



A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, March 2, 2026, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

The subjects to be discussed, considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting agenda. A closed meeting may be held at any time during the open meeting as authorized by various sections of the Texas Government Code. When this occurs, a formal statement will be made by the president or presiding officer of the Board of Trustees.

1. Call to Order

2. Welcome

3. Pledges of Allegiance to the United States and Texas Flags

4. Spotlight

4.A. Recognition of the Education Foundation's Alternative Certification Scholarship Recipients

4.B. Celebrating State Wrestling Athletes from Rudder and Bryan High Schools

4.C. Celebrating National Merit Finalists from Rudder and Bryan High Schools

4.D. Recognizing Helen Ford as a Showcase Teacher by Lead4ward Consulting

5. Public Comment on Agenda Items

6. Board Member Reports

6.A. Intergovernmental Committee Report regarding the Council of Governments' Role in our Community

7. Information Items

7.A. Campus Improvement Plan Updates: Bowen Elementary, Fannin Elementary, Henderson Elementary, and Houston Elementary



CAMPUS IMPROVEMENT PLANS

PRIORITY FOCUS AREAS FOR
ACADEMIC IMPROVEMENT

March 2, 2026



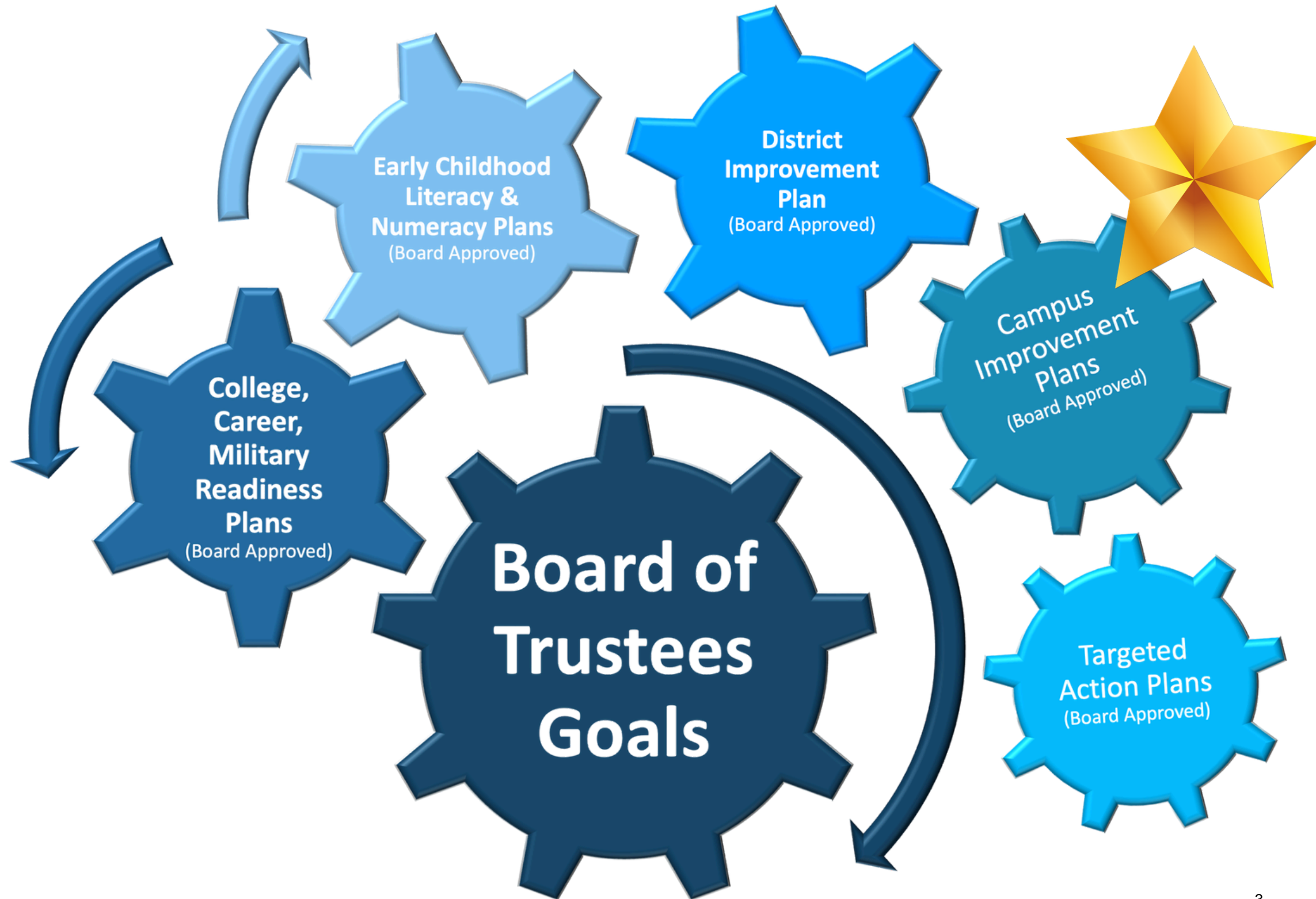
Children First. Always.



Alignment

Alignment begins with the Board of Trustees with the Adoption of Board Goals

Goal 1	Support the academic and post-secondary success of every student.
Goal 2	Foster and sustain a culture and climate that encourages a shared responsibility for a positive learning environment that encourages engagement in academic, extracurricular, and service activities.
Goal 3	Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning, and providing appropriate resources and support to ensure a positive work environment.
Goal 4	Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.
Goal 5	Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.





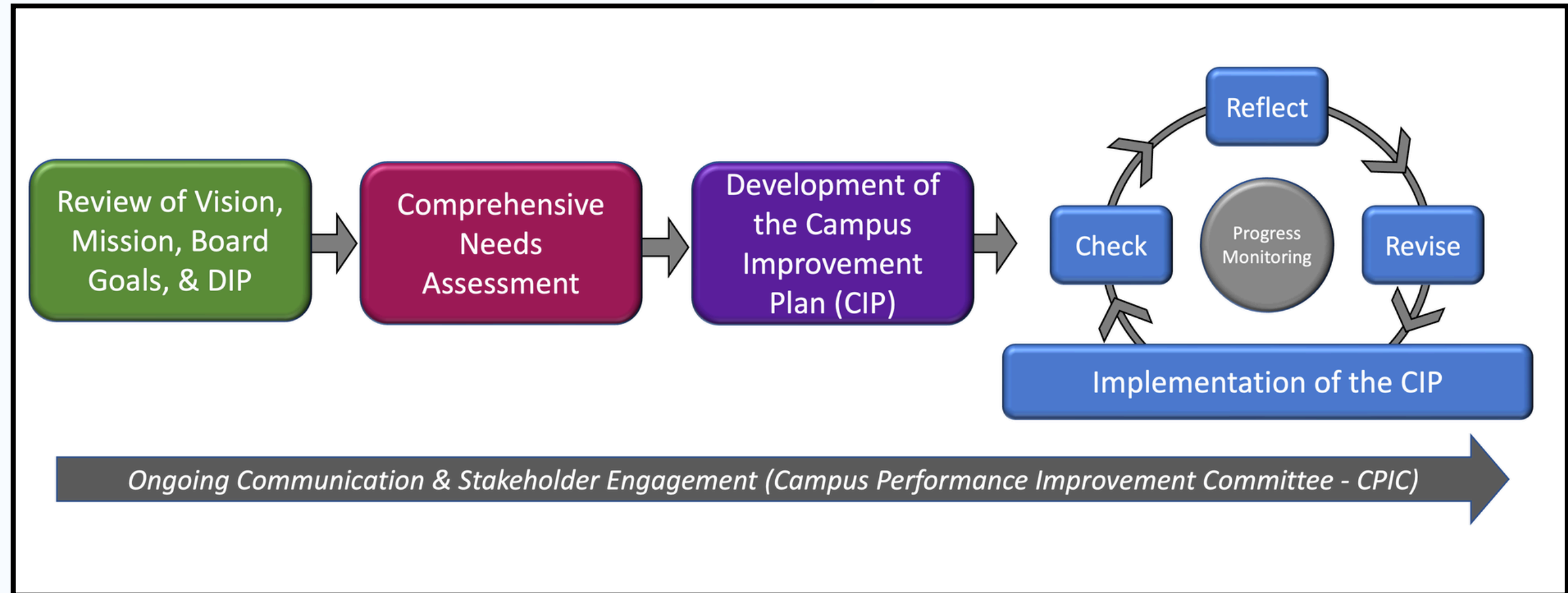
Development of Campus Improvement Plans

Required by both the State and Federal governments

- Required elements:
Comprehensive Needs Assessment, Measurable Objectives for Student Performance, Strategies, budget, and Defined Timelines

Campus Performance Improvement Committee (CPIC)

- Reviews Comprehensive Needs Assessment
- Development of Campus Improvement Plan
- Periodic review of Campus Improvement Plans





Shared Ownership & Support

- **C&I Support Walks:** curriculum coordinators walking classrooms once per six weeks with campus administration
- **Foundations Trend Data Walks:** data collection for the implementation effectiveness of the Safe and Civil Schools program.
- **Campus Support Team**
 - Purpose: A dedicated team of district staff from teaching and learning and school leadership to provide on-campus support and partner with campus administration by focusing on student achievement and school climate/culture.
 - Review of data and campus needs; streamline support efforts and schedules
 - Classroom walks for learning; identify campus strengths and needs to support student achievement
 - Review campus improvement plan progress; adjustments as needed
- **Texas Instructional Leadership**
 - Funded through the LASO grant, the focus is on grades 5-8.
 - Provides training and coaching support to campus administrators on supporting teachers through instructional coaching cycles.





Student Achievement and Growth



Bowen Elementary

- Academic Engagement
 - Focus on Domain 1 planning
- Behavioral Engagement
 - Focus on Foundations supported Common Language
- Emotional Engagement
 - Increasing family connections



Fannin Elementary

- Academic Growth
 - Focus on growth in Reading and Math
- Culture
 - Leader in Me
 - Foundations
 - Attendance
- Student Leadership
 - Student Notebooks and Goal Setting



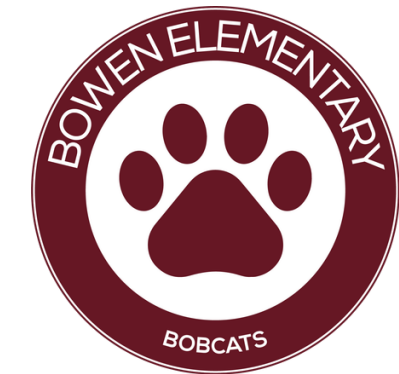
Henderson Elementary

- Academic Growth
 - Focus on growth in Math & RLA through planning and data digging; AVID
- Attendance-
 - Increase attendance
- Family Engagement
 - Increase communication with families and partnerships, and opportunities for parents to feel welcome at Henderson



Houston Elementary

- Student Achievement
 - Focus on growth in RLA & Math through differentiated instruction
- Attendance
 - Increase Campus Attendance through targeted support and monitoring
- Community Engagement
 - Expand Community and organizational partnerships



Bowen Elementary

- **Academic Engagement**

- Targeted improvement in TTESS - Domain 1 across teacher evaluations
 - Planning for the exemplar
- Student Improvement in Reading & Math
 - Academic Vocabulary
 - Increased student-to-student dialogue
 - Student Goal Setting

- **Behavioral Engagement**

- Increase in 3:1 Positive Interactions
 - Data Collection and Staff-Driven Incentives
- Focus on Foundations supported Common Language
 - PAWS UP

- **Emotional Engagement**

- Increasing family connections
 - Veterans Brunch
 - Glow Night
- Increased Attendance
 - Use of Incentives
 - Book Vending Machine & Hot Tickets
-



Bowen Family
GLOW NIGHT
THURSDAY, FEBRUARY 26TH
5:30 PM TO 7:00 PM

Join us at Bowen for a FUN FAMILY GLOW NIGHT OF DANCING & GAMES. Wear something that will shine & glow under blacklights.

- ★ PIZZA PROVIDED BY PTO
- ★ BOOK FAIR
- ★ GAMES
- ★ CAKE WALK
- ★ DOOR PRIZES



Fannin Elementary

- **Academic Growth in Reading and Math**
 - **Strengthen TIER 1 Instruction**
 - Weekly PLC's focused on modeling and lesson delivery
 - Planned student dialogue and questioning
 - Vertical Alignment with Cohesive Language/Strategies
 - Weekly FLEX data meetings
- **Campus Culture**
 - **Leader in Me**
 - Seven Habits of Highly Effective People
 - Family Day (March 6th)
 - Habit Homework for Family Engagement
 - Celebrations
 - **Foundations**
 - Classroom Data Trends
 - Attendance Incentive
- **Student Leadership**
 - Student Notebooks/Conferences
 - Student Leadership Roles
 - WIGS, student goals, and data boards





Henderson Elementary

• Academic Growth

- Focus on growth in Math & RLA (in English and Spanish)- B
- Weekly planning and data digs
- Goal Setting (Goal Getters)
- AVID
- Foundations: RPI
- Essential 8 Lunches
- UIL: Top school in both languages
- Hawks Nest Cafe (SAILS program)

• Attendance

- Incentives for students and staff

• Family Engagement

- Increase communication with families and partnerships
 - Newsletters, Class Dojo
- After school clubs: Robotics, Soccer, Art, Choir
- Read by Third
- Science Night
- The Village
- PTO
- Events at school and the community that celebrate everyone
- Support for our families: Angel Tree, Cereal Collection





Houston Elementary

- **Academic Growth with Purpose**
 - **Every Student Growing. Every Teacher Strengthening Practice**
 - Weekly data PLCs centered on teaching to mastery
 - Differentiated planning that meets students where they are
 - Individual student growth tracing and goal setting
 - Campus-wide reading culture through book clubs
 - Coaching and feedback centered on strong planning
- **Attendance with Accountability and Belonging**
 - **Every Student. Every Day. Because Presence Matters.**
 - Ongoing attendance monitoring and proactive support
 - Individual plans for students facing attendance barriers
 - Celebration of consistency and commitment
 - Book Vending Machine rewards that build excitement around showing up
- **Community Partnership in Action**
 - **Houston Connected. Houston Proud.**
 - STEAM Night partnership with Texas A&M and local organizations
 - Family Events that honor, celebrate, and connect our school and community
 - Community presence that directly supports student success





CAMPUS IMPROVEMENT PLANS

PRIORITY FOCUS AREAS FOR
ACADEMIC IMPROVEMENT

March 2, 2026




Children First. Always.



7.B. Teaching and Learning Update on Student Opportunities for Academic Success

OFFERING MORE IN BRYAN ISD



BRYAN COLLEGIATE HIGH SCHOOL

Top 4% of Schools Nationally!

Bryan Collegiate High School is an early college high school partnering with Blinn College that provides students an opportunity to earn up to 60 college credits at no cost to the student.



BEST
U.S. News
RANKINGS

International Baccalaureate Program



IB develops inquiring and knowledgeable students through challenging programs of international education and rigorous assessment. Students have the opportunity to earn college credit by passing IB exams.



CTE
CAREER & TECHNICAL EDUCATION



Preparing students today for the careers of tomorrow.

Explore Academy



Highly gifted elementary students engage in rigorous and meaningful learning experiences empowering them to take risks, pursue passions, and make a positive impact on the world.

OFFERING MORE IN BRYAN ISD



AP Capstone Program



AP Capstone uses an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students needed for college.

Aspire Academy



Aspire Academy exists to meet the needs of gifted and high-achieving 5th-8th grade students by providing a rigorous interdisciplinary curriculum that develops students into innovative, responsible, civic-minded leaders who contribute positively to their local and global communities.



Explore 20+ Career Pathways in High-Demand Fields:

- Agricultural Science
- Arts & Audio Visual Technology
- Automotive Technology
- Business, Marketing & Finance
- Construction
- Hospitality & Tourism
- Human Services
- Education & Training
- Engineering
- Health Science
- Information Technology
- Law Enforcement & Public Safety
- Welding & Manufacturing

GET CERTIFIED. GET CAREER READY.





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BRYAN ISD - OFFERING MORE

ADVANCED ACADEMICS

When do I apply?

Students typically apply to BCBS during their 8th-grade year. The last chance to apply is before a student's sophomore year.

How do I apply?



What's important to know?

- All classes are PreAP/AP/Dual Credit
- The number of college courses increase each year
- Juniors and Seniors take one college course per semester on the BCBS campus and their remaining college courses on the Blinn campus
- Our goal is that all students will complete the common core college requirements

Interesting Fact

BCBS has been recognized by US News & World Report every year since 2013

BCBS has been a showcase school for both Early College High Schools and the AVID program

BRYAN ISD - OFFERING MORE

ADVANCED ACADEMICS

INTERNATIONAL BACCALAUREATE PROGRAM

WHEN DO I APPLY FOR THE IB PROGRAM?

Students typically apply for the IB Program in 8th grade as they prepare to enter 9th grade; however, freshmen and sophomores may also apply, since the IB Diploma Program officially begins in 11th grade.

HOW DO I APPLY?

Apply using the link in the caption or contact Brandi Morely, Associate Principal at Bryan High School. Email: brandi.morely@bryanisd.org



WHAT'S IMPORTANT TO KNOW?

Through the application process, evaluators will look at a student's academic performance throughout their 8th grade year. It's important for students to have good grades and perform at or above grade level. The application also includes an essay.

INTERESTING FACT:

Bryan ISD is the only school district in the Brazos Valley who offers the International Baccalaureate (IB) Program.



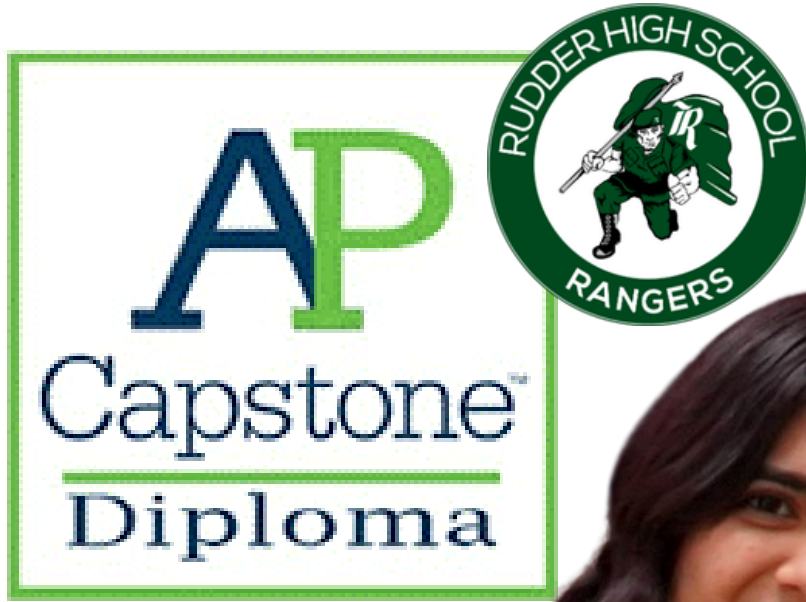
International Baccalaureate Program



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BRYAN ISD - OFFERING MORE

ADVANCED ACADEMICS

AP CAPSTONE

WHEN DO I APPLY FOR AP CAPSTONE?

Students typically apply for the AP Capstone Program in 8th grade as they prepare to enter 9th grade; however, freshmen and sophomores may also apply.

HOW DO I APPLY?

Apply using the link in the caption or scan the QR code below.



WHAT'S IMPORTANT TO KNOW?

Through the application process, evaluators will look at a student's academic performance. Additionally, anytime in high school that a student takes an AP class, it will count towards their AP Capstone Diploma.

INTERESTING FACT:

Bryan ISD was the first district in the Brazos Valley to offer AP Capstone!



How can I get involved in Bryan ISD's Aspire Academy?



IMPORTANT TO KNOW:

The Aspire Academy is for students in 5th - 8th grade at all intermediate and middle schools in Bryan ISD.

HOW DO I APPLY?

Students in 4th, 5th, or 6th grade can apply by scanning the QR code below or clicking the link in the caption.



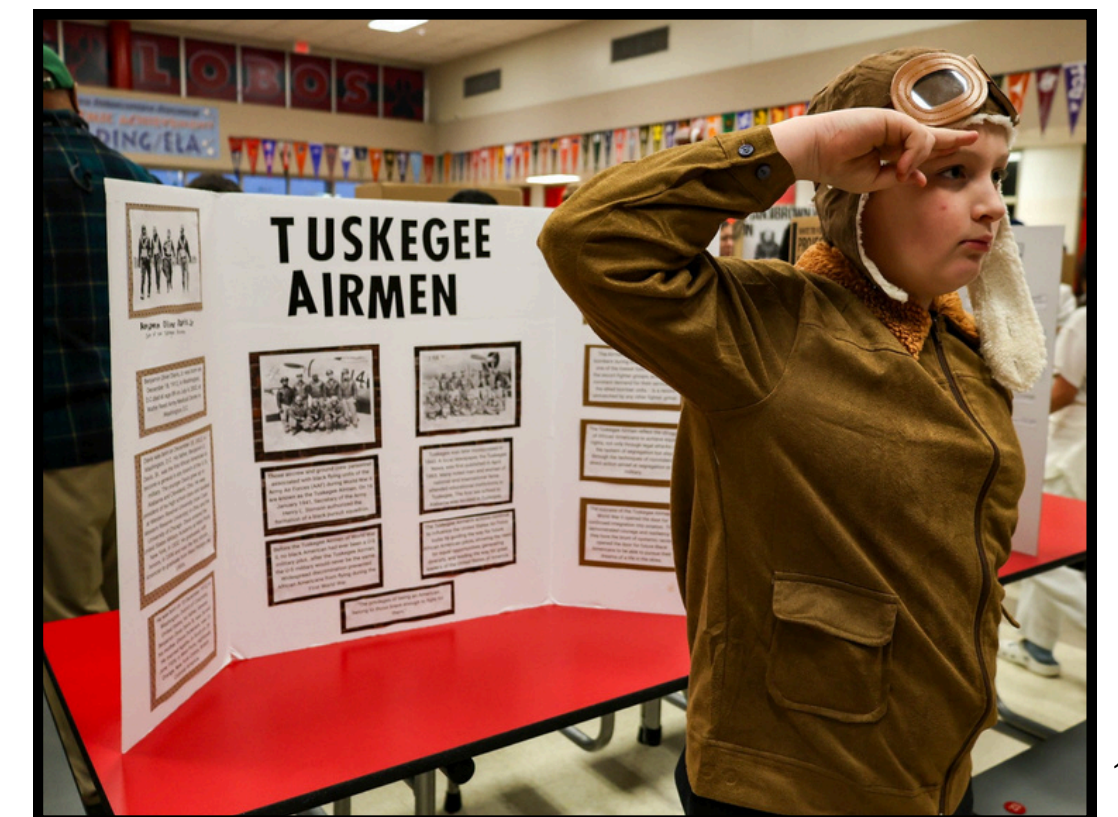
WHY ASPIRE ACADEMY?

Aspire challenges students academically in intermediate and middle school which prepares them for programs in high school like the AP Capstone Program at Rudder or the IB Program at Bryan High School.



Aspire Academy

Aspire Academy exists to meet the needs of gifted and high-achieving 5th-8th grade students by providing a rigorous interdisciplinary curriculum that develops students into innovative, responsible, civic-minded leaders who contribute positively to their local and global communities.





Explore Academy

Highly gifted elementary students engage in rigorous and meaningful learning experiences empowering them to take risks, pursue passions, and make a positive impact on the world.



BRYAN ISD - OFFERING MORE

ADVANCED ACADEMICS

When do I apply?

Kindergarten students are identified for Explore through the GT Identification process. Parents of qualifying students are sent an invitation in the spring.

How do I apply?

Students must complete a series of assessments and GT Identification. If your student is not in Bryan ISD, contact Ross Elementary to set up testing.

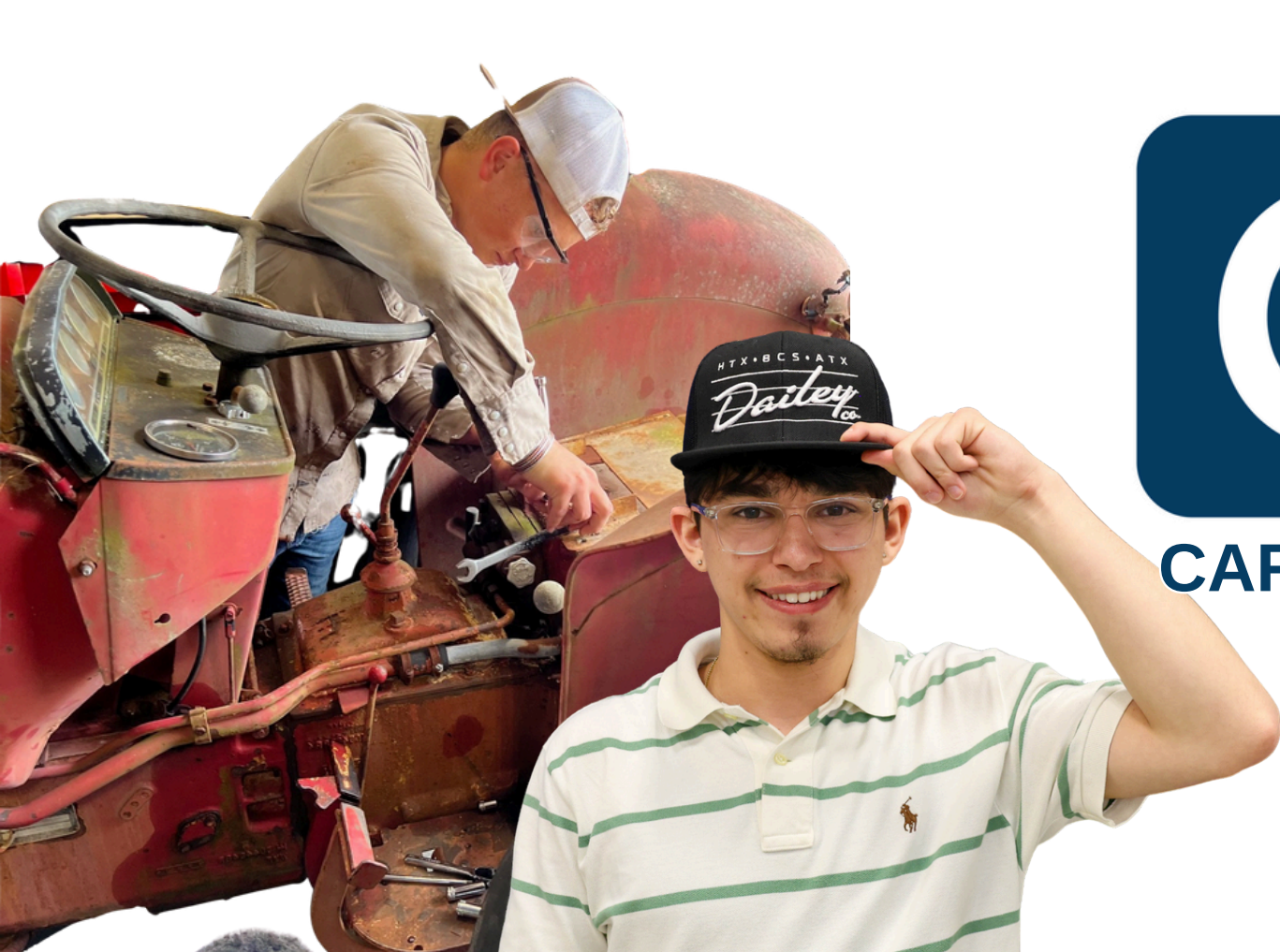
What's important to know?

- Explore works to develop critical thinking, creative thinking, and problem-solving within specialized learning environments that are designed with the whole gifted child in mind
- Students must qualify as highly gifted to enroll.
- Explore is a self-contained classroom for core subjects and joins other students for PE and specials

Interesting Fact

Explore students have opportunities to engage in passion projects as well as Project Lead the Way project-based learning





COTE

CAREER & TECHNICAL EDUCATION



Preparing students today for the careers of tomorrow.

**GET CERTIFIED.
GET CAREER READY.**




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- Automotive Technology
- Business, Marketing & Finance
- Construction
- Hospitality & Tourism
- Human Services

- Education & Training
- Engineering
- Health Science
- Information Technology
- Law Enforcement & Public Safety
- Welding & Manufacturing



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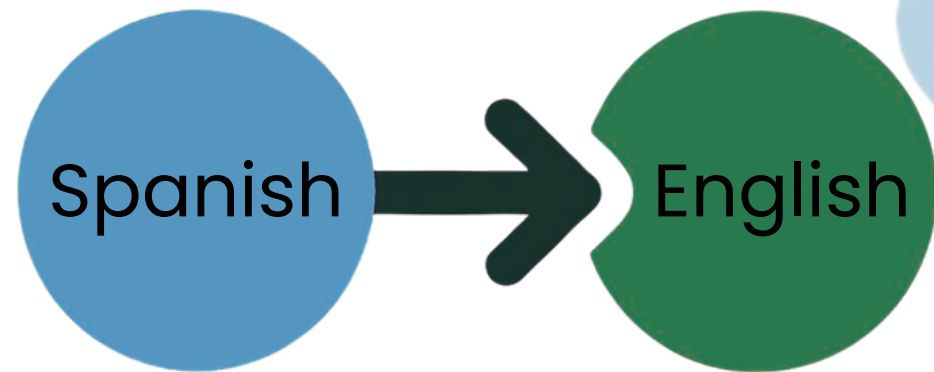
7.C. Bilingual Program Update

Bilingual Programs Update

ONE-WAY DUAL LANGUAGE

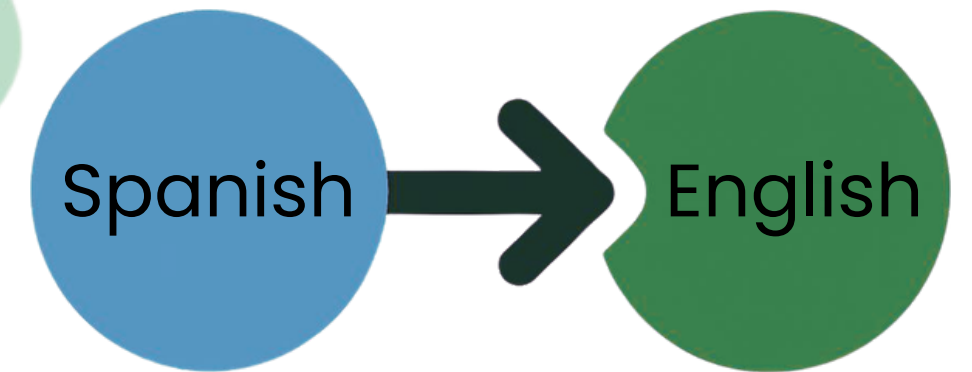


**New Arrival Center
(2nd-6th Grade)
1 Elementary and
1 Intermediate School**



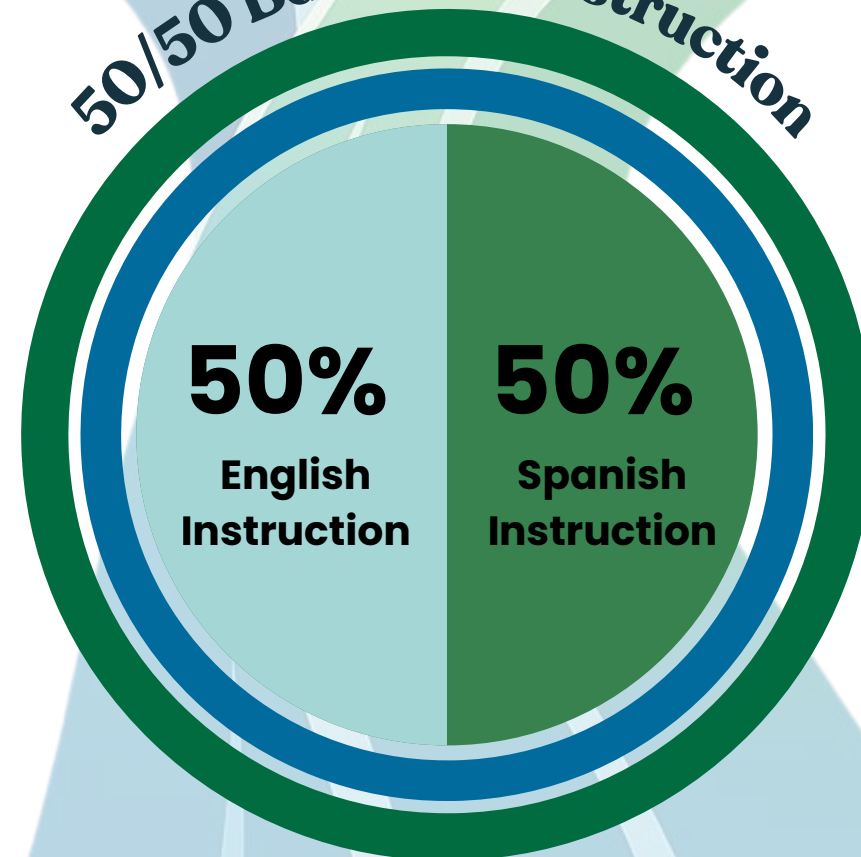
Jones Elementary
Jane Long Intermediate

**Early Exit Transitional
(PreK-6th Grade)
10 Elementary and
2 Intermediate Schools**



Bonham Elementary
Branch Elementary
Crockett Elementary
Fannin Elementary
Henderson Elementary
Johnson Elementary*
Jones Elementary
Kemp-Carver Elementary
Navarro Elementary
Neal elementary
Jane Long Intermediate
Sadberry Intermediate

50/50 Balanced Instruction



**One-Way Dual Language Model
(PreK-6th Grade)
10 Elementary Schools and
2 Intermediate Schools**

Collaboration and Decision-Making

Feedback Stakeholders

- Parents
- Community Members
- Teachers
- Principals
- Department Leaders
- Board of Trustees

Stakeholder Feedback

- Simultaneous language acquisition and biliteracy
- Long-term academic growth
- Alignment to the goals of Bilingual programs
- Alignment with TEA initiatives & funding incentives



This feedback was gathered over time and used to refine multiple versions of the proposal, ultimately guiding us to our final determination.

Next Steps

ONE-WAY DUAL LANGUAGE

**Communication
with Families**

**Training for
Teachers**

**Training for
Principals**

8. Consent Agenda

8.A. Consider approval of the meeting minutes for February 23, 2026

8.B. Consider Approval for the Sale of Surplus Equipment

8.C. Consider Approval of a Memorandum of Understanding with Education Service Center 6 for Strategic Staffing



Comprehensive Strategic Staffing from Pipeline to Leadership Strategic Staffing

This Memorandum of Understanding (MOU) is hereby established in February 2026 between Bryan ISD and Education Service Center (ESC) 6. This MOU delineates the commitments made by Bryan ISD and ESC 6. It provides an overview of the Texas Education Agency's *Pipeline to Leadership Strategic Staffing* Initiative (Initiative) and outlines the terms of the MOU.

Objective

The Initiative aims to ensure students have access to effective, qualified teachers by helping districts develop a pipeline of well-prepared, certified teacher candidates from their own communities. It also expands the impact of effective teachers through leadership opportunities that support teacher development and improve retention. Over the course of three and a half (3.5) years, ESC 6 will work with the District and school teams on the following goals:

- Recruit candidates from, and advise teachers to high-quality teacher preparation programs
- Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
- Redesign school staffing to expand the impact of effective teachers and promote teacher development
- Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
- Align compensation with the redesigned campus staffing and schedule responsibilities.

Districts will have the option to develop an agreement with the ESC 6 to continue service after the completion of the initial 3.5-year process.

Scope & Sequence

The Initiative will occur in three phases: Pre-Design, Design, and Implementation & Scale. The following scope and sequence articulates the strategic milestones that will guide the project management of the Initiative.

Pre-Design: Spring 2026

To optimize educational outcomes, the Initiative begins with a thorough diagnostic analysis of the current staffing structure within the District. This involves an in-depth examination of existing positions, roles, and responsibilities, undertaken through a combination of surveys, diagnostics, focus groups and interviews with key stakeholders. The Pre-Design phase aims to

identify strengths, challenges, and opportunities for improvement. The milestones for Pre-Design are described below.

- **Introductory Sessions & MOU Signed:** The Initiative commences with pivotal introductory meetings where stakeholders converge to discuss goals & objectives. Following these meetings, a MOU is signed, formalizing the commitment.
- **Identify a Scale Plan & Pilot Schools:** A focused effort is initiated to identify schools that would benefit from this initiative, schools for the initial pilot phase and scale phase.
- **District Diagnostics:** Comprehensive diagnostic assessments are conducted across the District. These assessments aim to identify existing strengths, challenges, and opportunities for improvement within the District.
- **Survey & Interviews/Focus Groups:** Engaging with key stakeholders, including District leaders, teachers and administrators, surveys and interviews and focus group sessions are conducted to gather quantitative and qualitative insights. The Pre-Design phase seeks to understand the unique needs, expectations, and aspirations of the District.
- **Analyze Diagnostics and Data:** The data collected from Pre-Design will be systematically analyzed. This analysis informs the development of a comprehensive understanding of the current state of teacher development and support, guiding data-based decision-making throughout the Design phase.
- **Design Year Planning:** District will review the data and insights gathered through the Pre-Design phase and plan for their District's Design phase. This includes reviewing design milestones, planning meetings, and determining who will attend design sessions and meetings.

Design Phase: Fall 2026 - Spring 2027

The Design phase consists of three (3) full-day design sessions for pipeline and school design teams, fostering collaboration among key stakeholders. These sessions serve as dynamic forums for brainstorming, ideation, and co-creation, laying the foundation for subsequent milestones:

- **District Pipeline Plan:** This plan aims to optimize the pipeline of teacher candidates that are available to the District from high-quality preparation programs.
- **School Staffing Plan:** These plans aim to optimize human resources, aligning teacher expertise with student needs while fostering a supportive and collaborative school culture.
- **School Schedules:** Design schedules that are aligned with curriculum needs, integrate school staffing plans, and are attentive to student needs.
- **Job Descriptions:** Detailed job descriptions for educators and support staff are crafted. These descriptions align with the envisioned pipeline and school plans, providing clarity on roles and responsibilities to ensure a cohesive and effective educational ecosystem.
- **Selection Process for New Roles:** Criteria and processes are established to ensure a fair and transparent selection.

- Support & Training: Support & Training plans are tailored to empower educators and support staff with the necessary skills and resources, ensuring a seamless transition to the new structures and roles.
- Communication: Effective communication strategies are devised to keep all stakeholders informed and engaged.
- Staff Launch Plan: This plan includes supporting the District with their orientation and introduction of new roles and structures, setting the stage for successful implementation.

The District should share these deliverables with any professional learning (PL) providers they have who may be supporting the staff roles created during the design year. If requested by either the PL providers or the P2L providers, the District will coordinate a time for those providers to meet.

Implementation & Scale Phase: Fall 2027 - Spring 2028; Fall 2028 Spring 2029

The Implementation & Scale Year commences with a pivotal kick-off meeting, gathering all stakeholders to officially launch the initiatives designed during the customized Design phase. This meeting sets the tone for the Implementation & Scale phase, outlining objectives, roles, and the measurement plan. The Implementation & Scale milestones include:

- Virtual Meetings: Virtual Meetings are scheduled to occur bi-weekly, serving as a crucial component in the overall framework of organizational planning and assessment. The primary objective of these virtual sessions is to foster collaboration, facilitate information exchange, and ensure continuous progress monitoring.
- Two Site Visits: Two strategically timed site visits are scheduled during the fall and winter months. These visits provide opportunities for key stakeholders, including administrators, educators, and support staff, to collect data and monitor the implementation of new structures and strategies. The visits facilitate real-time feedback, adjustments, and collective learning.
- Sustainability & Scale Meetings: Sustainability meetings will focus on evaluating the effectiveness of the implemented changes. These sessions allow stakeholders to reflect on successes, identify challenges, and collaboratively strategize for the sustainability and scale of the new structures beyond the Implementation & Scale phase.

Project Stakeholders

- **Superintendent/Assistant Superintendent:** Providing strategic direction, project oversight, and decision-making to ensure effective functioning of the entire educational system.
- **District Leadership Team:** Responsible for project oversight and decision-making.
- **Human Resources/Talent Department:** Responsible for designing & executing the District's pipeline plan, budget allocations, and improvements to recruitment and hiring processes.

- **Curriculum & Instruction/Academic Team:** Play a crucial role in strategic staffing by aligning human resources with the educational objectives and instructional needs of the school district, including the implementation of high-quality instructional materials.
- **School Leadership Team:** Responsible for assisting School Design Teams with designing & overseeing the execution of school plans, budget allocations, and improvements to school staffing and schedules.
- **Principals and School Administrators:** Play a key role in the assessment of current staffing and the design and implementation of the new staffing plan and schedule within their schools.
- **Teachers and Support Staff:** Play a key role in the assessment of current staffing. Select teachers will give input and assist with the design and implementation of the new staffing plan and schedule within their schools.
- **Educator Preparation Partners (where applicable):** Play a critical role with supporting teacher recruitment, training, and development of pre-service teachers.
- **Union Representatives (where applicable):** Involved in discussions related to staffing changes and professional development.

Evaluation Plan

The evaluation plan will be co-developed with ESC 6 and the District and design teams to gauge the outcomes of strategic initiatives at meeting the objectives of the Initiative. By employing a variety of quantitative and qualitative metrics such as an annual staff satisfaction survey, descriptive data, and Teacher Incentive Allotment (TIA) data, the plan will aim to provide actionable insights for continuous improvement, ensuring that our efforts are responsive to the evolving needs of the schools.

Sustainable design is a hallmark of the Initiative, which requires districts and schools to redesign pipeline plans and school staffing and schedules using existing budgets. This Initiative is therefore a one-time investment to establish a structure that is designed to grow as schools continue to direct existing funds. This includes adding teacher leader positions to eventually reach full-scale, in which 100 percent of students are reached by an excellent teacher in core subjects.

District Commitments

1. By signing this MOU, **District** commits to engaging in the above technical assistance from ESC 6 to implement the Initiative, which incorporates the following goals:
 - Recruit candidates from and advise teachers to high-quality teacher preparation programs
 - Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
 - Redesign school staffing to expand the impact of effective teachers and promote

teacher development

- Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
- Align compensation with the redesigned campus staffing and schedule responsibilities.

2. **District** will select 2-4 schools to undertake design work in the 2026-2027 School Year. If the initiative is successful, the District will consider expanding the work to additional cohorts of schools. ESC 6 will assist District in developing sustainable systems and structures for the scale of the Initiative.

4. **District** will identify District leadership team and design team members (as noted above). Design teams will attend the design sessions and make important decisions about staffing, compensation plans, professional development and trainings.

5. **District** will assign a point person(s) from the District to serve as design lead(s). These individuals will have enough time and authority to oversee the work. The total estimated time required to participate in design sessions and progress check-in calls is approximately 45 hours per year. However, the District design leader will also engage in a variety of decision-making and communication activities between these designated touch points with ESC 6.

6. **District** will give schools flexibility to reallocate funds within existing budgets to pay for their staffing plans, including the flexibility to reallocate funds from vacancies, position trades, and Title I. Additional flexibility will be provided to schools to create leadership roles and redesign job descriptions accordingly.

7. **District** leadership team will review, provide feedback on and approve the school staffing plans and schedules and the District's pipeline plan and monitor each school's implementation and redesign to facilitate continuous improvement, based on criteria mutually agreed with US PREP.

8. **District** will collaborate with ESC 6 to gather data needed to monitor and evaluate the Initiative's success. This will include administering the annual staff survey to all staff in participating schools; collecting descriptive data on teacher and student demographics; and enabling analysis of student growth data to determine the impact on student learning.

Specifically, District will provide data including, but not limited to:

- Total number of teachers and students in participating schools;
- Number of teachers without a Texas certification;
- Number of TIA-designated teachers;
- Teacher retention rates;

- Percentage of students meeting or exceeding grade-level expectations on STAAR Math and Reading assessments; and
- Any other relevant indicators mutually agreed upon by the district and ESC 6.

During a District design session focused on evaluation and accountability, a data team will work with District leaders to identify required data elements and establish any necessary data sharing agreements to support these analyses.

District Superintendent:

Name (print)	Date	Signature
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ESC 6 Executive Director

Name (print)	Date	Signature
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This Memorandum of Understanding (MOU) is hereby established in February 2026 between Bryan ISD and Education Service Center (ESC) 6. This MOU delineates the commitments made by Bryan ISD and ESC 6. It provides an overview of the Texas Education Agency's *Pipeline to Leadership Strategic Staffing* Initiative (Initiative) and outlines the terms of the MOU.

Objective

The Initiative aims to ensure students have access to effective, qualified teachers by helping districts develop a pipeline of well-prepared, certified teacher candidates from their own communities. It also expands the impact of effective teachers through leadership opportunities that support teacher development and improve retention. Over the course of three and a half (3.5) years, ESC 6 will work with the District and school teams on the following goals:

- Recruit candidates from, and advise teachers to high-quality teacher preparation programs
- Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
- Redesign school staffing to expand the impact of effective teachers and promote teacher development
- Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
- Align compensation with the redesigned campus staffing and schedule responsibilities.

Districts will have the option to develop an agreement with the ESC 6 to continue service after the completion of the initial 3.5-year process.

Scope & Sequence

The Initiative will occur in three phases: Pre-Design, Design, and Implementation & Scale. The following scope and sequence articulates the strategic milestones that will guide the project management of the Initiative.

Pre-Design: Spring 2026

To optimize educational outcomes, the Initiative begins with a thorough diagnostic analysis of the current staffing structure within the District. This involves an in-depth examination of existing positions, roles, and responsibilities, undertaken through a combination of surveys, diagnostics, focus groups and interviews with key stakeholders. The Pre-Design phase aims to

identify strengths, challenges, and opportunities for improvement. The milestones for Pre-Design are described below.

- **Introductory Sessions & MOU Signed:** The Initiative commences with pivotal introductory meetings where stakeholders converge to discuss goals & objectives. Following these meetings, a MOU is signed, formalizing the commitment.
- **Identify a Scale Plan & Pilot Schools:** A focused effort is initiated to identify schools that would benefit from this initiative, schools for the initial pilot phase and scale phase.
- **District Diagnostics:** Comprehensive diagnostic assessments are conducted across the District. These assessments aim to identify existing strengths, challenges, and opportunities for improvement within the District.
- **Survey & Interviews/Focus Groups:** Engaging with key stakeholders, including District leaders, teachers and administrators, surveys and interviews and focus group sessions are conducted to gather quantitative and qualitative insights. The Pre-Design phase seeks to understand the unique needs, expectations, and aspirations of the District.
- **Analyze Diagnostics and Data:** The data collected from Pre-Design will be systematically analyzed. This analysis informs the development of a comprehensive understanding of the current state of teacher development and support, guiding data-based decision-making throughout the Design phase.
- **Design Year Planning:** District will review the data and insights gathered through the Pre-Design phase and plan for their District's Design phase. This includes reviewing design milestones, planning meetings, and determining who will attend design sessions and meetings.

Design Phase: Fall 2026 - Spring 2027

The Design phase consists of three (3) full-day design sessions for pipeline and school design teams, fostering collaboration among key stakeholders. These sessions serve as dynamic forums for brainstorming, ideation, and co-creation, laying the foundation for subsequent milestones:

- **District Pipeline Plan:** This plan aims to optimize the pipeline of teacher candidates that are available to the District from high-quality preparation programs.
- **School Staffing Plan:** These plans aim to optimize human resources, aligning teacher expertise with student needs while fostering a supportive and collaborative school culture.
- **School Schedules:** Design schedules that are aligned with curriculum needs, integrate school staffing plans, and are attentive to student needs.
- **Job Descriptions:** Detailed job descriptions for educators and support staff are crafted. These descriptions align with the envisioned pipeline and school plans, providing clarity on roles and responsibilities to ensure a cohesive and effective educational ecosystem.
- **Selection Process for New Roles:** Criteria and processes are established to ensure a fair and transparent selection.

- **Support & Training:** Support & Training plans are tailored to empower educators and support staff with the necessary skills and resources, ensuring a seamless transition to the new structures and roles.
- **Communication:** Effective communication strategies are devised to keep all stakeholders informed and engaged.
- **Staff Launch Plan:** This plan includes supporting the District with their orientation and introduction of new roles and structures, setting the stage for successful implementation.

The District should share these deliverables with any professional learning (PL) providers they have who may be supporting the staff roles created during the design year. If requested by either the PL providers or the P2L providers, the District will coordinate a time for those providers to meet.

Implementation & Scale Phase: Fall 2027 - Spring 2028; Fall 2028 Spring 2029

The Implementation & Scale Year commences with a pivotal kick-off meeting, gathering all stakeholders to officially launch the initiatives designed during the customized Design phase. This meeting sets the tone for the Implementation & Scale phase, outlining objectives, roles, and the measurement plan. The Implementation & Scale milestones include:

- **Virtual Meetings:** Virtual Meetings are scheduled to occur bi-weekly, serving as a crucial component in the overall framework of organizational planning and assessment. The primary objective of these virtual sessions is to foster collaboration, facilitate information exchange, and ensure continuous progress monitoring.
- **Two Site Visits:** Two strategically timed site visits are scheduled during the fall and winter months. These visits provide opportunities for key stakeholders, including administrators, educators, and support staff, to collect data and monitor the implementation of new structures and strategies. The visits facilitate real-time feedback, adjustments, and collective learning.
- **Sustainability & Scale Meetings:** Sustainability meetings will focus on evaluating the effectiveness of the implemented changes. These sessions allow stakeholders to reflect on successes, identify challenges, and collaboratively strategize for the sustainability and scale of the new structures beyond the Implementation & Scale phase.

Project Stakeholders

- **Superintendent/Assistant Superintendent:** Providing strategic direction, project oversight, and decision-making to ensure effective functioning of the entire educational system.
- **District Leadership Team:** Responsible for project oversight and decision-making.
- **Human Resources/Talent Department:** Responsible for designing & executing the District's pipeline plan, budget allocations, and improvements to recruitment and hiring processes.

- **Curriculum & Instruction/Academic Team:** Play a crucial role in strategic staffing by aligning human resources with the educational objectives and instructional needs of the school district, including the implementation of high-quality instructional materials.
- **School Leadership Team:** Responsible for assisting School Design Teams with designing & overseeing the execution of school plans, budget allocations, and improvements to school staffing and schedules.
- **Principals and School Administrators:** Play a key role in the assessment of current staffing and the design and implementation of the new staffing plan and schedule within their schools.
- **Teachers and Support Staff:** Play a key role in the assessment of current staffing. Select teachers will give input and assist with the design and implementation of the new staffing plan and schedule within their schools.
- **Educator Preparation Partners (where applicable):** Play a critical role with supporting teacher recruitment, training, and development of pre-service teachers.
- **Union Representatives (where applicable):** Involved in discussions related to staffing changes and professional development.

Evaluation Plan

The evaluation plan will be co-developed with ESC 6 and the District and design teams to gauge the outcomes of strategic initiatives at meeting the objectives of the Initiative. By employing a variety of quantitative and qualitative metrics such as an annual staff satisfaction survey, descriptive data, and Teacher Incentive Allotment (TIA) data, the plan will aim to provide actionable insights for continuous improvement, ensuring that our efforts are responsive to the evolving needs of the schools.

Sustainable design is a hallmark of the Initiative, which requires districts and schools to redesign pipeline plans and school staffing and schedules using existing budgets. This Initiative is therefore a one-time investment to establish a structure that is designed to grow as schools continue to direct existing funds. This includes adding teacher leader positions to eventually reach full-scale, in which 100 percent of students are reached by an excellent teacher in core subjects.

District Commitments

1. By signing this MOU, **District** commits to engaging in the above technical assistance from ESC 6 to implement the Initiative, which incorporates the following goals:
 - Recruit candidates from and advise teachers to high-quality teacher preparation programs
 - Create hands-on, instructional work experiences and support systems for aspiring teachers in the district
 - Redesign school staffing to expand the impact of effective teachers and promote

teacher development

- Redesign campus schedules to expand the impact of effective teachers and maximize teacher development, instruction and planning time.
- Align compensation with the redesigned campus staffing and schedule responsibilities.

2. **District** will select 2-4 schools to undertake design work in the 2026-2027 School Year. If the initiative is successful, the District will consider expanding the work to additional cohorts of schools. ESC 6 will assist District in developing sustainable systems and structures for the scale of the Initiative.

4. **District** will identify District leadership team and design team members (as noted above). Design teams will attend the design sessions and make important decisions about staffing, compensation plans, professional development and trainings.

5. **District** will assign a point person(s) from the District to serve as design lead(s). These individuals will have enough time and authority to oversee the work. The total estimated time required to participate in design sessions and progress check-in calls is approximately 45 hours per year. However, the District design leader will also engage in a variety of decision-making and communication activities between these designated touch points with ESC 6.

6. **District** will give schools flexibility to reallocate funds within existing budgets to pay for their staffing plans, including the flexibility to reallocate funds from vacancies, position trades, and Title I. Additional flexibility will be provided to schools to create leadership roles and redesign job descriptions accordingly.

7. **District** leadership team will review, provide feedback on and approve the school staffing plans and schedules and the District's pipeline plan and monitor each school's implementation and redesign to facilitate continuous improvement, based on criteria mutually agreed with US PREP.

8. **District** will collaborate with ESC 6 to gather data needed to monitor and evaluate the Initiative's success. This will include administering the annual staff survey to all staff in participating schools; collecting descriptive data on teacher and student demographics; and enabling analysis of student growth data to determine the impact on student learning.

Specifically, District will provide data including, but not limited to:

- Total number of teachers and students in participating schools;
- Number of teachers without a Texas certification;
- Number of TIA-designated teachers;
- Teacher retention rates;

- Percentage of students meeting or exceeding grade-level expectations on STAAR Math and Reading assessments; and
- Any other relevant indicators mutually agreed upon by the district and ESC 6.

During a District design session focused on evaluation and accountability, a data team will work with District leaders to identify required data elements and establish any necessary data sharing agreements to support these analyses.

District Superintendent:

Ginger Carrabine

Ginger Carrabine 3-2-26

Name (print)

Date

Signature

ESC 6 Executive Director

Name (print)

Date

Signature

9. Action Items

9.A. Discuss and consider approval of the District of Innovation Local Innovation Plan Renewal



District of Innovation Local Innovation Plan

Term: **[Proposed]** March 2, 2026 - March 2, 2031

Superintendent

Ginger Carrabine

Board of Trustees

Joel Bryan, President

Felicia Benford, Vice President

Ruthie Waller, Secretary

Dr. Julie Harlin-Wolf, Member

Tim Pavlas, Member

David Stasny, Member

David Stennis, Member

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.

Vision, Mission, Board Goals, Guiding Principles

Vision

Children First. Always.

Mission

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Board Goals

1. Academic: Support the academic and post-secondary success of every student.
2. Culture and Climate: Foster and sustain a comfortable culture and climate that encourages a shared responsibility for a positive learning environment that encourages experiences in academic, extracurricular, and service activities.
3. Workforce: Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning; providing appropriate resources and support to ensure a positive working environment.
4. Community Engagement: Actively partner with students, families, staff, and the community, including post-secondary institutions, to promote collaborative stakeholder engagement to achieve the district's vision.
5. School Safety and Security: Ensure a physically and emotionally safe and secure learning environment while welcoming all students, families, staff, and the community.
6. Business and Finance: Enhance financial stability and operational effectiveness to strengthen overall district outcomes, while ensuring transparent communication with internal and external stakeholders.

Guiding Principles

1. We commit to serving the minds and hearts of our children, families, staff, and community by modeling the Essential 8: Kindness, Tolerance, Gratitude, Philanthropy, Work Ethic, Optimism, Courage, and Leadership.
2. We provide a safe and inclusive environment so that every member of the school community can thrive.
3. We lead by developing relationships built on trust and by instilling pride in our staff and students.
4. We measure our success by the way we educate and celebrate the whole child.
5. We value the diversity and unique gifts represented throughout our school community.
6. We model servant leadership with integrity, service, and commitment.

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District Educational Improvement Committee

Member Name	Role	Member Name	Role
Alderson, Diana	MC Harris Asst. Principal	Leon Urbina, Jose	RHS Student
Alvarez Granados, Mireya	BCHS Student	MacDonald, Heather	Counselor - Bowen
Barrett, Betty	Community	McGehee, Shannon	Dir of Talent Development
Barrett, Russell	Community	Meek, Hayley	Library - Fannin
Becker, Laura	Teacher - Branch	Mervish, Lori	Parent
Blount, Latoya	Teacher - Long	Molina, Georgeanna	Dir of Bilingual Services
Bonilla, Tina	Teacher - Rayburn	Moon, Ashlie	Teacher - Bonham
Collins, Aimee	Teacher - Neal	Parra, Jennifer	Teacher - Navarro
Cox, Erica	Teacher - RHS	Pereida, Odhalys	Teacher - Crockett
Bricker, JoLyn	Director of C&I	Pohla, Jon	Teacher - Sadberry
Carrabine, Ginger	Superintendent	Sand, Dawn	Henderson Teacher
Foreman, Whitney	Houston Asst Principal	Smith, Shelley	Parent
Gonzalez, Eunice	IC - Jones	Vasconi, Amanda	Teacher - Davila
Holder, Monica	Parent	Vega, Diana	Teacher - Johnson
Huffman, Amber	Teacher - SFA	Villafranca, Stephany	Teacher - Henderson
Jordan, Tricia	Teacher - Mitchell	Warren, Jennifer	BISD Exec Director
Kasugano, Kilie	Teacher - BHS	Watson, Eric	TAMU, Community
Keifer, Charlotte	Teacher - Kemp	Willett, Donna	Dir. of Counseling
Kirk, Annette	Teacher - BCHS	Wright, Elizabeth	Teacher - Ross
Lemons, Jennifer	Dir of Data Services	Ybarra, Barbara	Assoc. Supt.

District of Innovation Overview & Timeline

Original Local Innovation Plan - Approved March 2017

House Bill 1842, passed in the 84th Texas Legislative Session and contained in the Texas Education Code (TEC) at Chapter 12A, provides Texas public school districts with flexibility and innovation.

Therefore, on November 7, 2016, the Bryan ISD Board of Trustees voted unanimously to become a District of Innovation by passing a resolution to begin the process. Subsequently, a Local Innovation Committee, comprising a broad group of stakeholders, was formed and met several times while developing a Local Innovation Plan. Ultimately, and as an approval requirement, the plan was approved by the District Educational Improvement Committee (DEIC). The Bryan ISD Board of Trustees approved the Local Innovation Plan in March 2017, making Bryan ISD a District of Innovation.

Renewal of the Local Innovation Plan - Approved March 2021

A Local Innovation Plan through the District of Innovation process must be renewed every five years and approved by the Board of Trustees. Consequently, the original members of the Local Innovation Committee and replacements, as applicable, were convened in January 2021 to review the Local Innovation Plan to consider the renewal process. It was determined that the plan would be renewed “as is,” with the exception of updating it to include current Board Goals and Guiding Principles, and changing the language for Class Size and Student Teacher Ratios (K-4) specific to the kindergarten pilot at Crockett Elementary. The committee agreed that, while the class-size statutory exemption was not currently in use, the District would maintain this waiver in case it is used in the future. Further, the committee agreed that the plan would not be restricted to Crockett Elementary, allowing the possibility of a pilot program at a different campus.

Renewal of the Local Innovation Plan - March 2026

To maintain the district’s Local Innovation Plan, the district convened the District’s Educational Improvement Committee (DEIC) in the Fall of 2025 to review and revise the current plan and potential additions as part of the five-year renewal process. The committee reviewed the existing plan in light of various legal updates from the 89th Legislature. For example, all references to waiving any provision of the Texas Education Code regarding student discipline are no longer permitted. This necessitated the removal of the waiver for mandatory DAEP placements for students with a nicotine vape; however, another law corrected this provision, and a mandatory placement is no longer required. Additionally, the committee reviewed a new provision that would allow for a waiver for state-required professional development and timelines. More information is provided under the Local Innovation Plan Components.

- November 13, 2025: District Educational Improvement Committee (DEIC) received an overview of the renewal process and provided feedback on current and possible waiver provisions.
- November 18, 2025: District Leadership Team received an overview of the renewal process and provided feedback on current and possible waiver provisions.

- December 11, 2025: District Educational Improvement Committee (DEIC) updated based on the feedback received.
- January 12, 2026: District Educational Improvement Committee (DEIC) received draft language for the local innovation plan renewal.
- January 15, 2025: District Educational Improvement Committee (DEIC) received the final draft for feedback and voted on the proposed Local Innovation Plan. The Local Innovation Plan was unanimously approved.
- January 21, 2026: The Local Innovation Plan was posted online in accordance with the renewal process.
- [PENDING] March XX, 2026: The Bryan ISD Board of Trustees considers approval of the DOI Renewal Plan.
- [PENDING] March XX, 2026: The approved plan was submitted to the Texas Education Agency in accordance with the renewal process.

Bryan ISD Board DOI Resolution, Passed Unanimously 11/7/2016



INNOVATION DISTRICTS

RESOLUTION TO ADOPT A DISTRICT OF INNOVATION

WHEREAS Education Code 12A.001 provides that a district is eligible for designation as a district of innovation if the district's most recent performance rating under Section 39.054 reflects at least acceptable performance, and that consideration of designation as a district of innovation may be initiated by a resolution adopted by the board of trustees of the district; and

WHEREAS the Bryan Independent School District's most recent performance rating under Education Code 39.054 reflects at least acceptable performance.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Bryan Independent School District by adoption of this resolution initiates the process under Education Code Chapter 12A to become a district of innovation.

BE IT FURTHER RESOLVED that after this resolution is signed by the Board, a public hearing shall be held to consider whether the District should develop a local innovation plan for the designation of the District as a district of innovation and that after the public hearing the Board of Trustees of Bryan Independent School District shall appoint a committee to develop a local innovation plan or decline to pursue designation as a district of innovation.

Adopted this 7th day of November, 2016, by the Board of Trustees.



Presiding Officer

Secretary

Bryan ISD Local Innovation Plan Components

First Day of Instruction

Statutory Provision

Texas Education Code § 25.0811: A school district may not begin instruction for students for a school year before the fourth Monday in August. Board Policy Ref: EB (Legal)

Note: Changing the first day of instruction does not alter the University Interscholastic League (UIL) restrictions for the first day of practice for athletic and fine arts programs. Bryan ISD will continue to comply with the UIL calendar for summer practices and will not move them earlier, even if the school start date is moved up.

Challenges/Obstacles

The increasingly later start date for instruction has posed numerous challenges to the District's academic operations. Fall and Spring semesters are significantly unequal in length; opportunities for collaborative teacher planning and preparation time are reduced, the last day of instruction gets pushed farther into June, which negatively affects summer programming, and some students and staff who wish to attend universities and colleges in the summer miss the first days of college classes.

Unequal semesters also negatively affect one-semester classes because the same curriculum still must be taught in fewer instructional days. The shortened instructional period makes it more difficult for students to master concepts and increases the number of out-of-school assignments.

In addition, teachers and campus administrators value strategically scheduled professional development days in each semester to help campuses analyze student performance and plan. The late school start date impedes the development of an academic calendar that meets stakeholder needs and prevents balancing the Fall and Spring semesters. Unbalanced semesters negatively affect student learning, cause low staff morale in the spring due to a later ending date, and reduce teacher preparation time.

Proposed Innovation/Benefits

Bryan ISD will no longer be required to delay the start of school to the fourth Friday in August as currently required by TEC § 25.0811. Upon implementation of the DOI Plan, the District will determine an appropriate start date annually that does not occur before the second Monday in August.

Bryan ISD will continue to consider stakeholder input as required by Board policy EB (Local) in its determination of the first day of instruction.

Renewals and Amendments

March 2021: Renewed and unchanged.

December 2022: Language updated and approved by the Board of Trustees to provide more flexibility in the selection of the First Day of School.

March 2026: Renewed and unchanged.

Teacher Certification

Statutory Provisions

Section 21.003 A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Section 21.0031: An employee's probationary, continuing, or term contract under this chapter is void if the employee: (1) does not hold a valid certificate or permit issued by SBEC; (2) fails to fulfill the requirements necessary to renew or extend the employee's certificate or any other certificate or permit issued under Subchapter B; or (3) fails to comply with any requirement under Chapter 22 if the failure results in suspension or revocation of the employee's certificate.

Section 21.051 provides that before a school district may employ a candidate for certification as a teacher of record. The candidate must complete at least 15 hours of field-based experience in which the candidate is actively engaged in instructional or educational

Section 21.002 provides that a school district shall employ a teacher, principal, librarian, school nurse, or school counselor under a probationary, continuing, or term contract.

Section 21.053 provides that a person who desires to teach in a public school shall present the person's certificate for filing with the employing district before the person's contract with the board of trustees of the district is binding. An educator who does not hold a valid certificate may not be paid for the teaching or work done before the effective date of issuance of a valid certificate.

Board Policy Ref: DBA Employment Requirements and Restrictions: Credentials and Records

Challenges/Obstacles

The traditional certification requirements under the Texas Education Code are not always aligned with the realities of the current education employment environment and the need to hire industry experts to teach certain course offerings, particularly Career & Technology Education (CTE) and Dual Credit courses. As a result, Bryan ISD has been unable to offer some requested courses due to the lack of teacher-certified candidates. With respect to CTE courses, career and industry professionals with decades of experience are not eligible for hire because they do not hold teacher certification. The cost and time involved in obtaining alternative teaching certification are often more than these otherwise qualified candidates are willing to endure, which limits course offerings and stunts the opportunities available to CTE students in many career pathways.

A similar barrier to hiring exists for certain otherwise qualified Dual Credit course instructors. Bryan ISD partners with Blinn College to offer up to 60 college credit hours at the Bryan Collegiate High School. Blinn College requires instructors to have a minimum of a Master's degree and 18 graduate hours in the field of instruction (ex: 18 hours of graduate-level English and a Master's degree in English to become a Blinn College/Bryan Collegiate English instructor). For particular courses, such as

Kinesiology/Physical Education, finding a Master's-level instructor with 18 hours of Kinesiology and a teaching certificate is next to impossible—yet such instructors and courses are a must in an early college high school.

Additionally, based on historical and current trends, Bryan ISD recognizes the need for innovative recruitment and hiring processes in enrichment curriculum areas, such as World Languages and Fine Arts. In fact, last year the District had multiple vacancies in world language classrooms, most often in Spanish courses, and several vacancies in Fine Arts that were difficult to fill.

Proposed Innovation/Benefits

Bryan ISD seeks to hire certified and highly qualified individuals for every teaching position. In the event the district cannot locate a certified teacher for a position that can be filled by a degreed, but uncertified, candidate, the District would like the flexibility to hire those candidates to meet campus staffing needs. opportunity to expand the number of candidates that will be recruited and trained for positions of need.

Additionally, Bryan ISD acknowledges that pursuant to House Bill 2 of the 89th Texas Legislature, the District's ability to include exemptions from some certification requirements under Section 21.003 is now limited. The limitations are phased in over the next three academic years (2025-2026, 2026-2027, and 2027-2028).

- 2025-2026 the District may maintain the currently approved DOI plan, which may include exemptions from 21.003.
- 2026-2027 the District can no longer include K-5 reading and mathematics teachers in DOI plan exemptions from 21.003.
- 2027-2028 District can no longer include all foundational subject teachers (i.e., reading/English language arts, math, science, and social studies) in any grade level in DOI plan exemptions from 21.003.

The District's approved exemptions in this plan are appropriate and allowable to maintain certification flexibility for non-foundation subjects, allowing career and technical education (CTE) and other enrichment subject teachers to continue serving in assignments.

When hiring teachers, the District shall ensure the following actions:

- Qualified candidates with a Texas Certification will be given priority.
- All candidates are required to complete the criminal background check in compliance with State Board for Educator Certification (SBEC) rules, as mandated by TEC §22.0833, for a non-certified employee.
- Candidates are thoroughly vetted to ensure they have not surrendered any teaching certificates in the past or been terminated from a teaching position for reasons unacceptable to the District.

- Candidates attend new teacher orientation and are supported by a mentor. In addition, candidates receive pedagogy and classroom management training to ensure they can reach students and scaffold information appropriately.
- Special education, bilingual, and prekindergarten (4) teachers must continue to be SBEC certified and are not eligible to be hired through the DOI Teacher Certification credentialing process.

This innovation will allow Bryan ISD to consider broader applicant pools and to broaden the District’s course offerings or fill hard-to-staff positions while maintaining a high quality of instruction.

Renewals and Amendments

March 2021: Renewed and unchanged.

June 2022: Revised language approved by the Board of Trustees to include other statutory provisions and guidelines to expand teacher certification exemption to all subjects and levels.

March 2026: Updated to reflect to statutory timelines and requirements.

Minimum Attendance for Course Credit (the 90% Rule)

Statutory Provision

Texas Education Code §25.092: Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

Board Policy Ref: FEC Attendance for Credit

Challenges/Obstacles

As Bryan ISD continues to expand the innovative and engaging instructional arrangements offered to students, such as college-based dual credit courses and internships, the concept of how students participate in these instructional arrangements must also be expanded beyond the arbitrary assessment of “seat time.” In addition, certain circumstances of life or extreme examples of health challenges (fragility, extended illness requiring hospitalization, etc.) can result in a student studying, preparing, and testing to demonstrate content mastery but falling short of attendance guidelines—thus catching the student in a trap of knowing the content but not sitting in a classroom long enough to meet the current code.

Issuing a course grade solely based on the percentage of time the student attends class overlooks a student’s demonstrated content mastery and can undermine the goals of innovative programming, such as student-directed self-study and exploration to achieve mastery of the content. Bryan ISD believes that the attendance committees on District campuses need the flexibility to establish relevant requirements for the successful completion of these courses. Relief from the “seat time” requirements in § 25.092 does not interfere with a teacher’s right to determine the student’s final

grade under TEC § 28.214 and does not restrict a teacher’s right to assign student grades in accordance with TEC § 28.0216.

Proposed Innovation/Benefits

Bryan ISD will utilize local campus attendance committees to establish minimum criteria for attendance, course completion, and mastery. The District strongly believes that a student’s mastery of learning outcomes should be the determining factor in earning credit and/or a final grade rather than measures such as “seat time” that do not consider the real objectives of the educational experience. Exemption from the requirement of TEC § 25.092 will allow the District to consider the circumstances of life and health and also to provide increased active learning opportunities to its students while focusing on a student’s demonstrated learning and mastery of content. This exemption would allow school personnel to act as advocates for the student to initiate the attendance committee process to grant credit to a student who fails to meet the 90 percent seat-time rule.

Renewals and Amendments

March 2021: Renewed and unchanged.

March 2026: Renewed and unchanged.

Class Size and Student to Teacher Ratios (K-4 grades)

Statutory Provision

Texas Education Code § 25.111 Student-Teacher Ratios, § 25.112 Class Size, § 25.113 Notice of Class Size: Texas Education Code section 25.111 requires districts to employ a sufficient number of certified teachers to maintain an average ratio of not less than 1 teacher for every 20 students in average daily attendance. Texas Education Code section 25.112 generally prohibits a district from enrolling more than 22 students in a K-4th-grade class unless the district claims an exemption through the Texas Education Agency’s (TEA) waiver procedure. Texas Education Code section 25.113 requires a campus or district that is granted a class size waiver to provide parental notice.

Board Policy Ref: BF Campus Class Size Waivers; EEB Instructional Arrangements—Class Size

Challenges/Obstacles

Bryan ISD strives to maintain class sizes appropriate to students' age and grade level and to provide the greatest amount of individualized instruction possible. Under the current code, K–4 classes are to be maintained at a 22-student-to-1-teacher ratio. When a class exceeds this limit, the district must complete a waiver with the TEA. Along with the waiver, a letter must be sent home to each parent in the section that exceeds the 22:1 ratio, informing them that the waiver has been submitted. Often, shortly after the waiver is submitted, students move out of the district, and the class size ratio returns to below 22:1. In some instances, students would benefit from exceeding the ratio and remaining in their current classroom environment, where they have formed relationships with their peers and teachers. This consistency will allow for students’ learning processes to remain intact.

Proposed Innovation/Benefits

The district seeks to have local discretion to determine the appropriate class ratio in partnership with campus administrators. For example, in general, the ratio in a Kindergarten classroom should be lower than in a 5th-grade classroom. However, if there are special circumstances and specific students' needs in the 5th-grade classroom, the ratio may need to be lowered accordingly. Conversely, a 1st-grade classroom may fluctuate to 23 students in April, but adding a teacher and splitting the class would not be in the students' best interests. The decision is tailored to the unique needs of the students served in each classroom.

Renewals and Amendments

March 2021: Renewed with language revised to include removal of Crockett Elementary and notation that the model is not in current use, but the waiver will remain for future committee and staff consideration.

March 2026: Simplified the language and removed references to a prior pilot program.

Revisions to the Complaint Resolution Process

Statutory Provision

Texas Education Code Chapter 26A requires adopting a new grievance policy that prohibits starting at the lowest level of resolution.

Challenges/Obstacles

The district is committed to resolving concerns and complaints at the earliest and most appropriate level, with an emphasis on open communication and direct dialogue whenever possible. While the law prohibits the formal grievance process from beginning with the individual named in the grievance, even at the complainant's request, there are instances in which it may be appropriate for that individual to serve as the Level One Hearing Officer, depending on the nature of the complaint. In other cases, it may not be suitable. The district values the ability to make this determination in order to support timely, effective resolutions that best serve all parties involved.

Proposed Innovation/Benefits

There are, however, provisions in this statute that the district believes would enhance the current policy and process. For example, extending the timeline to allow for informal resolution. The district would like to waive TEC Chapter 26A and instead update our current policies to incorporate some of these provisions.

Renewals and Amendments

August 2025: Board approval of the amendment to include this statute in the district's local innovation plan.

March 2026: Renewed and unchanged.

Oversight of Campus Libraries

Statutory Provision

The 89th Legislature approved several new laws regarding the oversight and management of campus libraries. First, Texas Education Code Chapter 33.025(b) requires the establishment of a new oversight process and committee for the curation of library collections. Secondly, TEC 33.026(a)(1)—(a)(4), (c), (e), and (f) provide new specifications and limitations on the acquisition of library materials.

Challenges/Obstacles

The district is committed to using policies and procedures to efficiently provide quality library materials in our school libraries that adhere to legal mandates and continue to maintain the highest standards. These statutes would create a redundant system on top of existing curation committees and oversight. Further, it would slow the acquisition of new books that support the state standards and student learning.

Proposed Innovation/Benefits

Through our established systems, the district ensures that students, teachers, and the community will continue to have access to high-quality, appropriate library books and materials. The district is committed to providing appropriate library resources efficiently while maintaining high standards of quality and relevance. District procedures and expectations require that all books purchased for and donated to our libraries reflect community and campus needs, are appropriately leveled, support and enrich the curriculum, and foster a love of reading and learning.

To ensure these guidelines are consistently met, professional Library Media Specialists review library resource materials using professional journals, seek recommendations from students, teachers, and the community, and collaborate with both in-district and external education professionals. Compiled purchase lists are then reviewed by campus principals and the District Library Program Coordinator before being submitted to the vendor. These processes have proven effective in curating district library collections while upholding accountability and instructional alignment. By waiving this requirement, the district can continue to operate efficiently without duplicating established efforts, allowing resources to remain focused on student success.

Renewals and Amendments

August 2025: Board approval of the amendment to include this statute in the district's local innovation plan.

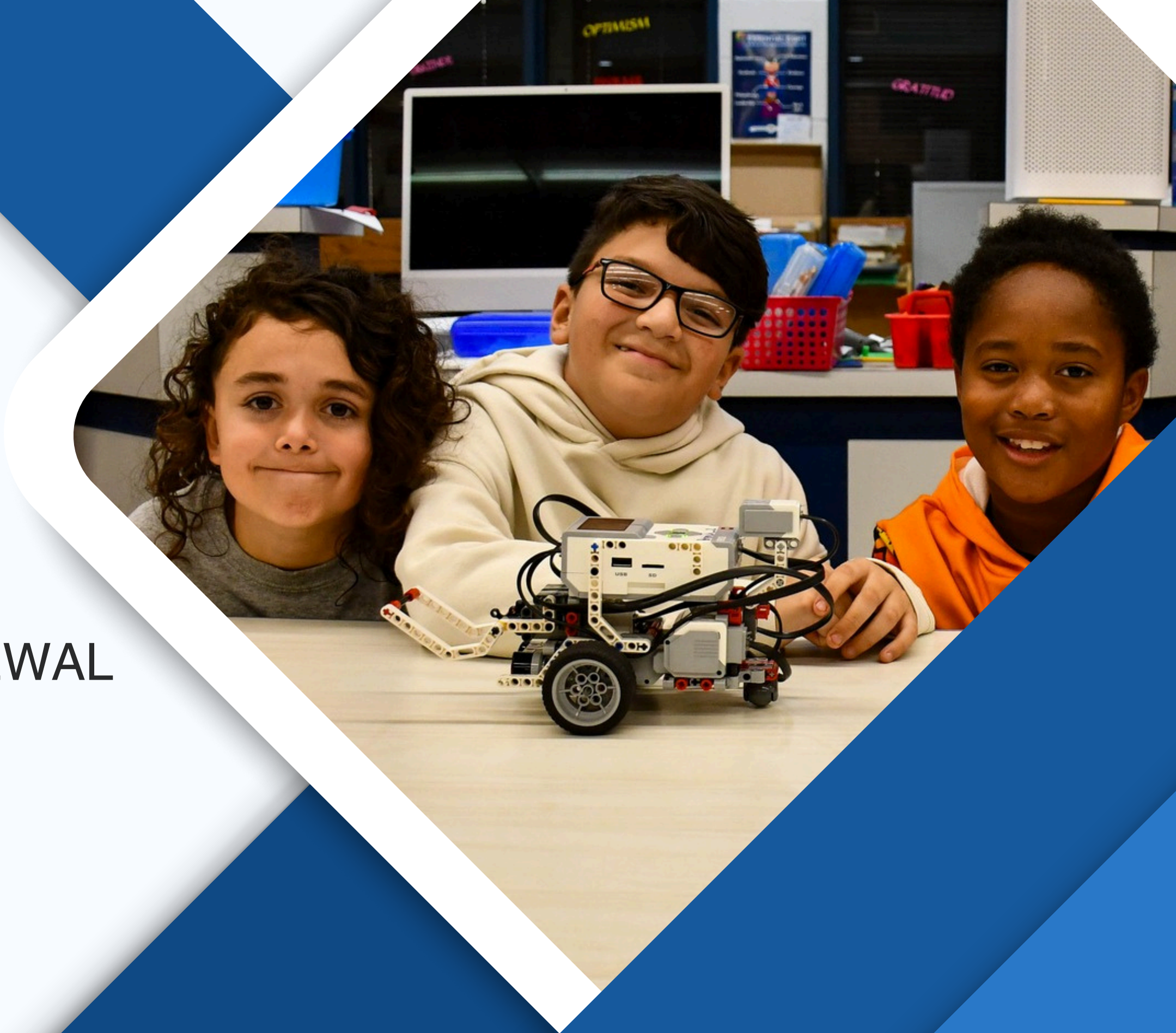
March 2026: Renewed and unchanged.

DISTRICT OF INNOVATION

LOCAL INNOVATION PLAN RENEWAL



MARCH 2, 2026



DISTRICT OF INNOVATION

- Passed into law by the 84th Legislature in 2015 (HB 1842)
- An opportunity for ISDs to access flexibility and innovation
- Texas Education Code and Policy-driven process
- Any public school whose most recent academic performance was rated acceptable is eligible
- Plan must be approved by the district-level advisory committee (District Educational Improvement Committee (DEIC) and the School Board of Trustees



CURRENT LOCAL INNOVATION PLAN

1. First day of instruction
2. Teacher certification
3. Minimum attendance for course credit
4. Class size (K-4)
5. Revised complaint resolution process (2025)
6. Oversight of campus libraries (2025)



RENEWAL PROCESS & TIMELINE

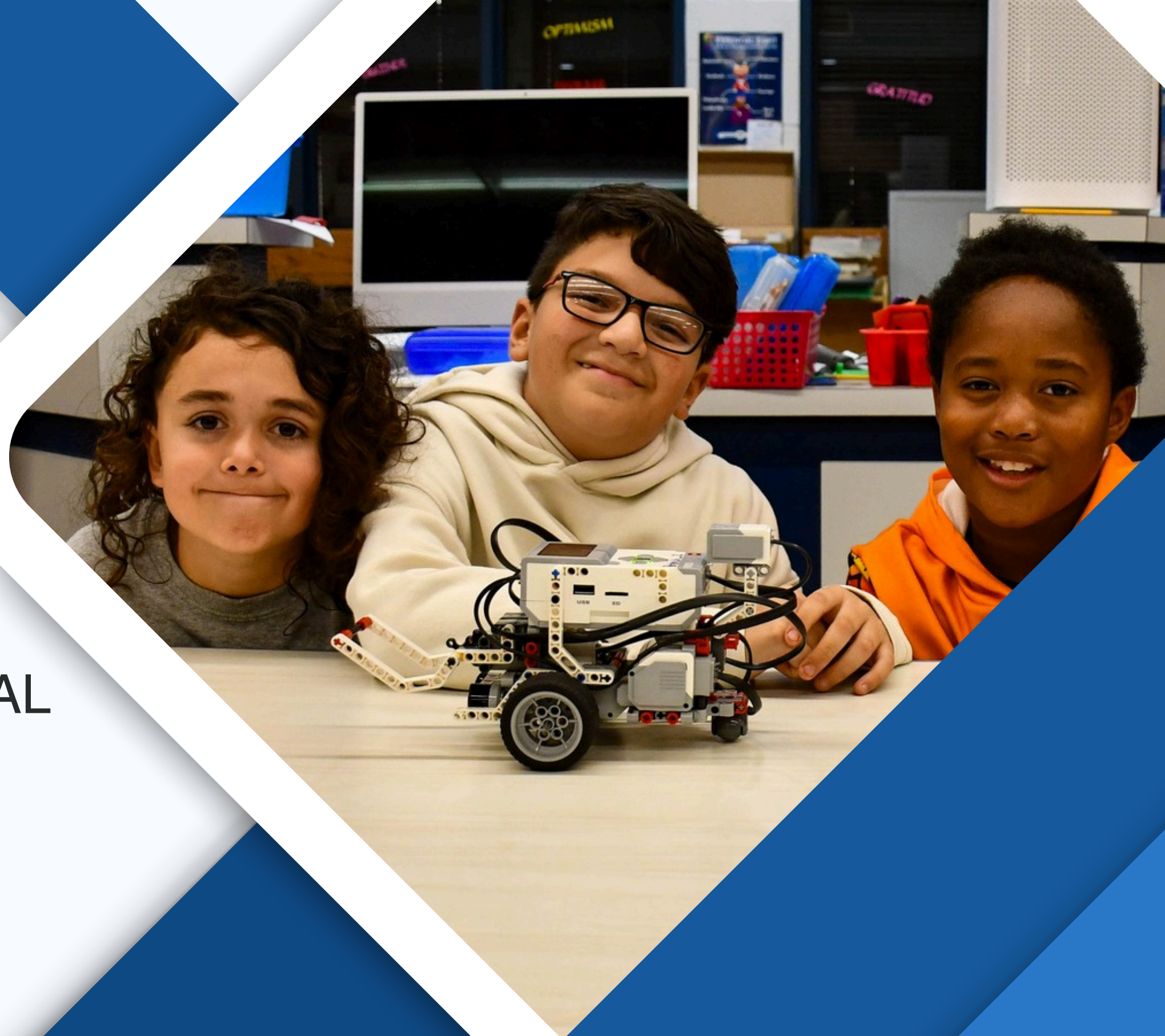
- Renewal every 5 years, no later than March 2026, for Bryan ISD
- ✓ ○ **November 2025** - Review and consider any feedback from the community regarding the renewal of the Local Innovation Plan
- ✓ ○ **December 2025** - Draft DOI plan to DEIC for feedback
- ✓ ○ **January 15, 2026** - DEIC held a public meeting to consider the proposed plan (majority vote required)
- ✓ ○ **January 2026** - Approved by the DEIC, and posted on the District's website 30 days before Board consideration
- ○ **March 2026** - Board of Trustees considers plan
 - (2/3 vote required)
 - If approved, notify TEA and post online within 15 days

DISTRICT OF INNOVATION

LOCAL INNOVATION PLAN RENEWAL



MARCH 2, 2026



9.B. Consideration of and possible action on a proposed contract with PBK Sports to provide design and construction administration services for the New Fieldhouse and Athletic Projects identified in the 2025 Bond

10. Closed Session

10.A. Discuss issues pertaining to appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee - Texas Government Code 551.074

10.B. Discussion related to a public school student, wherein personally identifiable information will necessarily be revealed - Texas Government Code 551.0821

11. Reconvene in Open Session

12. Adjourn

Posted: Posted: Tuesday, February 24, 2026 @ 5:00 PM



For the Board of Trustees