



A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, May 4, 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 Brazos County Health District as an Essential Eight Community Partnership Awardee for gardens in schools

4.B. Celebrating CTE students for their participation in the Brazos County Youth Livestock Show

4.C. Recognition of Architectural Partners related to the 2025 Bond

5. Public Comment on Agenda Items

6. Board Member Reports

6.A. Executive Committee Report on the Budget Development Process and Bond 2025

6.B. Intergovernmental Committee Report on the State of Healthcare in the Brazos Valley

6.C. Finance Board Committee Report on Bond Sale Methods and Budget to Actual Forecast Update

7. Information Items

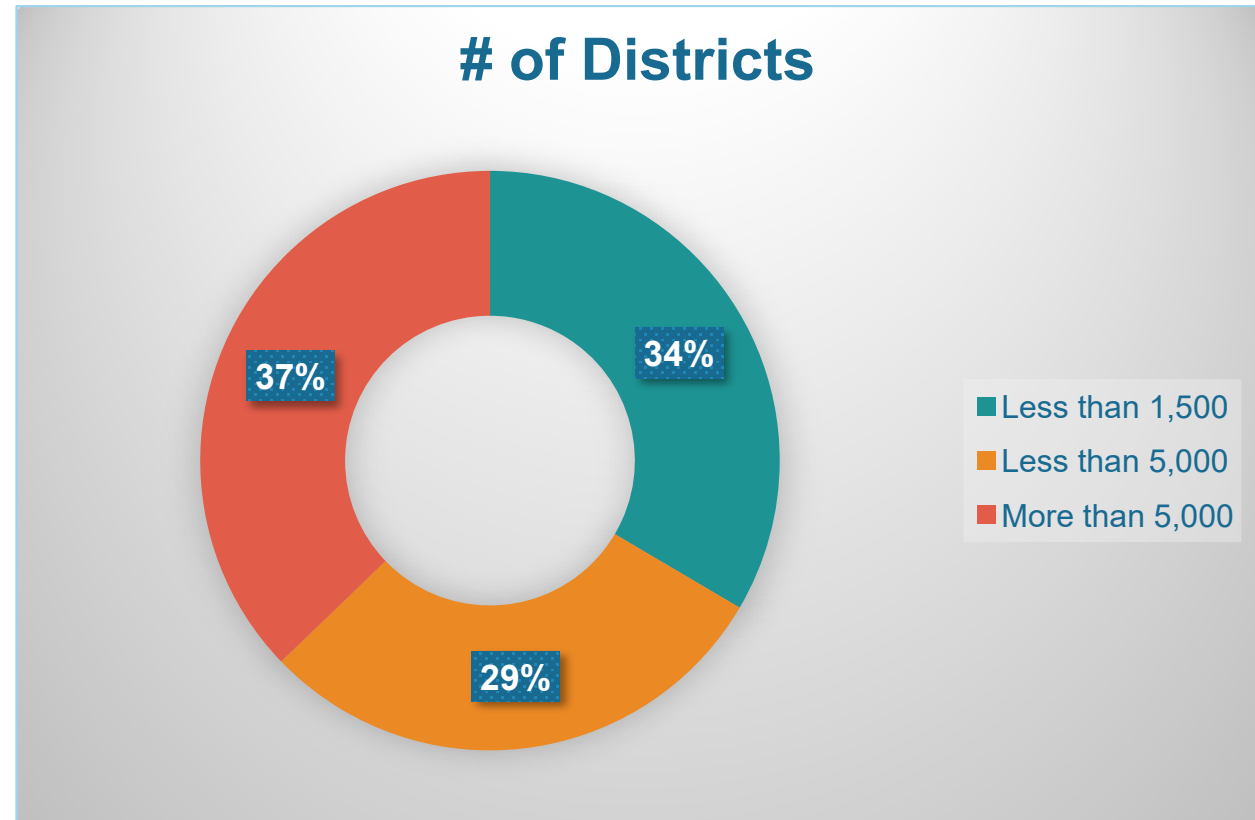
7.A. Texas School Finance: Key Concepts and Current Landscape



Third Annual TASBO School Finance Survey

2026 TASBO School Finance Survey

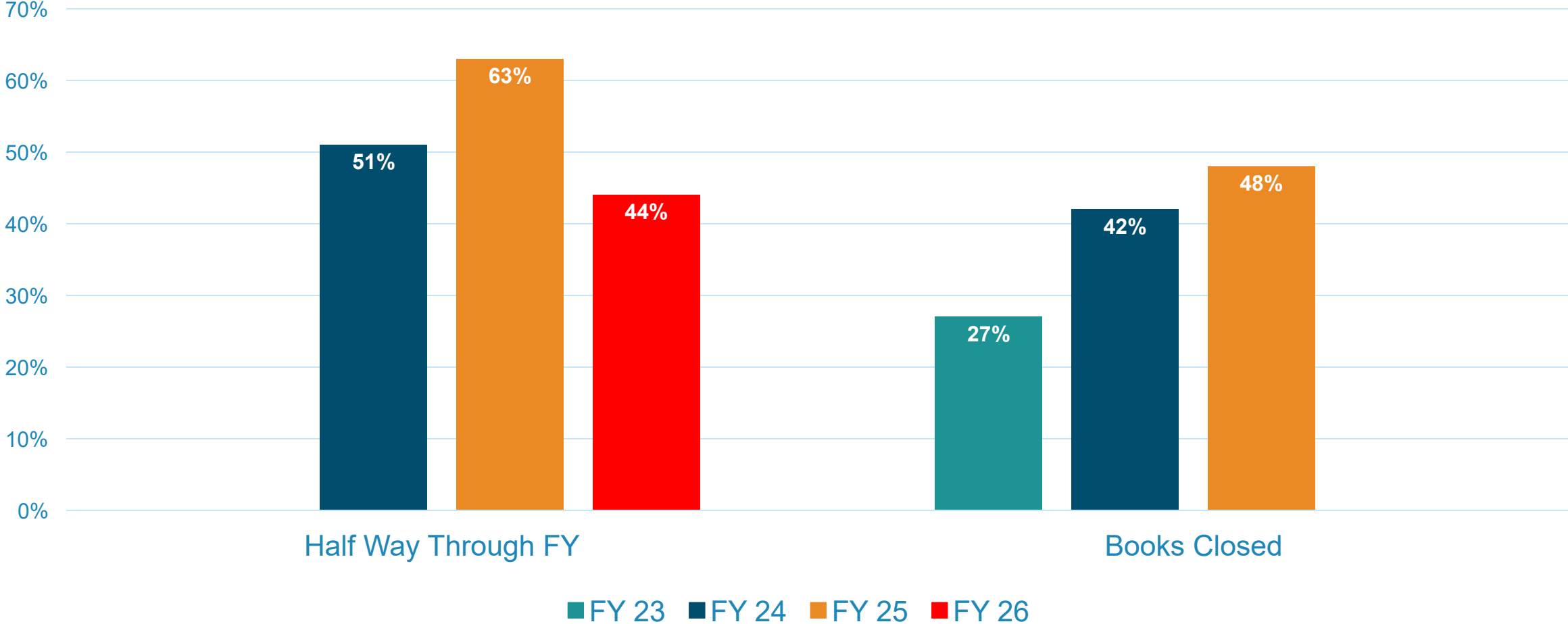
- 263 responses from 244 LEAs representing 46% of the state's students



Key Takeaways

- Conservative budgeting can somewhat mitigate projected deficits mid-way through the year by fiscal year end.
 - 51% of LEAs responded they thought they would end up in a deficit midway through the year in FY 2024, and that fell to 42% by fiscal year end.
 - 63% of LEAs responded they thought they would end up in a deficit midway through the fiscal year in FY 2025 and that fell to 48% by fiscal year end
- Half way through the fiscal year, the percentage of districts in deficit in FY 2026 was 44%, down compared to FY 2025 at the same point in the fiscal year.
- Planned use of fund balance in FY 2027 remains a strategy (54.9%), but appears to be on the decline (73.8% reported planned use of fund balance 4 months prior to budget adoption in FY 2025)
- 70% of LEAs plan to reduce budgets in FY 2027

Will the District End the Fiscal Year in a Deficit



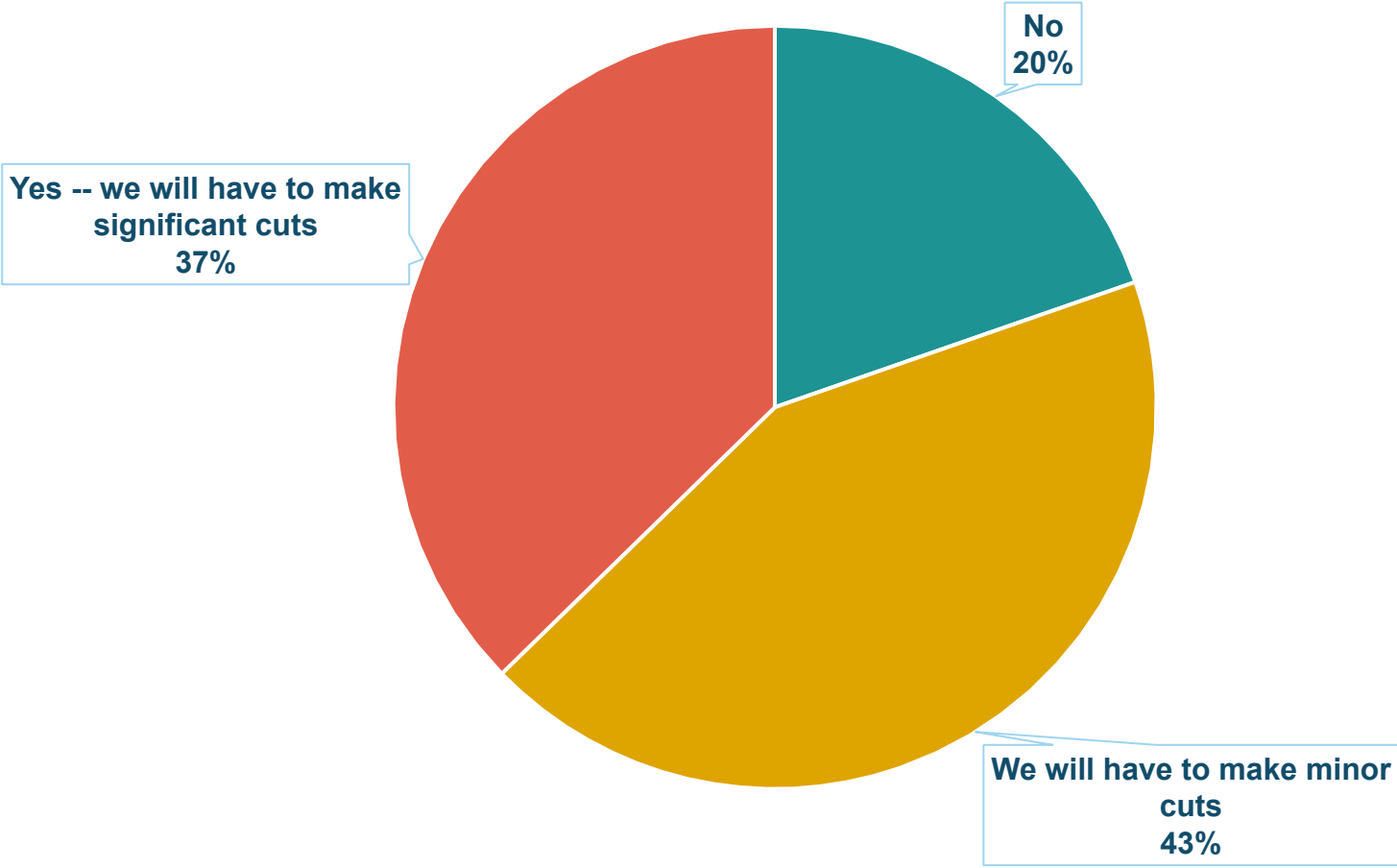
Best Guess 4+ Months from FY 2027 Budget Adoption?

	Anticipate Using Fund Balance	Do Not Anticipate Using Fund Balance	Total
Will Need to Make Budget Cuts	FY 25: 56.5% FY 26: 55.3% FY 27: 42.2%	FY 25: 16.3% FY 26: 25.5% FY 27: 27.5%	FY 25: 72.8% FY 26: 80.8% FY 27: 69.7
Will NOT Need to Make Budget Cuts	FY 25: 17.3% FY 26: 13.7% FY 27: 12.7%	FY 25: 9.9% FY 26: 5.8% FY 27: 17.6%	
Total	FY 25: 73.8% FY 26: 69.0% FY 27: 54.9%		

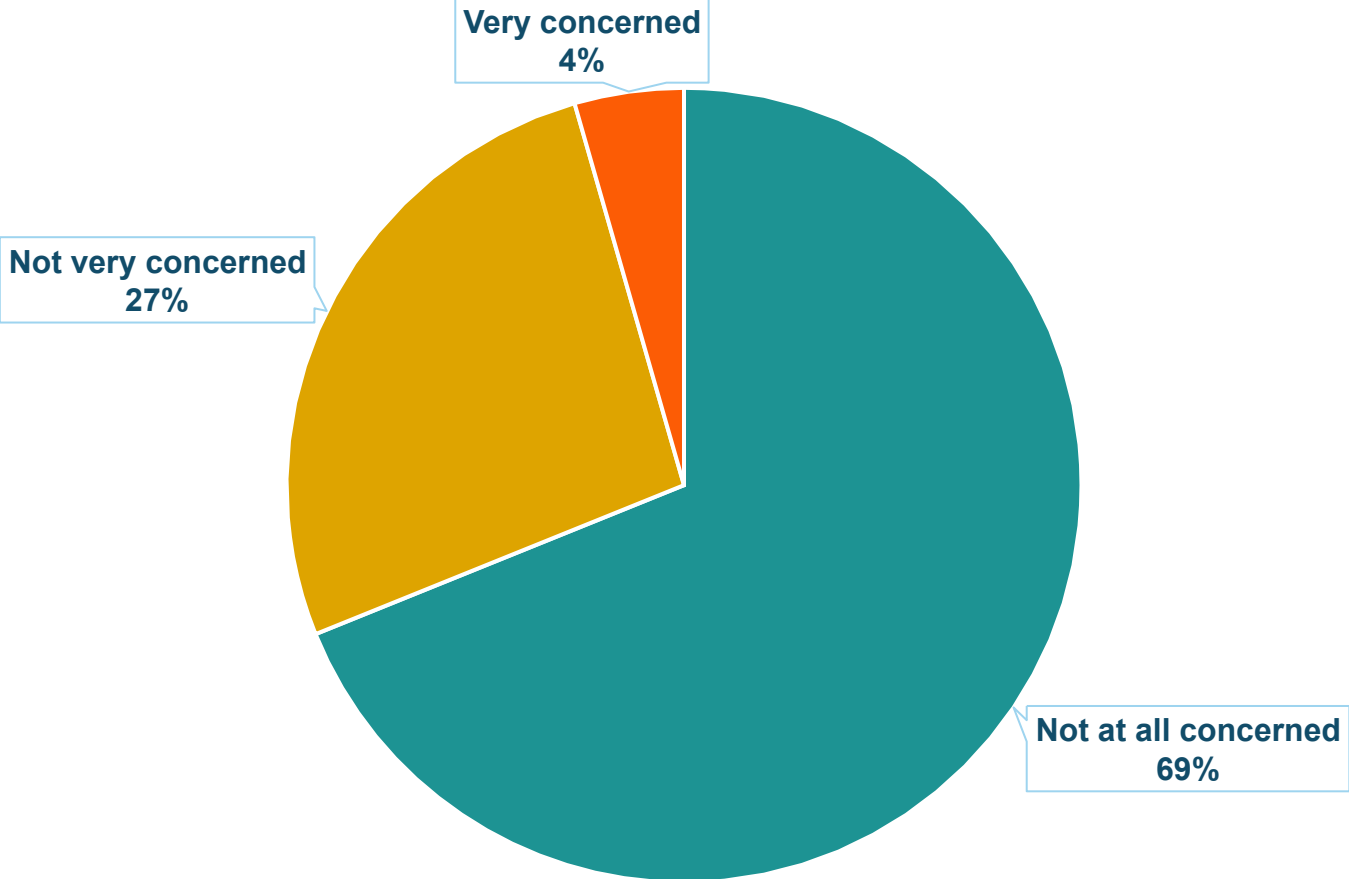
FY 2025: 73.8% reported planned use of fund balance. FY 27: 54.9% reported planned use of fund balance



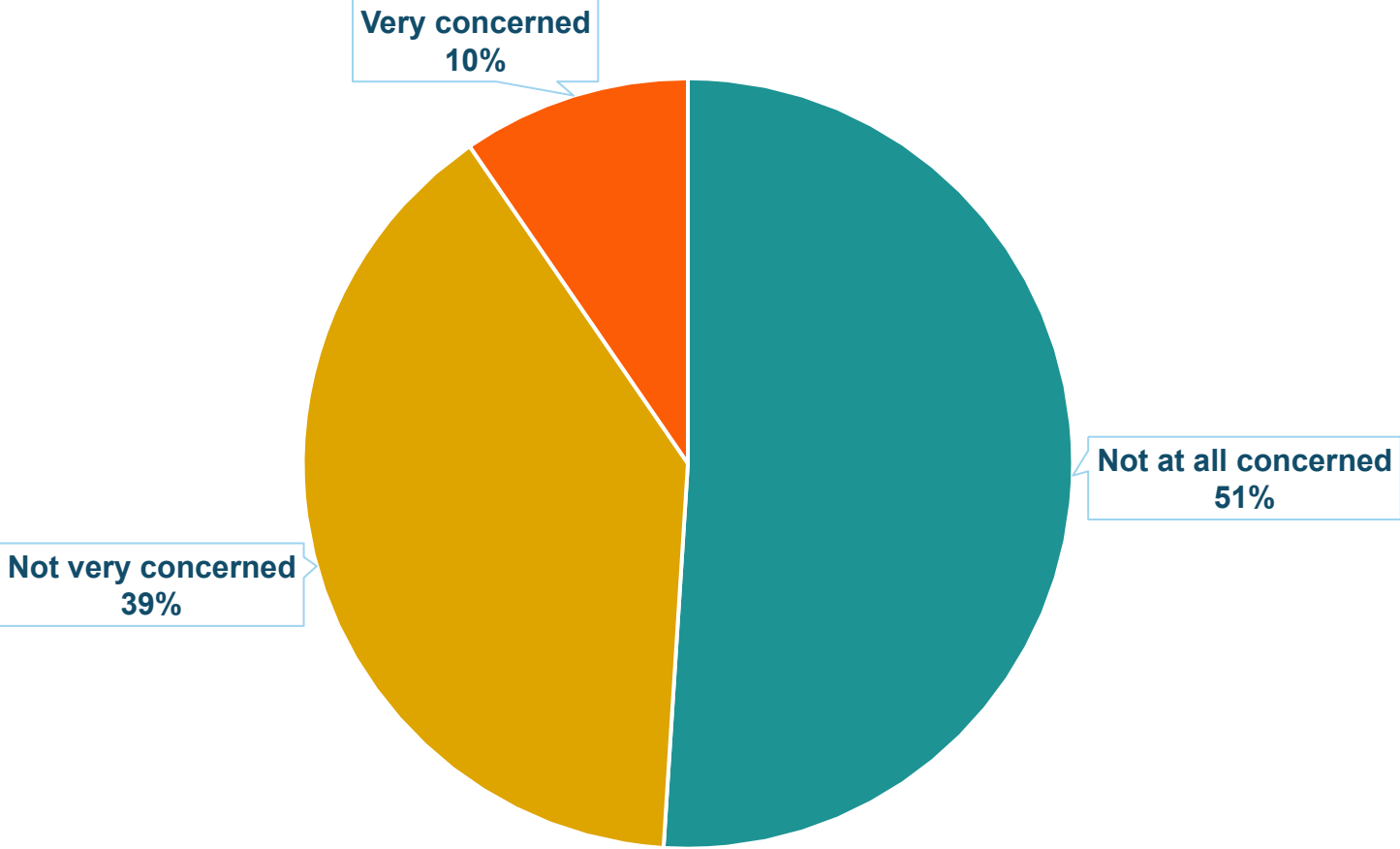
Likelihood of Significant Cuts for FY 27



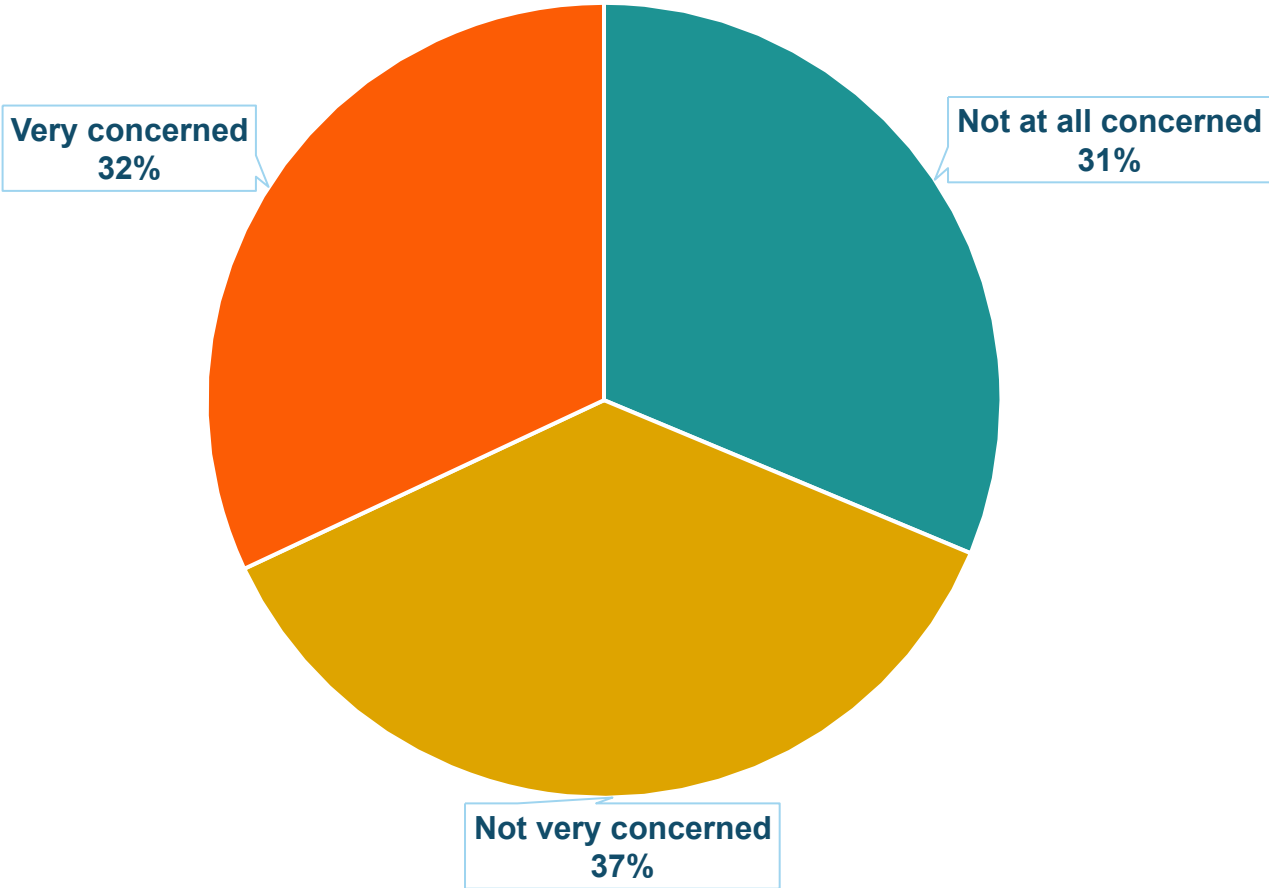
Worried About Cash Flow This Year



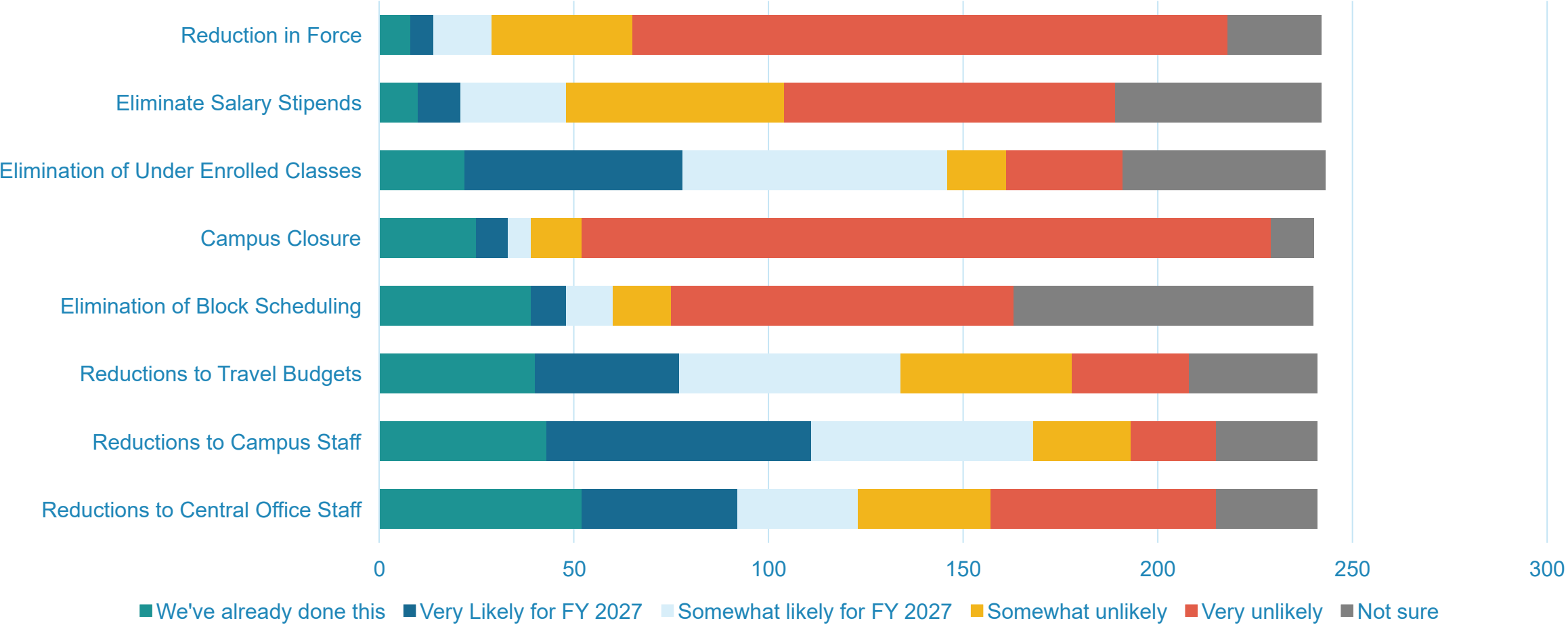
Worried About Cash Flow Next Year



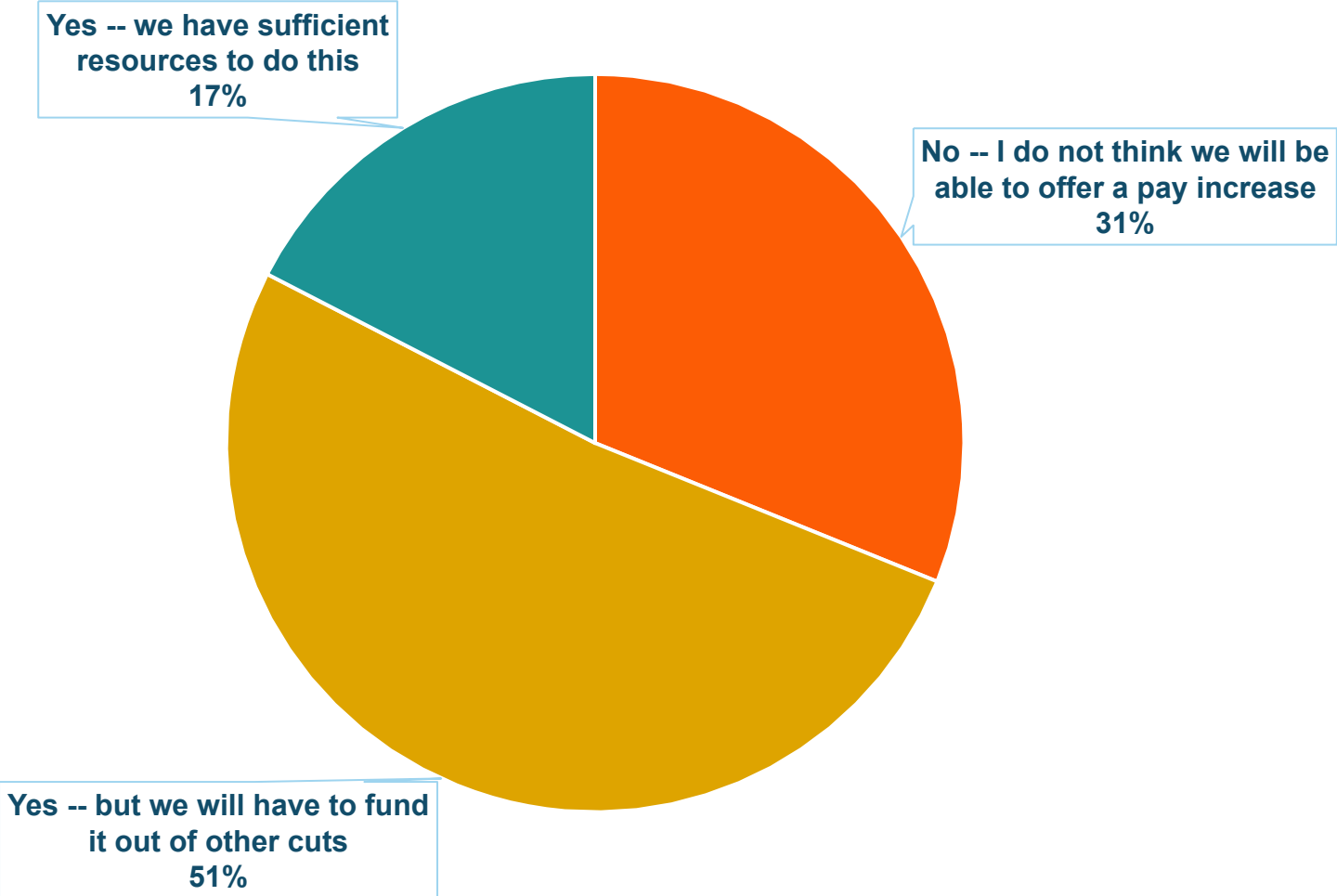
Worried About Cash Flow Next 3 Years



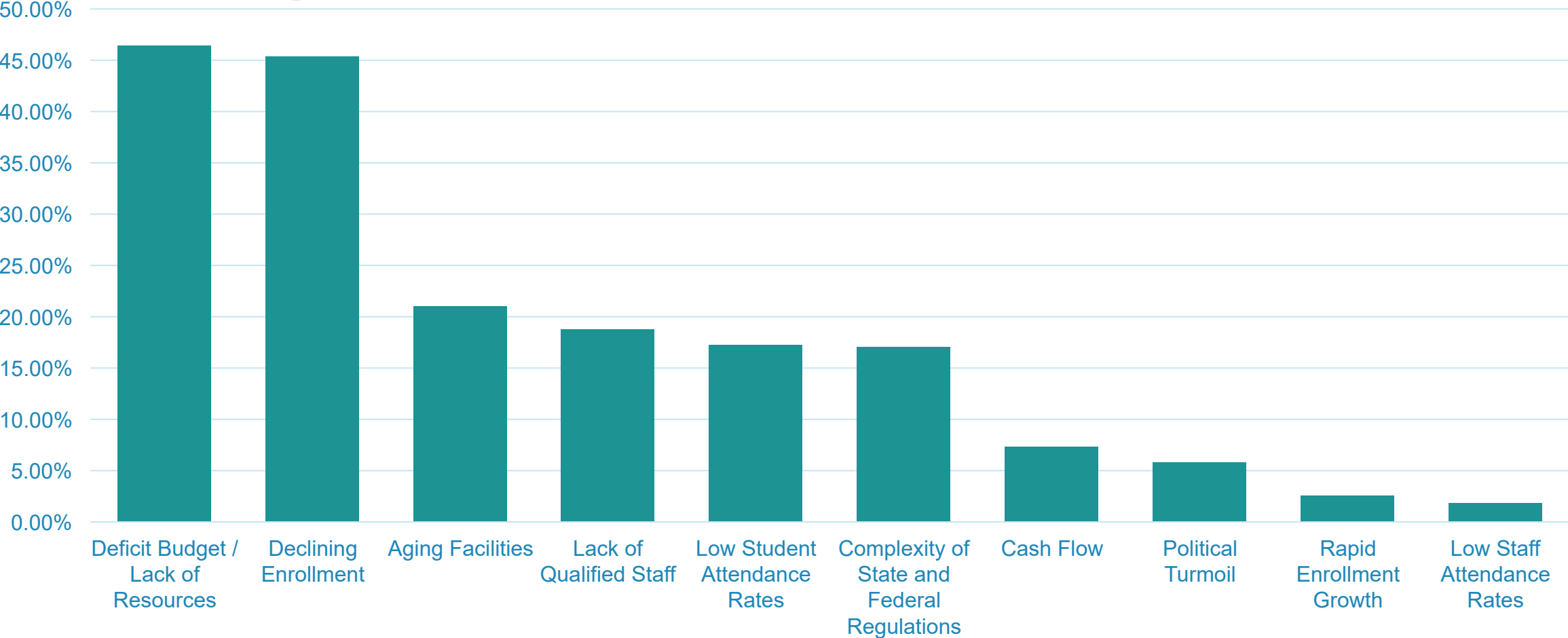
Likelihood of Specific Cuts in FY 27



Likelihood of Salary Increase in FY 27



% of Districts Reporting Item is a Top 3 Challenge



Causes of Current Budget Challenges

- Declining Enrollment
 - Challenges downsizing cost as rapidly as the formula drops revenue
- New Revenue Combined with New Programs
 - New resources were helpful, but were largely targeted toward specific reforms rather than toward deficit reduction
- Recommendations
 - Begin the budget process earlier than usual
 - Stay mindful of staffing ratios as employees leave
 - Consider new sources of revenue
- Proactive approaches can help avoid painful course corrections down the road.

Thank you for your time today!

Contact Information:

Amanda Brownson abrownson@tasbo.org

(512) 462-1711

www.tasbo.org



7.B. Wayfinder Ridership System with RFID (Radio Frequency Identification) Card Readers

7.C. Budget Development Series — Related to Budget Planning and Expenditures

7.D. Update on the Exploration of Flexible Learning Options

8. Consent Agenda

8.A. Consider approval of the meeting minutes for April 20th, 2026

8.B. Consider a Memorandum of Understanding with Sam Houston State University for the Grow Your Own Program Allotment

ADDENDUM TO MEMORANDUM OF UNDERSTANDING (MOU) FOR PREP GROW YOUR OWN 2026-2027 Between

Sam Houston State University & Bryan ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is February 23, 2026, between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Bryan Independent School District, (hereinafter Bryan ISD or the District. Individually, Bryan ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

A. Purpose

- To supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Grow Your Own program, serving EC-6 grade-levels, to improve educator preparation, with the end goal of improving Bryan ISD student achievement.
- To articulate the nature and expectations of the partnership between the parties associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter PREP GYO Program) in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified institutions of higher education (hereinafter IHE) and educator preparation programs (hereinafter EPP), to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter GYO participants) in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

B. Authority & Citations

This Addendum is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

C. Term & Renewal

This Addendum begins on the Effective Date and ends on June 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

D. Collaborative Goals

- Establishing structures for quality implementation, including:
 - Establish and communicate compliance procedures associated with participation

- in the PREP GYO Program.
 - Selection of GYO participants according to a set of mutually determined criteria.
 - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
 - Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in earning a bachelor's degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program.
- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
 - Completion of the bachelor's degree and acceptance into an EPP within three (3) years.
 - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
 - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
 - On-the-job training aligned with the standards for educator certification established by the board.
 - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

E. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key IHE leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness.

F. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
 - Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
 - Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
 - Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

G. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the District designates SHSUCOE as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Addendum. The FERPA Designee shall comply with FERPA as to any such educational records.

H. Additional District Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a certification-aligned job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the District.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The District must work with SHSUCOE to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.

I. Additional SHSUCOE Specific Obligations

- Provide key faculty member(s) to support the implementation of the PREP GYO Program.
- Ensure that GYO participants earn their bachelor's degree within three years of beginning participation in the PREP GYO Program.
- Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

J. Miscellaneous

1 Governing Law & Venue

This Addendum is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas.

2 Termination

Except as otherwise provided, this Addendum may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for GYO participants to complete the year prior to the effective date of termination. Upon termination, the District will notify appropriate Texas Education Agency staff of the termination of this Addendum.

3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business.

4 Sovereign Immunity

Nothing in this Addendum waives or relinquishes the Parties' rights to claim any exemptions, privileges, immunities, or defenses, whether constitutional, statutory or common law. To the extent the terms of this paragraph conflicts with any other provision in this Addendum, the terms of this paragraph shall control.

All terms and provisions from the original MOU also apply to this Addendum.

Signatures

IN WITNESS WHEREOF, the Parties to this Addendum, through their duly authorized representatives, have executed this Addendum and certify that they have read, understood, and agreed to its terms. This Addendum may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

Bryan ISD (Superintendent's Designee)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

Bryan ISD (Program Manager)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

SHSU (Legal Authority)

- Signature: _____
- Name: Sumanth Yenduri, Ph.D.
- Title: Provost and Senior Vice President, Sam Houston State University
- Date: _____

SHSUCOE (GYO Program Leadership)

- Signature: _____
- Name: Stacey Edmonson, Ed.D.
- Title: Dean, College of Education, Sam Houston State University
- Date: _____

8.C. Consider a Memorandum of Understanding with Sam Houston State University for the Residency Program Allotment

ADDENDUM TO MEMORANDUM OF UNDERSTANDING (MOU) FOR PREP RESIDENCY 2026-2027 Between

Sam Houston State University & Bryan ISD

This document constitutes an Addendum (the Addendum) to the Memorandum of Understanding (MOU) whose effective date is February 23, 2026, between **SAM HOUSTON STATE UNIVERSITY**, an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Bryan Independent School District, (hereinafter Bryan ISD or the District. Individually, Bryan ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

A. Purpose

- To supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Enhanced Residency program to improve educator preparation, with the end goal of improving Bryan ISD student achievement.
- To facilitate a learning-centered partnership between the District and SHSUCOE in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment, and
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

B. Authority & Citations

This Addendum is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

C. Term & Renewal

This Addendum begins on the Effective Date and ends on June 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

D. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

E. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.
- Data-Sharing Framework: Establish processes to share non-identified district performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

F. Recruitment

The Parties will collaborate to recruit candidates that meet the District's greatest staffing needs and align with SHSUCOE admissions and program capacity.

G. Support for Residents

1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

2 Clinical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

4 Evaluation & Coaching

- Formal Evaluation: Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- Informal Coaching: Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

5 Observation Logistics

- Data Collection & Dissemination: Ensure compliance with FERPA and District policies in any collection, storage, or sharing of data.
- Communication of Schedules & Results: Field Supervisors and/or SHSUCOE faculty will communicate observation schedules and results to designated District personnel via email and the SHSUCOE compliance software (e.g. TK20).
- Campus Visit Procedures: SHSUCOE personnel will adhere to District campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the District will provide in writing and update as needed.

H. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

I. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

J. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of SHSUCOE.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the District designates SHSUCOE as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Addendum. The FERPA Designee shall comply with FERPA as to any such educational records.

K. Additional District Specific Obligations

- Provide opportunities for Residents to attend District- and school-level professional development.

- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
- Permit Resident video recording for licensure and professional development purposes in accordance with District policy; obtain signed parental consent forms as required.

L. Additional SHSUCOE Specific Obligations

- Comply with District policies and procedures and ensure SHSUCOE instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance will all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by SHSUCOE policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.

M. Miscellaneous

1 Governing Law & Venue

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2 Termination

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Bryan ISD (Superintendent's Designee)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

Bryan ISD (Program Manager)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

SHSU (Legal Authority)

- Signature: _____
- Name: Sumanth Yenduri, Ph.D.
- Title: Provost and Senior Vice President, Sam Houston State University
- Date: _____

SHSUCOE (Residency Program Leadership)

- Signature: _____
- Name: Stacey Edmonson, Ed.D.
- Title: Dean, College of Education, Sam Houston State University
- Date: _____

8.D. Consider approval of a Low Attendance Waiver for January 27, 2026.

9. Action Items

9.A. Discuss and Consider Approval of a Purchase over \$50,000 utilizing General funds for Skyward Enterprise Software Annual Support Renewals for the 2026-2027 school year

9.B. Consider approval of Connections Education LLC partnership for virtual learning program offerings

9.C. Consider updates to Board Policy FDA (Local)

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: Tuesday, April 28, 2026 @ 5:45 PM



For the Board of Trustees