III. **CLOSED SESSION (CLOSED TO PUBLIC) - THE 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, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:**

A. LEGAL

1. Pending or Contemplated Litigation Matters, a Settlement Offer, or Matters on Which the 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

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

   a. Litigation Update

   b. Consultation with Attorney

3. LEGAL *- Texas Government Code 551.071*

IV. **RECONVENE IN OPEN SESSION** [Systems and Processes]

A. Action, if any, on Items Discussed in Closed Session.

V. **ADJOURNMENT**

★★★★★★★★★★★★★★★★★★★★★★★★★

A copy of foregoing notice was posted in the Administration Building of the District, located at 3395 Harrison Avenue, Beaumont, Jefferson County, Texas, on the bulletin boards of the East and West wings, on the windows of the West parking lot entrance, the Beaumont ISD website, and distributed to local media representatives as requested.

Sandi Massey
Superintendent of Schools

Date