NOTICE
This notice is posted pursuant to the Texas Open Meetings Act.
[TEXAS GOVERNMENT CODE SECTION 551]

BRYAN ISD BOARD OF TRUSTEES WORKSHOP
Boardroom
801 South Ennis Street
Bryan, TX 77803
Monday, October 17, 2022   –   6:00 PM

AGENDA

CALL TO ORDER
Welcome
Pledges - American and Texas Flags
Citizens' Comments
Spotlight
1.   Student Ambassador Update
2.   Bryan ISD Build Donation from the Lester Banks Foundation
3.   Bryan ISD Build Donation from the City of Wixon Valley
4.   Elementary Teacher of the Month
5.   Secondary Teacher of the Month
Superintendent Update
1.   Superintendent Update; Bryan ISD Build, Matching Donation for BISD Build, BISD Education Foundation Teacher Grants
Information Items
1.   School Boundaries Update   2

School Boundaries Update

October 17, 2022

Goals & Objectives

✓ Provide for the opening of Sadberry Intermediate in accordance with Board Policy FC (Local)

✓ Ensure the equitable distribution of programs and students across all grade levels in accordance with FC[3] (Local)

✓ The School Boundaries Oversight Committee will work in alignment with the decision principles detailed in FC(LOCAL) to review and provide feedback and suggestions regarding attendance boundary recommendations.

School Boundary Early Planning

Bond Election 2020

- ## Sadberry Intermediate
  - Philosophical decision to lower the enrollment for this grade range from 1200 per campus to 600-800 students. This would allow for a more scaffolded approach to school size exposure for students.

- ## Haliburton Auxiliary Complex
  - Allows for the relocation of the current Maintenance and Transportation facility to allow for the opening of Sadberry Intermediate.

- ## RHS Addition
  - Addition of 14 classrooms currently in progress, anticipated completion December 2022.

Collaborative Process for Determining School Boundaries

- PASA Demographics

- Cooperative Strategies

- Bryan ISD Administration

- School Boundaries Oversight Committee

- Bryan ISD Stakeholders

Stakeholder Engagement & Timeline

September
- ✓ School Board Updates
- ✓ District Educational Improvement Committee
- ✓ Faith Based Leadership Team
- ✓ Parent Leadership Team
- ✓ Superintendent Advisory Council
- ✓ School Boundaries Oversight Committee
- ✓ Teacher Advisory Council

October
- ✓ School Board Updates
- ✓ School Boundaries Oversight Committee Meetings
- ✓ Principal Focus Group - Programs
- ✓ Parent Focus Group - Programs
- ✓ Teacher Focus Group - Programs
- ✓ DEIC Focus Group - Programs

November
- ● School Board Updates
- ● Survey of School Boundary Options
- ● School Boundaries Oversight Committee
- ● Stakeholder Focus Groups
- ● Teacher Advisory Council
- ● Parent Leadership Team

December-January
- • School Board Recommendations
- • School Boundaries Oversight Committee
- • Faith Based Leadership Team
- • Superintendent Advisory Council
- • District Educational Improvement Committee

BRYAN
INDEPENDENT
SCHOOL DISTRICT

Stakeholder Focus Groups

Principals, Parents, Teachers, DEIC

Nationwide Teacher Shortage

- August 2022 research study on the reports of teacher shortages across the nation. The researchers found that there are at least 36,000 vacant positions along with at least 163,000 positions being held by uncertified teachers, both of which are conservative estimates of the extent of teacher shortages nationally.
  - https://www.edworkingpapers.com/sites/default/files/ai22-631.pdf
- TEA has launched a Teacher Vacancy Task Force to address the staffing shortages stemming from the pandemic.
  - https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview
- Colleges report a continued downward trend in students enrolling in teaching programs. Transitional teacher-preparation programs saw a 35% decline between 2009 and 2019. This trend has continued to worsen due to the pandemic and the number of students seeking to be teachers has continued to decline.
  - https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03

Proactive Planning

- Through the District of Innovation (DOI) legislation, Bryan ISD has filled approximately 80 teacher vacancies with college-degreed staff that do not currently hold a teacher certification.
  - Bryan ISD has seen success with DOI teachers in the areas of Career and Technical Education, World Language and Dual Credit for several years. This was expanded to other courses during the summer of 2022.
  - Approximately half of these teachers are enrolled in an alternative teacher certification program.
- Due to federal regulations and rules, Pre Kindergarten, Bilingual Education, and Special Education teaching positions must hold a teacher certification and may not be filled by a teacher under the DOI provision.
- Board Policy FC(Local)
  - Minimize use of temporary classrooms that cause a school to operate at a level greater than the identified capacity
  - Alternative Student Enrollment Options:
    - Consider current classroom utilization and programs such as prekindergarten, bilingual education classes, special education classes, and programs of choice at the school
  - If necessary, administration may initiate:
    - Limiting transfers, which may include choice students, in or out of the school consistent with Board policy;
    - Moving programs to or from the school

Feedback on the Number of Teachers/Grade

- Consideration for how many teachers are at the same grade level providing the same instructional services (English-Speaking Classroom; Dual Language Classroom, Transitional Bilingual Classroom).
- Consolidation of services allows for
  - students to build community,
  - build strong relationships and language,
  - allows teacher planning specific to the unique needs of students, and
  - allows for various classroom options for students that best meet needs.
- Feedback from all Focus Groups was supportive of ensuring there are at least 2 Teachers providing the same instructional services at each grade level on a campus.

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Feedback on the Consolidation of PreK Services

- Full-Day Program, students must qualify or pay tuition (Low-Income, Bilingual Services, or Special Education)

- Previously a ½ day program at Bonham, Crockett, Fannin, Kemp-Carver, Jones, Bowen

- In 2019, state law shifted this to a full day program and now each campus houses its own PreK classrooms.

- Current PreK Seats Available and additional teachers that could fill teacher vacancies:
  - 120 Pre K - Bilingual; approximately 5 Teachers and 5 IAs
  - 237 Pre K English; approximately 10 Teachers and 10 IAs

- Campuses with fewer than 2 teachers per grade level
  - Branch, Crockett, and Neal

- Feedback from Stakeholder Focus Groups was mixed, and more feedback is needed

Feedback on the Consolidation of Dual Language Services

- Requires student application and assessment. Students are tested prior to Kindergarten (Oral Language Proficiency Test) to determine their strength in both English and Spanish.

- Classrooms are composed of approximately 50% English Speakers and 50% Spanish Speakers.

- Current Schools: Johnson, Henderson, and Crockett.

- Current Dual Language Seats Available and additional teachers that could fill teacher vacancies
  - Kindergarten: 21 seats available; 1 Teacher possibly
  - 1st: 39 seats available; 1-2 Teachers possibly
  - 2nd: 22 seats available; 1 Teacher possibly
  - 3rd: 25 seats available; 1 Teacher possibly
  - 4th: 11 seats available; 0 Teachers

- Feedback from Stakeholder Focus Groups was supportive, but more feedback is needed.

Feedback on the Consolidation of Transitional Bil. Services

- Grades K-6: If the home language survey indicates a language other than English during the enrollment process, students are assessed using the oral language proficiency test and the Language Proficiency Assessment Committee (LPAC) determines services.

- Schools: Bonham, Branch (added in 2017-18), Crockett, Fannin, Henderson, Jones, Kemp-Carver, Navarro, Neal, Long, Rayburn (added in 19-20)

- Based on the current number of students needing services by grade and number of Bilingual Certified teachers required we would need a minimum of 78 teachers. [13]
  - Currently, we employ 119 Transitional Bilingual teachers in grades PK-6.

- Campuses with fewer than 2 Transitional Bilingual teachers per grade level
  - Branch: PreK (limited space)
  - Crockett: PK, K, 1, 2, 3, 4 (limited space due to Dual Language)
  - Henderson: 1
  - Kemp-Carver: 4
  - Navarro: K, 3
  - Neal: PK, 1

- Feedback from Stakeholder Focus Groups was supportive, but more feedback is needed.

Current Boundaries

Projected Enrollment

PASA Demographics

- Projected enrollment by campus based on current school boundaries
- Net Transfers
  - The impact on enrollment after considering all students transferring to or from a campus.
  - Program transfers play a large role in this impact.
- Projected Percent Utilization
  - Assumes that all programs will remain where they are currently located.

Cooperative Strategies Observations

- Branch, Henderson, and Johnson are the most overutilized facilities
- Bowen, Kemp-Carver, and Neal are the most underutilized facilities

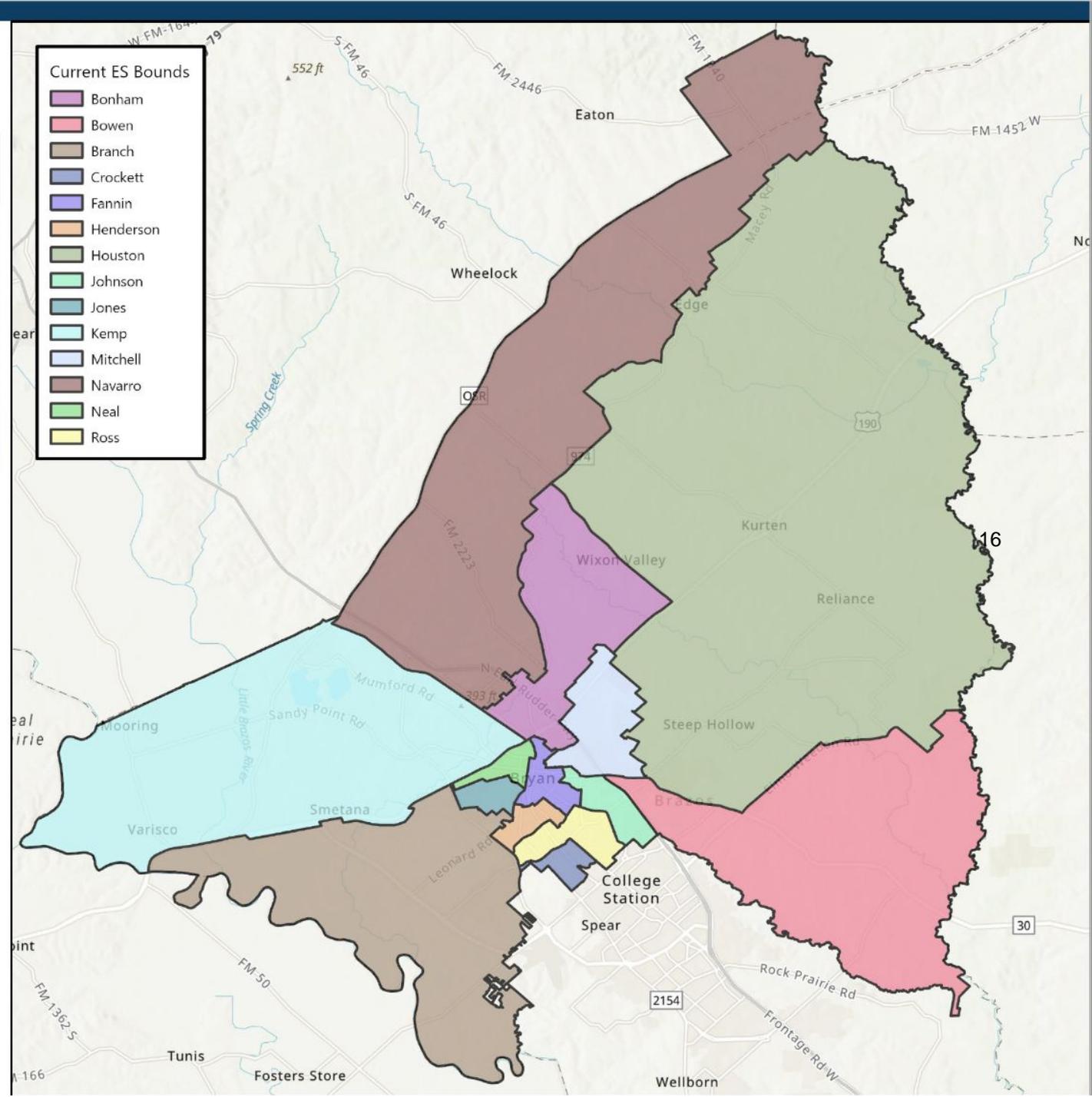EE-4th Geocoded Students by Current Attendance Zone
Bryan ISD
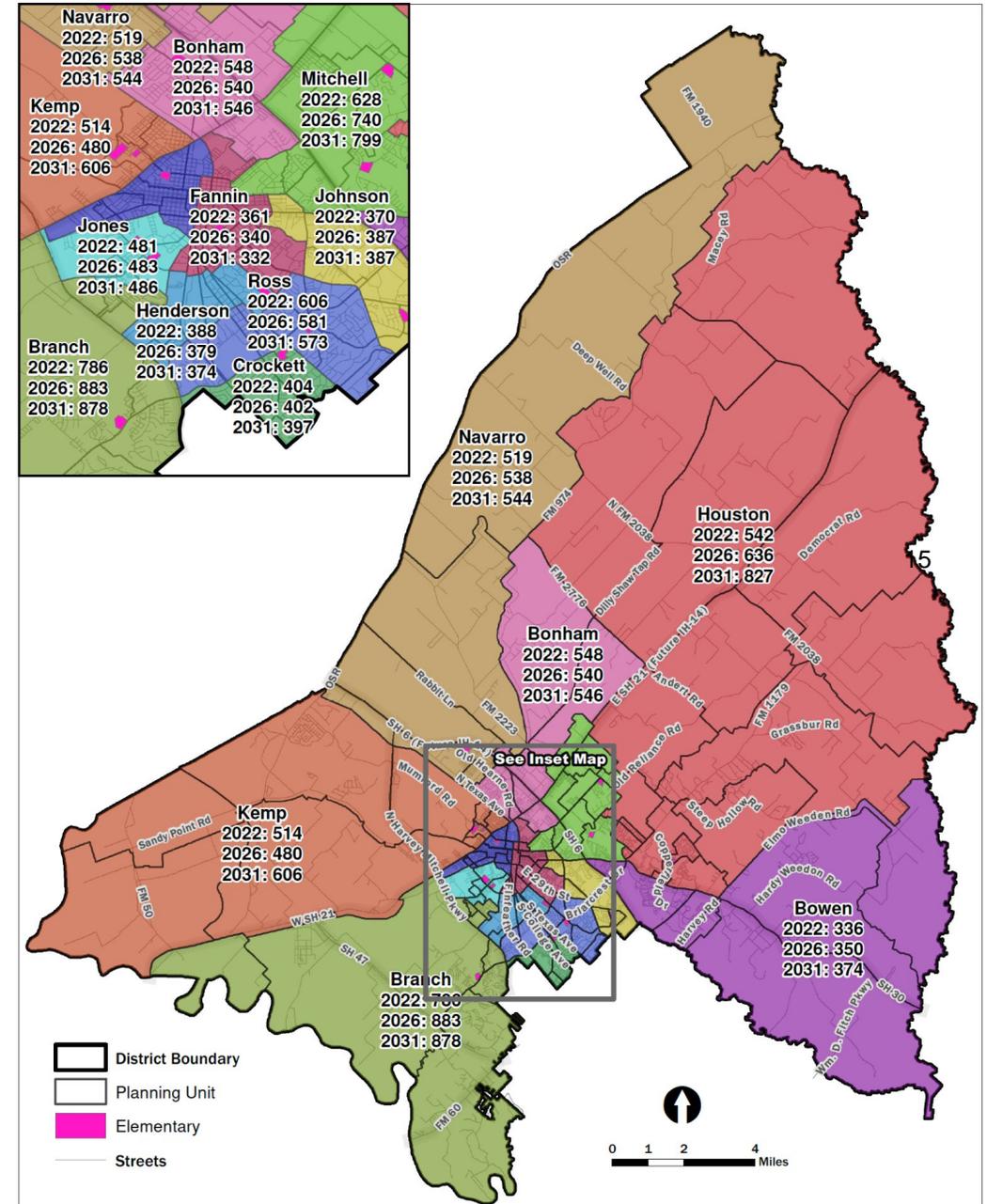
CURRENT ES STATUS

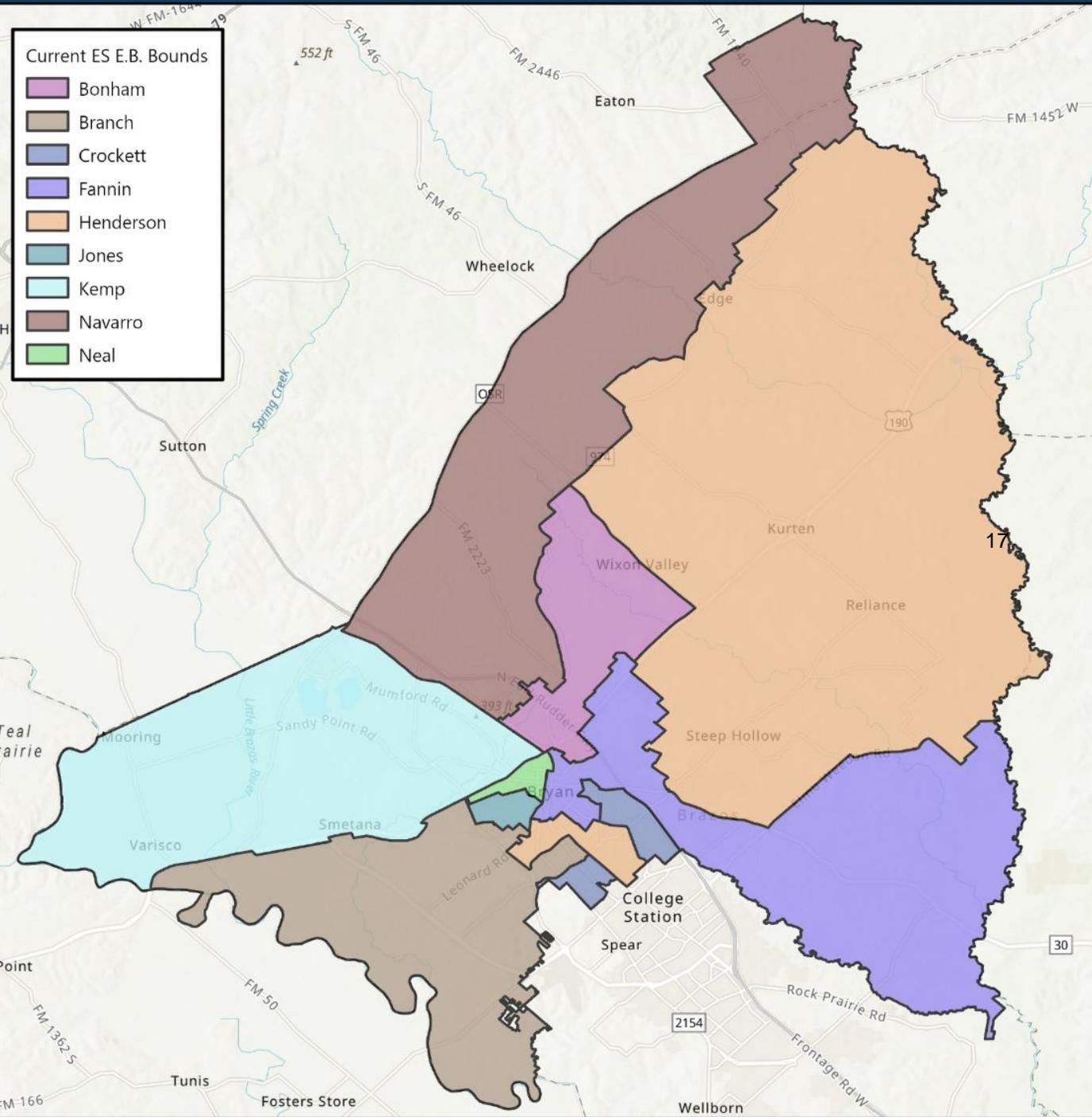| School	Capacity	22/23 EE-PK Enrollment	22/23 K-4 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net Transfers	Net 22/23 Enrollment	22/23 Utilization	SES%	Hispanic/ Latino %	EB%
Bonham	812	60	321	148	0	(7)	522	64%	70%	64%	32%
Bowen	535	39	299	0	0	8	346	65%	52%	35%	2%
Branch	693	73	448	154	0	(61)	614	89%	64%	48%	17%
Crockett	693	39	188	77	117	7	428	62%	71%	60%	26%
Fannin	594	47	209	138	1	(4)	391	66%	72%	57%	25%
Henderson	574	55	162	155	174	17	563	98%	74%	67%	35%
Houston	693	53	409	(3)	0	(8)	451	65%	35%	30%	5%
Johnson	594	36	236	1	266	1	540	91%	50%	40%	4%
Jones	772	62	208	209	2	65	546	71%	77%	75%	40%
Kemp	911	79	272	148	0	(8)	491	54%	74%	60%	32%
Mitchell	693	58	418	(7)	0	(11)	458	66%	54%	39%	11%
Navarro	693	67	274	105	0	(21)	425	61%	67%	61%	30%
Neal	535	43	146	123	0	55	367	69%	73%	72%	42%
Ross	673	85	426	(4)	2	45	554	82%	70%	44%	14%
ES Total	9,465	796	4,016	1,244	562	78	6,696	71%	64%	59%	22%

Observations:

- Branch, Henderson, and Johnson are the most utilized facilities
- Crockett, Kemp-Carver, and Navarro are the least utilized facilities
- Jones and Neal have the highest SES, Hispanic/Latino, and emergent bilingual percentages
- Dual Language currently offered at Crockett, Henderson, and Johnson
- Jones, Neal, and Ross receive the highest transfers in who are not associated with E.B. or D.L.

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| ES Attendance Boundary	Bonham	Branch	Crockett	Fannin	Henderson	Johnson	Jones	Kemp	Mitchell	Navarro	Neal	Ross	Total
Bonham	164				2		5	4			7		182
Bowen				5	1								6
Branch		107	1	2	4		3	1			1		119
Crockett			79	1	3		3	1			1		88
Fannin		3	2	75	2		1	1		1	4		89
Henderson				7	111		7	1			3	1	130
Houston	2		1		21		1			1			26
Johnson			1	6	2		3						12
Jones		1	1	1			179				1		183
Kemp	3				3	1	5	157		1	2		172
Mitchell	2			50	3		5		1		1	2	64
Navarro	7			3	1	2	1	2		130	3	1	150
Neal			1	1	1		8	2			123	2	138
Ross		54	1	2	17		11	1					86
ES Total	178	165	87	153	171	3	232	170	1	133	146	6	1,445

Elementary School of Attendance (Grades EE-4)

Observations:

- Jones, Bonham, Kemp, and Navarro have the highest boundary E.B. enrollment
- Ross has highest boundary E.B. enrollment without program at school
- 22% of E.B. students do not attend program of residence school

Current ES E.B. Bounds
- Bonham
- Branch
- Crockett
- Fannin
- Henderson
- Jones
- Kemp
- Navarro
- Neal

CURRENT IS STATUS

School	Capacity	22/23 5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net Transfers	Net 22/23 Enrollment	22/23 Utilization	SES%	Hispanic/ Latino %	EB%
Long	1,465	695	289	82	(64)	1,002	68%	66%	64%	24%
Rayburn	1,386	887	208	0	78	1,173	85%	57%	58%	22%
IS Total	**2,851**	**1,582**	**497**	**82**	**14**	**2,175**	**76%**	**61%**	**61%**	**23%**

Current

ES

Boundary	Long	Rayburn	Sadberry	Austin	Davila	Bryan	Rudder
Bonham	0%	100%	0%	0%	100%	0%	100%
Bowen	0%	100%	0%	100%	0%	100%	0%
Branch	100%	0%	0%	100%	0%	100%	0%
Crockett	100%	0%	0%	100%	0%	100%	0%
Fannin	60%	40%	0%	60%	40%	60%	40%
Henderson	100%	0%	0%	100%	0%	100%	0%
Houston	0%	100%	0%	30%	70%	30%	70%
Johnson	62%	38%	0%	78%	22%	78%	22%
Jones	100%	0%	0%	100%	0%	100%	0%
Kemp	47%	53%	0%	21%	79%	21%	79%
Mitchell	0%	100%	0%	0%	100%	0%	100%
Navarro	0%	100%	0%	0%	100%	0%	100%
Neal	10%	90%	0%	10%	90%	10%	90%
Ross	100%	0%	0%	100%	0%	100%	0%
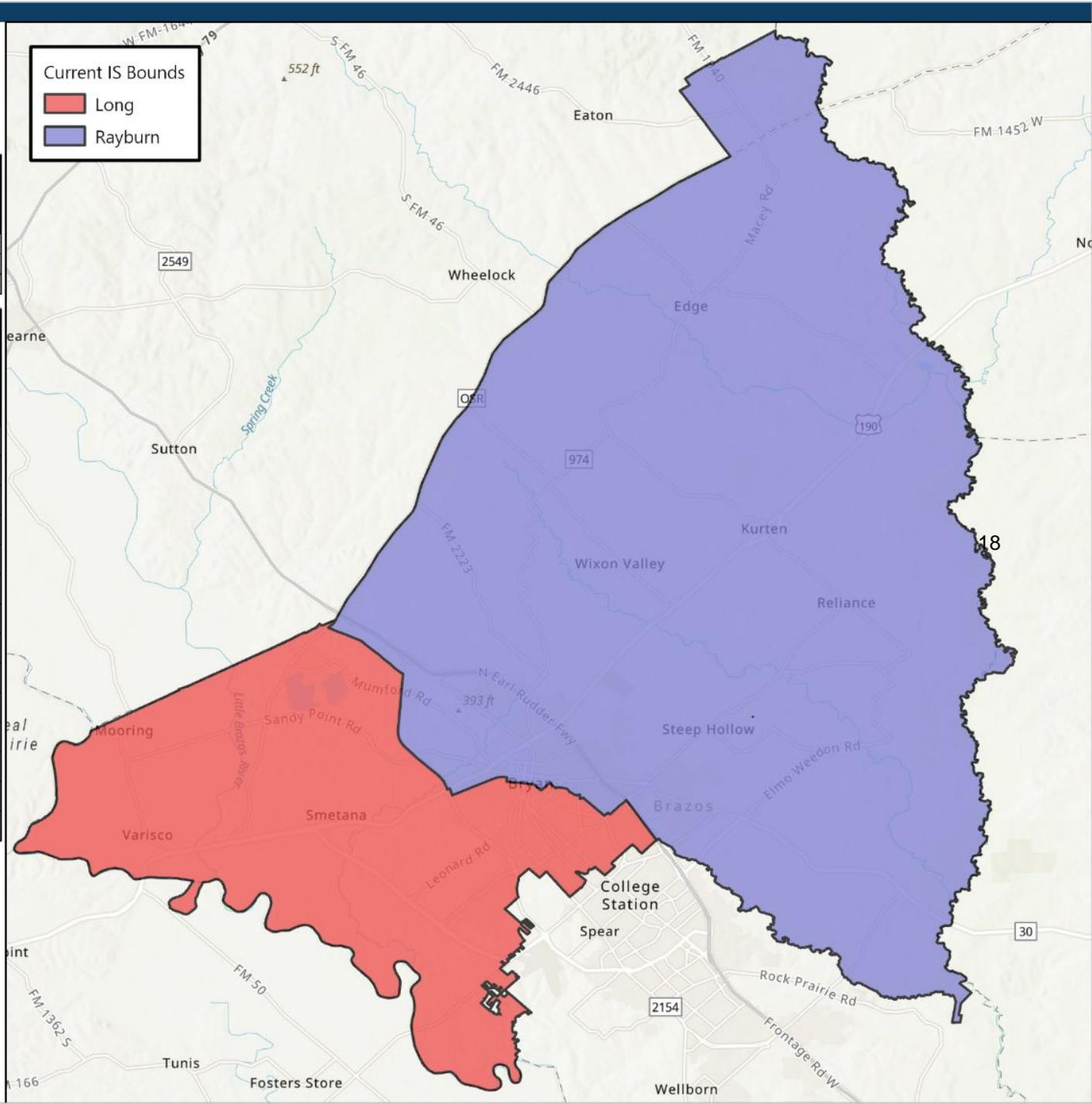
Observations:

- Based on current attendance boundaries, Fannin, Johnson, Kemp, and Neal attendance areas are split between Long IS and Rayburn IS

Next Steps

- School Boundaries Oversight Committee will work with Cooperative Strategies to design sample options for community feedback and input.

  - These options are simply opportunities to collect feedback and it is highly unlikely that any one option would be taken in its entirety.

  - It is likely that the resulting boundaries will be a combination of components of these scenarios along with new ideas that are brought forward through this process.

- The community survey is tentatively scheduled for November 7-18, 2022.

- Various focus groups will be held during the week of November 14-18, 2022.

  - To sign up for a focus group, complete the survey and there will be an option to sign up for a focus group (via Zoom).

    - Additional information will be provided for those that would like to participate in a focus group but do not use Zoom. The district will assist in the facilitation of the Zoom connection at a district building.
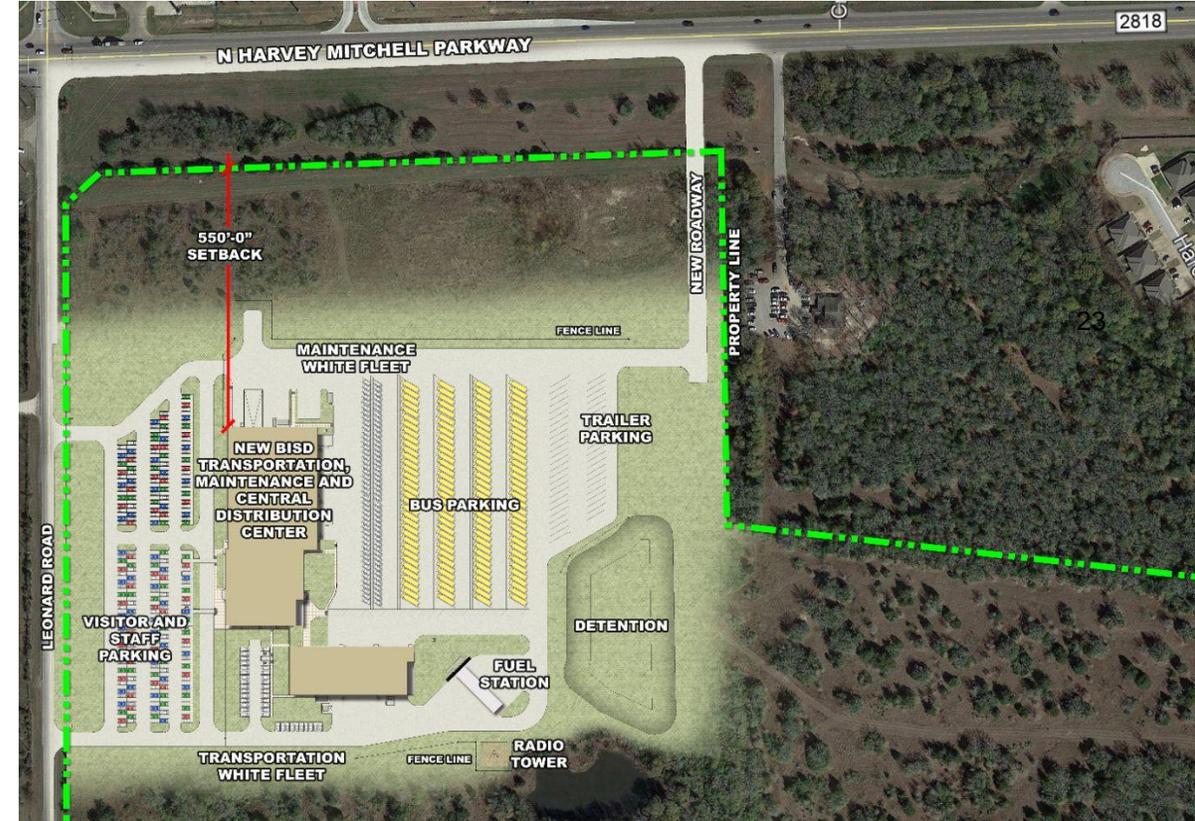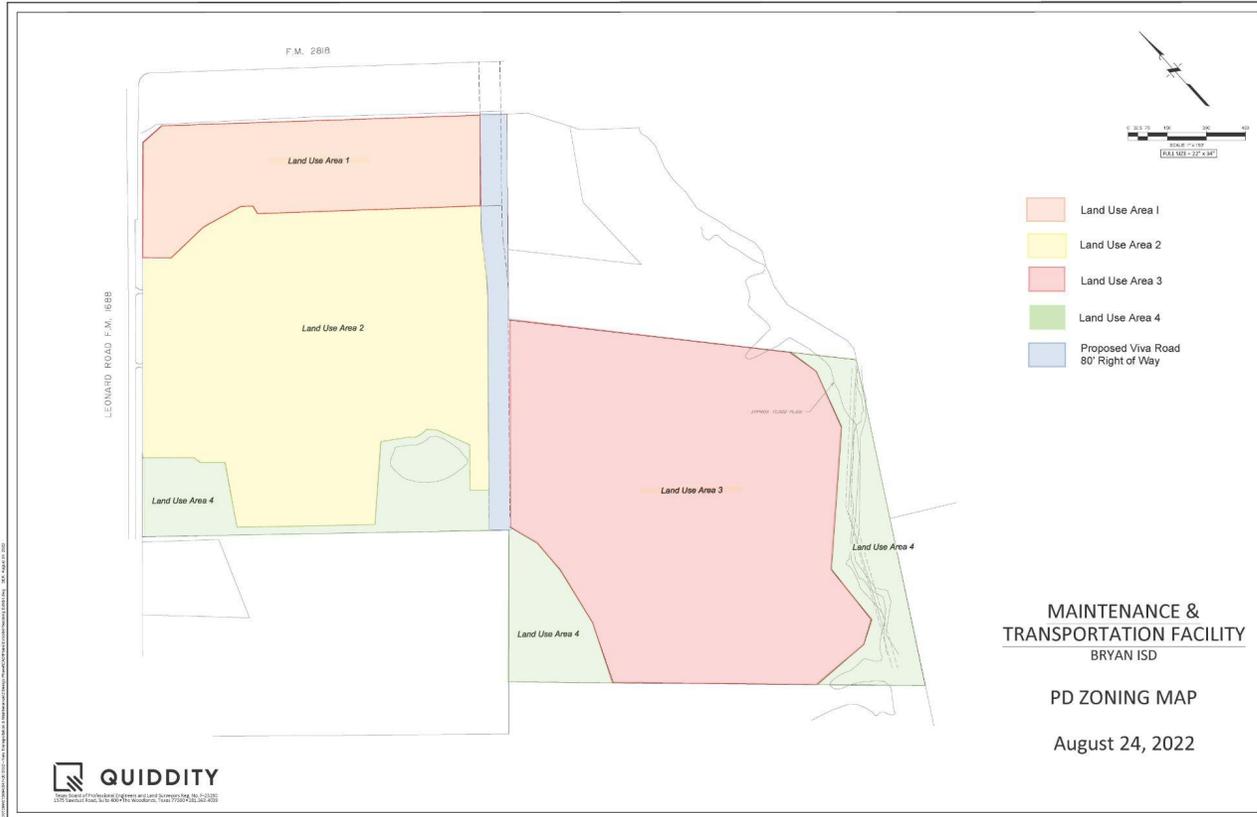
Questions

School Board Update
Ruby Haliburton Auxiliary Complex
October 17, 2022

Zoning Approved by City Council

Rezoning approved by Bryan City Council on October 11, 2022

2020 Bond Packages

1. Safety & Security	$8,598,683
2. Construction & Additions	$98,518,268
3. Priority Maintenance	$59,262,752
4. Fine Arts Improvements	$1,620,297
5. Land Purchase	$2,000,000
Bond Contingency	$5,000,000
Total Bond Amount	**$175,000,000**
Total Expenditures	**$78,100,233**

Project Overview

Bryan ISD 2020 Bond

- $175 million bond approved by voters with <u>no tax rate increase</u>
- Due to the Bryan ISD Board's leadership, the debt service tax rate has decreased by a ½ cent since 2018. The maintenance and operations tax rate has decreased almost 20 cents over that same period.

Haliburton Auxiliary Project

- Maintenance, Transportation, Food Service Administrative Staff, Custodial Administrative Staff, Warehouse, Records Management, Meeting/Training Room for Department and District Use

Ruby Haliburton

- Graduated from E.A. Kemp High School in 1962.
- Began her career as a bus driver for Bryan ISD in 1985.
- For 36 years, until her passing, she served the students of Bryan and formed lasting relationships with students and families.
- Mrs. Haliburton received a unanimous recommendation from the naming committee consisting of staff, parents, and community members.
- The complex will be named the Ruby Haliburton Auxiliary Complex.

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Traffic Impact Analysis

Traffic Impact Analysis Approved and Filed by City of Bryan and TxDOT

- Conducted by Traffic Engineer of Record; Submitted July 20, 2022; Approved and Filed with City of Bryan August 9, 2022
- Bryan ISD Traffic Impact:
  - 1,500 total Daily Trips - 440 will be Bus Trips
  - School Bus impact on total area traffic ~ 2%
  - All signalized intersections and unsignalized approaches are projected to operate at an acceptable Level Of Service during the Peak Hours.
  - Additional Improvements: Left Turn Lanes - Leonard Road; Deceleration Lane - Harvey Mitchell
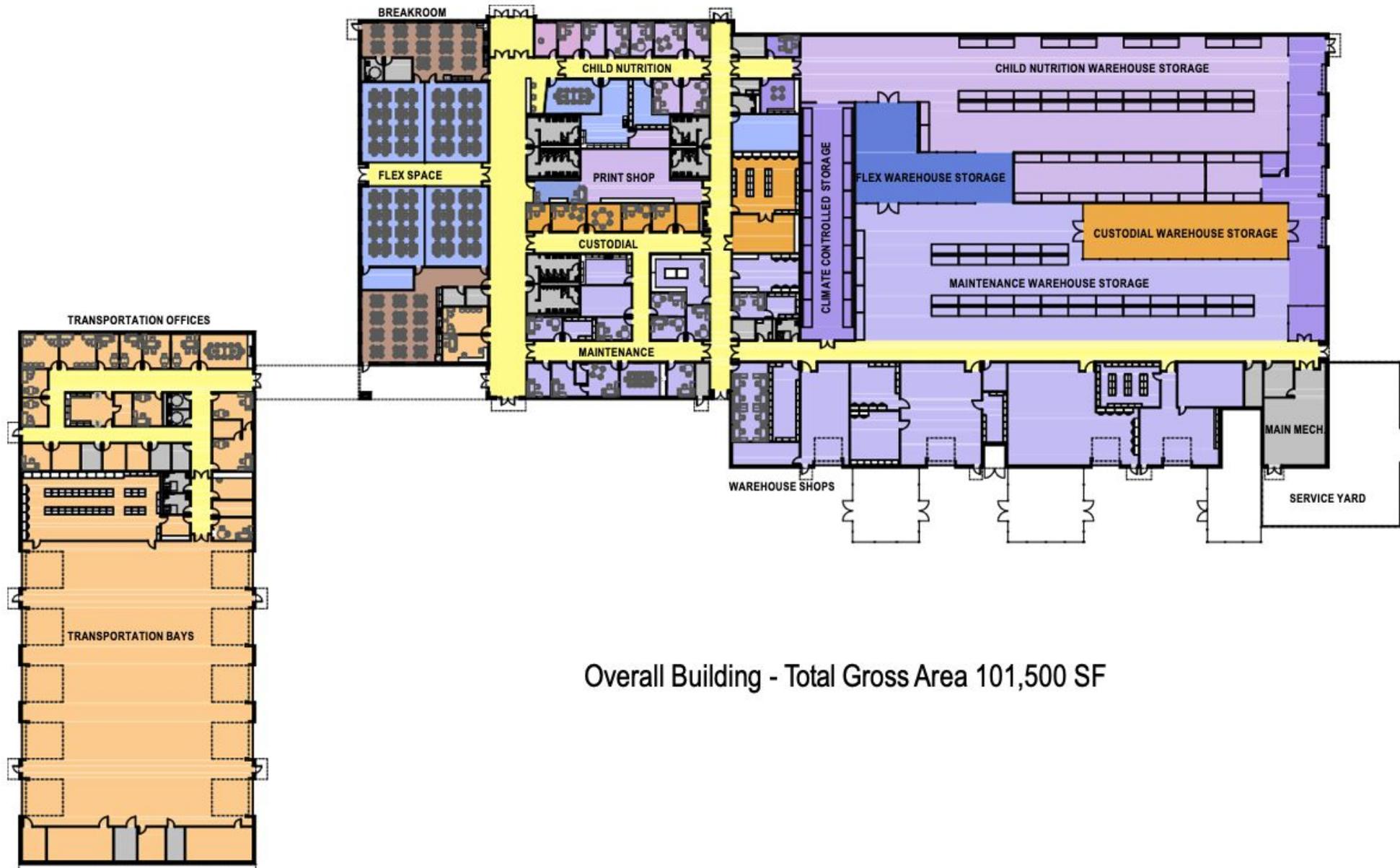
Other Traffic Comparisons

- Blinn College Buildout Traffic Impact:
  - 25,650 Daily Trips
- Retail Traffic Impact: 40 Acre retail development
  - ~19,000 Daily Trips

BISD MT TIA
North ^
Future Lane Assignments
Proposed Left Turn Lane
Proposed Left Turn Lane
Proposed Deceleration Lane
FM 1688
FM 2818
N Harvey Mitchell Pkwy
Groesbeck St
Driveway 1
Driveway 2
Driveway 3
Viva Road
Turkey Creek
06/02/2022
Quiddity Engineering

ARCHITECTURAL RENDERING ENTRY VIEW

ARCHITECTURAL DRAWINGS & IMAGES
COMPOSITE FLOOR PLAN

BREAKROOM

CHILD NUTRITION

CHILD NUTRITION WAREHOUSE STORAGE

FLEX SPACE

PRINT SHOP

CLIMATE CONTROLLED STORAGE

FLEX WAREHOUSE STORAGE

CUSTODIAL WAREHOUSE STORAGE

CUSTODIAL

MAINTENANCE WAREHOUSE STORAGE

MAINTENANCE

TRANSPORTATION OFFICES

28

MAIN MECH.

WAREHOUSE SHOPS

SERVICE YARD

TRANSPORTATION BAYS

Overall Building - Total Gross Area 101,500 SF

BRYAN
INDEPENDENT
SCHOOL DISTRICT

ARCHITECTURAL DRAWINGS & IMAGES
TRANSPORTATION BUS BAY VIEW

ARCHITECTURAL DRAWINGS & IMAGES
CONFERENCE ROOM VIEW THREE

Next Steps & Timeline

Guaranteed Maximum Price (GMP) #1 Update
- Board approved August 2022 workshop
- Submittals approved and authorized for purchase October 2022

GMP #2 Update (tentative dates)
- Drymalla open bids December 1, 2022
- GMP approval week before Winter Break starts

Ground Breaking (tentative date)
- January 2023

Construction
- 14 month construction timeline

Substantial Completion (tentative date)
- March 2024

Move In
- March/April 2024

Bus Replacement Cycle

2019 Bond

Amount budgeted ● $2,800,000	Amount Spent ● $2,800,378 Amount Remaining ● $0
Bus purchase plan from Bond Steering ● 28 buses	Status of Buses Purchased ● 28 buses purchased ● 1 van purchased (wheelchair accessible)

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Bus Replacement Cycle

2020 Bond

Amount budgeted ● $2,140,000	Amount Spent ● $951,102 Amount Remaining ● $1,188,898
Bus purchase plan from Bond Steering (Phase 1) ● 10 additional buses	Status of Buses Purchased (Phase 1) ● 11 buses purchased
Bus Purchase plan from Bond Steering (Phase 2) ● 10 additional buses	Buses Purchased (Phase 2) ● Summer 2023

Ruby Haliburton Auxiliary Complex

Children First. Always.

3. Safety & Security Update and Notice of Intruder Detection Audit with Findings

ITEMS FOR DISCUSSION AND OR ACTION / CONSENT AGENDA
1. Consider Approval of the Meeting Minutes for September 6, 14, and 19, 2022
2. Consider Approval of Bills Paid, Financial Statements, and Purchasing Report for September 2022
3. Consider Approval for Close Out of the Jane Long Fire Alarm Replacement Project
4. Consider Approval of Quarterly Donation Report

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA
Teaching and Learning
1. Consider Approval of Bilingual and ESL Exceptions & Waivers for 2021-2022   36

Bilingual Exceptions & ESL Waivers Report

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October 17, 2022

Bilingual Exceptions and ESL Waivers

Bilingual

- Under a Transitional Bilingual Program, districts must provide a **<u>bilingual certified teacher</u>** for each core-content area (self-contained & departmentalized)
  - Grade Level/Content Area Certification
  - Bilingual Certification
- Under a Dual Language Program:
  - Self-contained: Certified in bilingual education & content/grade level
  - Paired: Both certified in content & grade level. Teacher instructing in English can be ESL certified. Teacher instructing in 2nd language must be certified in bilingual education.

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English as a Second Language (ESL)

- Districts must provide an **<u>ESL certified teacher</u>** for students identified as ELL (English Language Learner/ (emergent bilingual) in English Language Arts & Reading
  - Do not have to file a waiver if students receive instruction in ELAR through co-teaching (push-in) or through an additional ESL/ELAR class

Do we have the appropriately certified teachers? Will a Bilingual Education Exception need to be filed?

Transitional Bilingual Programs

Classroom Type	Teacher Certifications (*Applies to teachers serving ELs*)	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
Self-contained (one teacher for all content) at any grade level from Pre-K through 6th grade	• Certified in content/grade level; and • Certified in bilingual education	No	Bilingual Transitional Early Exit	BE: 2 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
			Bilingual Transitional Late Exit	BE: 3 ESL: 0 ALT: 00	
	• Certified in content/grade level; • NOT certified in bilingual education; and • Certified in ESL	Yes	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district (Local Education Agency-LEA) is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Education Exception for the current school year
	• Certified in content/grade level; • NOT certified in bilingual education; • NOT certified in ESL; and • ELs receive English Language Arts and Reading (ELAR) instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	Yes; no additional ESL Waiver required	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Pull-Out program requirements	BE: 0 ESL: 0 ALT: 01	
	• Certified in content/grade level; • NOT certified in bilingual education; and • NOT certified in ESL		Alternative Language Program as described in the Bilingual Education Exception that may include, but is not limited to, sheltered instruction training	BE: 0 ESL: 0 ALT: 01	
Departmentalized (two or more teachers for all content) at any grade level from Pre-K through 6th grade	Both/all: • Certified in content/grade level; and • Certified in bilingual education	No	Bilingual Transitional Early Exit	BE: 2 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
			Bilingual Transitional Late Exit	BE: 3 ESL: 0 ALT: 00	
	• Both/all certified in content/grade level; • NONE or NOT both/all certified in bilingual education; and • Both/all certified in ESL	Yes	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district (LEA) is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Education Exception for the current school year
	• Both/all certified in content/grade level; • NONE or NOT both/all certified in bilingual education; and • ELAR teacher certified in ESL or ELs receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	Yes; no additional ESL Waiver required	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Pull-Out program requirements	BE: 0 ESL: 0 ALT: 01	
	• Both/all certified in content/grade level; • NONE or NOT both/all certified in bilingual education; and • ELAR teacher NOT certified in ESL		Alternative Language Program as described in the Bilingual Education Exception that may include, but is not limited to, sheltered instruction training	BE: 0 ESL: 0 ALT: 01	

*The Bilingual Education Exception asks for number of classrooms, number of teachers, and number of students under the exception. For each classroom scenario resulting in an exception, calculate the number of classrooms and students that are receiving some or all of their content instruction by teachers who are not appropriately certified in bilingual education; calculate the number of teachers by how many are not appropriately certified in bilingual education. Classroom calculations shall align with TEC§25.112 class size regulations.

**BE = Bilingual Education Program Code, ESL = English as a Second Language Program Code, ALT = Alternative Language Program Code (only to be used when the district has filed a Bilingual Education Exception or English as a Second Language Waiver).

Do we have the appropriately certified teachers? Will a Bilingual Education Exception need to be filed?

Dual Language Immersion Programs

Classroom Type	Teacher Certifications (*Applies to teachers serving ELs*)	Bilingual Exception Needed*	Implemented Program Model	PEIMS Program Code**	PEIMS Parent Permission Code
Self-contained (one teacher for all content) at any grade level from pre-K through 6th grade	• Certified in content/grade level; and • Certified in bilingual education	No	Dual Language Immersion One Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
			Dual Language Immersion Two Way	BE: 4 ESL: 0 ALT: 00	
	• Certified in content/grade level; • NOT certified in bilingual education; and • Certified in ESL	Yes	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district (Local Education Agency-LEA) is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Education Exception for the current school year
	• Certified in content/grade level; • NOT certified in bilingual education; • NOT certified in ESL; and • ELs receive English Language Arts and Reading (ELAR) instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	Yes; no additional ESL Waiver required	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Pull-Out program requirements	BE: 0 ESL: 0 ALT: 01	
	• Certified in content/grade level; • NOT certified in bilingual education; and • NOT certified in ESL		Alternative Language Program as described in the Bilingual Education Exception that may include, but is not limited to, sheltered instruction training	BE: 0 ESL: 0 ALT: 01	
Paired teaching (two teachers only for all content) at any grade level from pre-K through 6th grade	Both: • Certified in content/grade level; and • Certified in bilingual education	No	Dual Language Immersion One Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
			Dual Language Immersion Two Way	BE: 4 ESL: 0 ALT: 00	
	• Both certified in content/grade level; • Teacher instructing in English certified in ESL; and • Teacher instructing in language other than English certified in bilingual education	No	Dual Language Immersion One Way	BE: 5 ESL: 0 ALT: 00	
			Dual Language Immersion Two Way	BE: 4 ESL: 0 ALT: 00	
Departmentalized (more than one teacher for all content) at any grade level from pre-K through 6th grade	All: • Certified in content/grade level; and • Certified in bilingual education	No	Dual Language Immersion One Way	BE: 5 ESL: 0 ALT: 00	D: Parent Approved Bilingual Program
			Dual Language Immersion Two Way	BE: 4 ESL: 0 ALT: 00	
	• All certified in content/grade level; • NONE or NOT all certified in bilingual education; and • All certified in ESL	Yes	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Content-Based program requirements	BE: 0 ESL: 0 ALT: 01	E: Parent Approved Bilingual Program, but the district (LEA) is implementing an alternative language program approved by TEA due to the district's submission of a Bilingual Education Exception for the current school year
	• All certified in content/grade level; • NONE or NOT all certified in bilingual education; and • ELAR teacher certified in ESL or ELs receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	Yes; no additional ESL Waiver required	• Alternative Language Program as described in district's Bilingual Education Exception application • Meets ESL Pull-Out program requirements	BE: 0 ESL: 0 ALT: 01	
	• All certified in content/grade level; • NONE or NOT all certified in bilingual education; and • ELAR teacher NOT certified in ESL		Alternative Language Program as described in the Bilingual Education Exception that may include, but is not limited to, sheltered instruction training	BE: 0 ESL: 0 ALT: 01	

*The Bilingual Education Exception application asks for number of classrooms, number of teachers, and number of students under the exception. For each classroom scenario resulting in an exception, calculate the number of classrooms and students that are receiving some or all of their content instruction by teachers who are not appropriately certified in bilingual education or ESL as applicable; calculate the number of teachers by how many are not appropriately certified in bilingual education or ESL as applicable. Classroom calculations shall align with TEC§25.112 class size regulations.

**BE = Bilingual Education Program Code, ESL = English as a Second Language Program Code, ALT = Alternative Language Program Code (only to be used when the district has filed a Bilingual Education Exception or English as a Second Language Waiver).

Do we have the appropriately certified teachers in elementary levels? Will an ESL Waiver need to be filed?

ESL Programs at Elementary					
Classroom Type	**Teacher Certifications** *(Applies to teachers serving ELs)*	**ESL Waiver Needed***	**Implemented Program Model**	**PEIMS Program Code**	**PEIMS Parent Permission Code**
Self-contained (one teacher for all content) at any grade level beginning in Pre-K	Certified in content/grade level; certified in ESL (or bilingual/ESL)	No	Content-Based	ESL: 2 Bilingual: 0	B: Parent Approved ESL Program or A: Parent Denied Bilingual Program and Approved ESL
	Certified in content/grade level; NOT certified in ESL; ELs receive English Language Arts and Reading (ELAR) instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	No	Pull-Out	ESL: 3 Bilingual: 0	
	Certified in content/grade level; NOT certified in ESL	Yes	Alternative Program as described in the ESL Waiver that may include, but is not limited to, sheltered instruction training	ESL: 3 (Pull-Out since minimum standard not met)	J: Parent Approved ESL, but program is under an ESL Waiver
Departmentalized (two or more teachers for all content) at any grade level beginning in Pre-K	Both/all certified in content/grade level; both/all certified in ESL	No	Content-Based	ESL: 2 Bilingual: 0	B: Parent Approved ESL Program or A: Parent Denied Bilingual Program and Approved ESL
	Both/all certified in content/grade level; ELAR teacher certified in ESL; NOT all other content area teachers certified in ESL	No	Pull-Out	ESL: 3 Bilingual: 0	
	Both/all certified in content/grade level; ELAR teacher NOT certified in ESL; NONE or some of other teachers certified in ESL; ELs receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	No	Pull-Out	ESL: 3 Bilingual: 0	
	Both/all certified in content/grade level; ELAR teacher NOT certified in ESL; all other content area teachers (math, science, social studies) certified in ESL; ELs receive ELAR instruction by a teacher certified in ESL and ELAR through co-teaching (push-in) or through an additional ESL/ELAR class	No	Content-Based	ESL: 2 Bilingual: 0	
	Both/all certified in content/grade level; NONE or some certified in ESL; ELAR teacher NOT certified in ESL	Yes	Alternative Program as described in the ESL Waiver that may include, but is not limited to, sheltered instruction training	ESL: 3 (Pull-Out since minimum standard not met)	J: Parent Approved ESL, but program is under an ESL Waiver

*Submitting an ESL waiver is based on meeting minimum state requirements. District-level expectations may go beyond minimum state requirements.

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District Staffing for Bilingual Services

School Year	Bilingual Certified	ESL Certified
2019-2020	149	291
2020-2021	187	486
2021-2022	191	521
2022-2023	**188**	**510**

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Longitudinal Exceptions & Waivers

School Year	Bilingual Exceptions	ESL Waivers
2019-2020	51	62
2020-2021	14	95
2021-2022	6	67
2022-2023	**3**	**103**

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Plan for 2022-2023

- Professional Development
    - Training and preparation courses for Bilingual and ESL certification
    - Developing and ensuring systems of support to increase teacher retention
        - Facilitate monthly support meetings/collaboratives
        - Saturday Professional Development
        - Lunch & Learn PD opportunities
        - Instructional Coaches:
            - Provide targeted PD according to the needs of each campus
            - Provide coaching support
- Offer competitive stipends & reimbursement for certification

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Plan for 2022-2023

- Collaborate with HR in recruiting efforts
  - Participation in statewide job fairs
    - SHSU, SFA, TAMU, UT, UH, Lamar, Texas State
- Partner with universities and teacher preparation programs
  - Example: Aggie Term
- Sponsorship of HIB Visas (1 this year)

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Questions

Local Governance
1. Consider Approval of Year-End Report of Board of Trustees Continuing Education Requirements

Closed Session
1. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
2. Discuss Superintendent's Recommendation for the Director of Transportation
3. Pursuant to Texas Government Code Sections 551.0821, Deliberation Concerning a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed
4. Discussion Regarding Intruder Detection Security Audit and Corrective Action Plan Based on Findings - Tex. Gov't Code § 551.076

Reconvene in Open Session
1. Consider Approval of Superintendent's Recommendation for the Director of Transportation

ADJOURN

In accordance with the Texas Open Meetings Act Subchapters D and E of Chapter 551, Texas Government Code (§551.071 Attorney/Client Consultation, §551.072 Real Estate, §551.073 Contracts for Gifts or Donations, §551.074 Personnel Matters, §551.075 Investments, §551.076 Security Devices, §551.082 Discipline of Student or Employee Complaint, §551.0821 Personally Identifiable Student Information, §551.083 Employee Groups Consultation, §551.084 Exclusion of Hearing Witnesses), the board may enter closed meeting to deliberate any subject authorized by Subchapters listed.