

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, December 5, 2022 – 12:00 PM

AGENDA

CALL TO ORDER

Welcome

Citizens' Comments

Information Items

1. Safety & Security Update
2. District Instructional Calendar Update
3. School Boundaries Update

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School Boundaries Board Update

December 5, 2022

Purpose



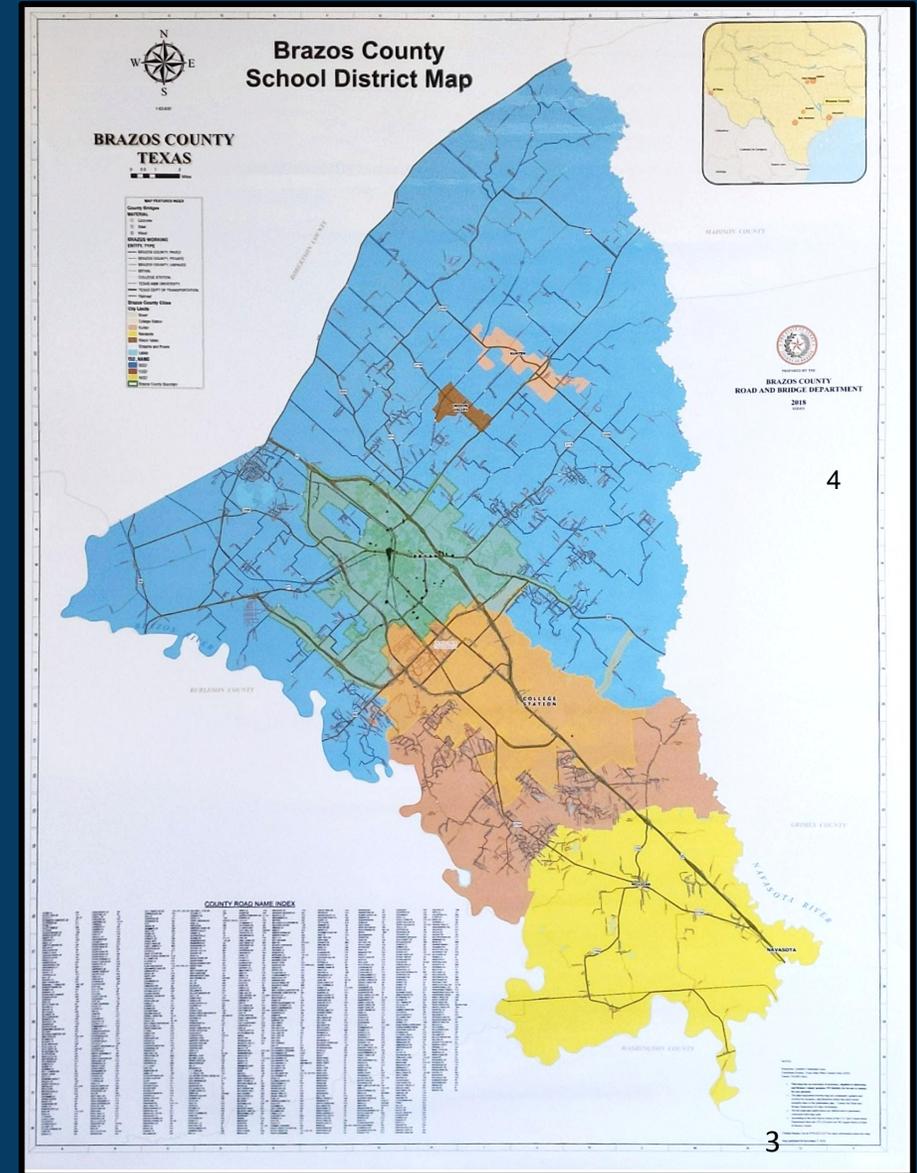
- To provide for the development of school boundaries for the opening of Sadberry Intermediate in August of 2023 with 5th graders.
- To balance elementary school enrollment where necessary to prevent overutilization and underutilization of schools.



BRYAN ISD

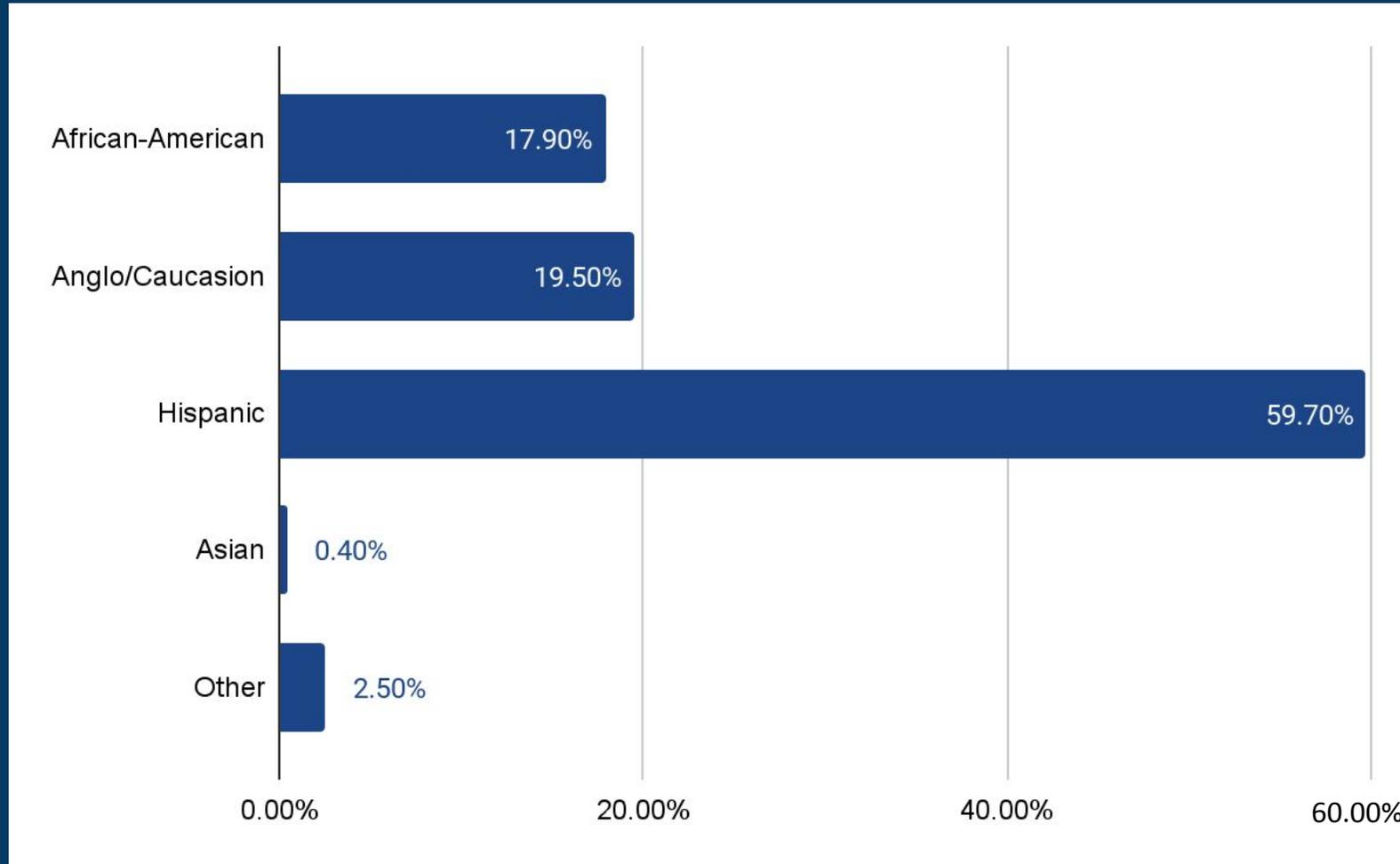
CHILDREN FIRST. ALWAYS.

- 16,000 students
 - Largest in the Brazos Valley
- 453 square miles
- 14 Elementary Schools
- 2 Intermediate Schools
 - 3rd Intermediate School - August 2023
- 2 Middle Schools
- 2 Comprehensive High Schools
- 1 Early College High School
- 1 Alternative Ed High School

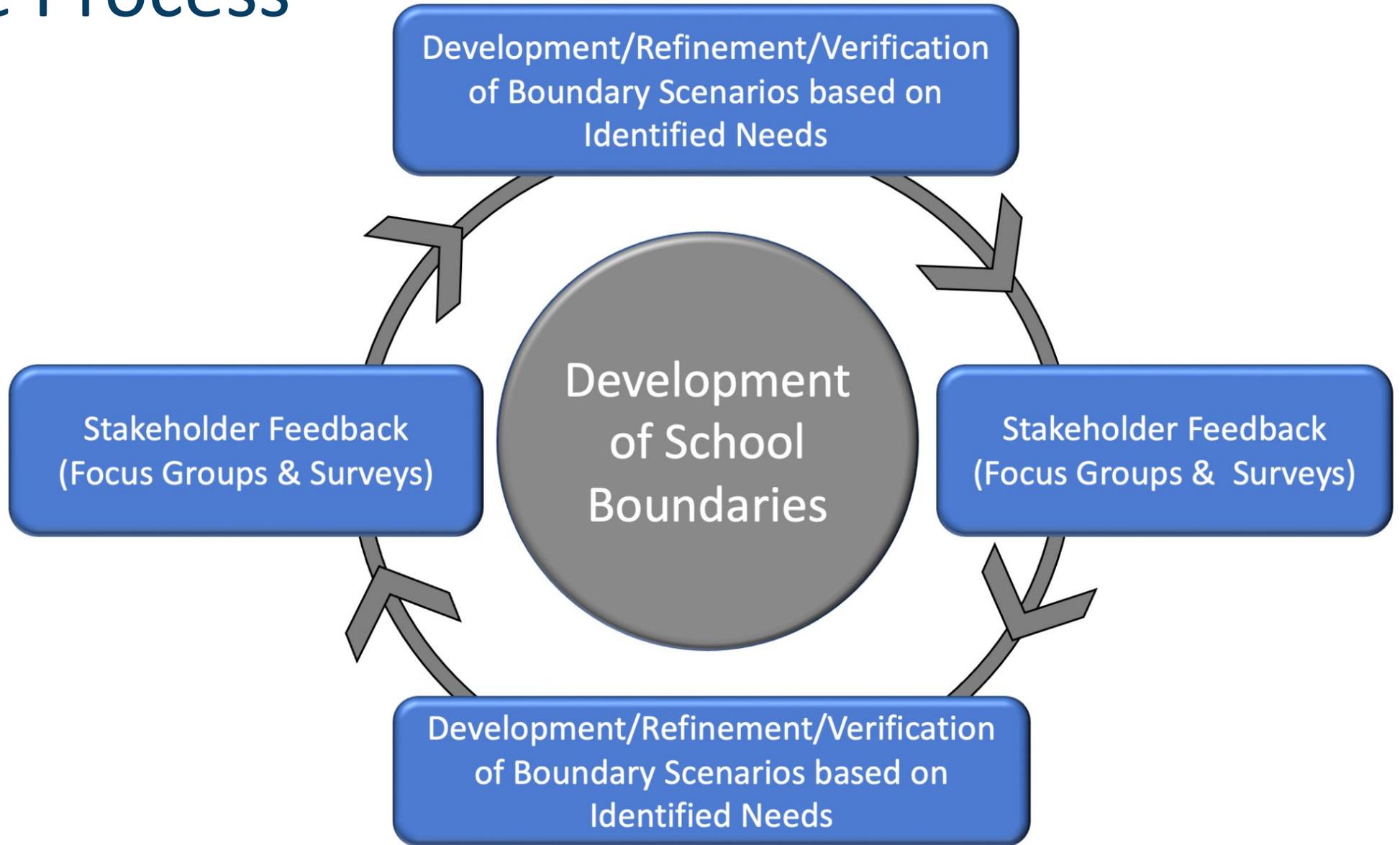




Our District Mirrors the State of Texas



The Process



Stakeholder Engagement & Timeline

September (initial awareness and preliminary feedback)

- ✓ School Board Updates
- ✓ District Educational Improvement Committee (DEIC)
- ✓ 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
- ✓ Expanded Stakeholder Focus Groups - Programs and Options
- ✓ District Leadership Team Focus Group - Programs and Options

www.bryanisd.org/schoolboundaries



[Update Center](#) » [School Boundaries](#)

School Boundaries

SCHOOL BOUNDARIES

The School Boundaries Oversight Committee represents an array of stakeholders and is comprised of parents, community members, two members of the Board of Trustees, campus staff, and district staff. This committee works in alignment with the decision principles detailed in Board Policy FC(LOCAL) to review and provide feedback and suggestions regarding attendance boundary recommendations.

More specifically, the committee will provide feedback on the development of school boundaries for the opening of Sadberry Intermediate and will work to ensure the equitable distribution of programs and students across all grade levels in accordance with Board Policy FC (Local).

TIMELINE OVERVIEW

September 2022

- 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 2022

- School Board Updates
- School Boundaries Oversight Committee Meetings
- Principal Focus Group - Programs
- Parent Focus Group - Programs
- Teacher Focus Group - Programs
- DEIC Focus Group - Programs
- Expanded Stakeholder Focus Groups - Programs and Options
- District Leadership Team Focus Group - Programs and Options

November 2022

- School Board Updates
- School Boundaries Oversight Committee
- Focus Groups at campus and community locations
- Teacher Advisory Council
- Parent Leadership Team

December 2022

- School Boundaries Oversight Committee
- Survey of School Boundary Options (December 5-16, 2022)
- Stakeholder Focus Groups (November 12-16, 2022)
- Faith-Based Leadership Team
- Superintendent Advisory Council
- District Educational Improvement Committee
- School Boundary Recommendations to the School Board

January 2023

- School Boundaries Oversight Committee
- District Educational Improvement Committee
- School Boundary Recommendations to the School Board

February 2023

- Communication to Parents regarding 2023-2024 School Boundaries

March - August 2023

- Various opportunities for schools and families to connect and participate in events to ensure a smooth transition for the 2023-2024 school year.

PRESENTATIONS

[Board Update - School Boundaries 9-6-22](#)

[Board Update - School Boundaries 10-3-22](#)

[Board Update - School Boundaries 10-17-22](#)

Stakeholder Engagement & Timeline

November

- ✓ School Board Updates
- ✓ Parent Focus Groups at Campus Locations
- ✓ School Boundaries Oversight Committee
- ✓ Teacher Advisory Council
- ✓ Parent Leadership Team

December

- Survey of School Boundary Options
- Continued Stakeholder Focus Groups
- School Boundaries Oversight Committee
- Faith Based Leadership Team
- Superintendent Advisory Council
- District Educational Improvement Committee

January

- School Boundaries Oversight Committee
- District Educational Improvement Committee
- Boundary Recommendations to the School Board

February

- Communication to Parents: 2023-2024 School Boundaries

March - August

- Opportunities for families and students to connect and participate in events to ensure a smooth transition.



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*In addition to the Board Updates on School Boundaries and the website, the district has invited over **1300** parents, community members, and staff members to be part of this process through focus groups.*

*Thus far over **700** have participated in a one or more informational or feedback sessions.*

Sadberry Intermediate, Opening August 2023



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- Opening of Sadberry Intermediate in August of 2023 with 5th graders.
- The goal is to create boundaries for each Intermediate school serving between 600-800 students.

Overutilized & Underutilized Elementary Campuses



Branch Elementary	
Capacity	693
Current Enrollment	619 (89%)
Projected Enrollment 2024	871 (126%)
Projected Enrollment 2027	877 (127%)

Henderson Elementary	
Capacity	574
Current Enrollment	549 (96%)
Projected Enrollment 2024	540 (94%)
Projected Enrollment 2027	544 (95%)

Neal Elementary	
Capacity	535
Current Enrollment	368 (69%)
Projected Enrollment 2024	271 (51%)
Projected Enrollment 2027	253 (47%)

¹⁰

Identified Needs

1. Neal is an underutilized campus.
2. Branch is an overutilized campus.
3. Henderson is an overutilized campus.
4. Johnson is an overutilized campus.
5. Increase the number of Emergent Bilingual Early Exit students at Crockett.
6. Prepare school boundaries for Sadberry, Rayburn, and Long.*

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10 *Sadberry Intermediate will open with only 5th graders in 2023-2024 and will add 6th graders in 2024-2025.

Current School Boundaries

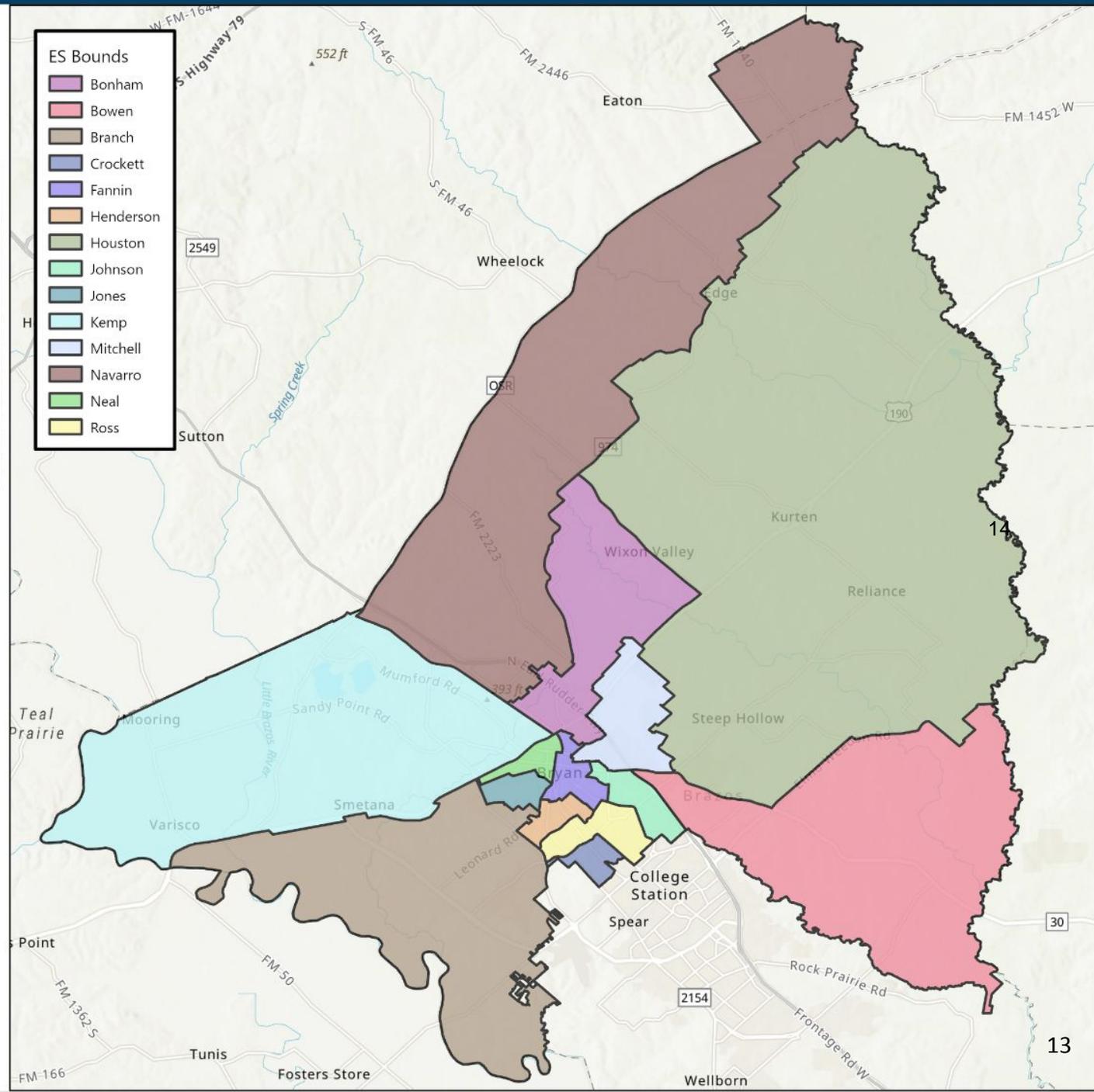
Explanation of Table Column Headings

Table Column Title	Explanation
Capacity	The number of students that can be served at the school based on the number of classrooms.
EE-PK	The number of PreK students in an English speaking classroom.
K-4/5-6	The number of students in K-4 in an English Speaking classroom.
EE-PK E.B.	The number of PreK students receiving Bilingual Services.
K-4/5-6 E.B.	The number of K-4 students receiving Bilingual Services.
Net D.L.	The number of students in the Dual Language Program, includes both English-speaking and Spanish-speaking students.
Net 22/23 Enrollment:	The current enrollment with transfers included.
SES%	The percent of low income students.
Hispanic/Latino	The percent of Hispanic/Latino students.
Black	The percent of African American/Black students.
White	The percent of Caucasian/White students.

CURRENT STATUS ELEMENTARY SCHOOL

School	Capacity	Current					Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
		EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment						
Bonham	812	30	321	30	148	0	522	64%	70%	72%	9%	16%
Bowen	535	39	299	0	0	0	346	65%	52%	38%	19%	36%
Branch	693	62	448	11	154	0	614	89%	64%	53%	24%	18%
Crockett	693	29	188	10	77	119	430	62%	71%	64%	20%	9%
Fannin	594	32	209	15	138	0	390	66%	72%	67%	24%	7%
Henderson	574	39	162	16	155	177	566	99%	74%	77%	12%	9%
Houston	693	50	409	3	(3)	0	451	65%	35%	32%	2%	61%
Johnson	594	34	236	2	1	266	540	91%	50%	45%	13%	36%
Jones	772	39	208	23	209	0	544	70%	77%	88%	9%	2%
Kemp	911	57	272	22	148	0	491	54%	74%	67%	21%	8%
Mitchell	693	50	418	8	(7)	0	458	66%	54%	43%	23%	28%
Navarro	693	39	274	28	105	0	425	61%	67%	70%	13%	14%
Neal	535	20	146	23	123	0	367	69%	73%	83%	15%	2%
Ross	673	75	426	10	(4)	0	552	82%	70%	50%	28%	16%
ES Total	9,465	595	4,016	201	1,244	562	6,696	71%	64%	59%	17%	19%

* Inclusive of in/out student transfers not shown in table



Identified Needs:

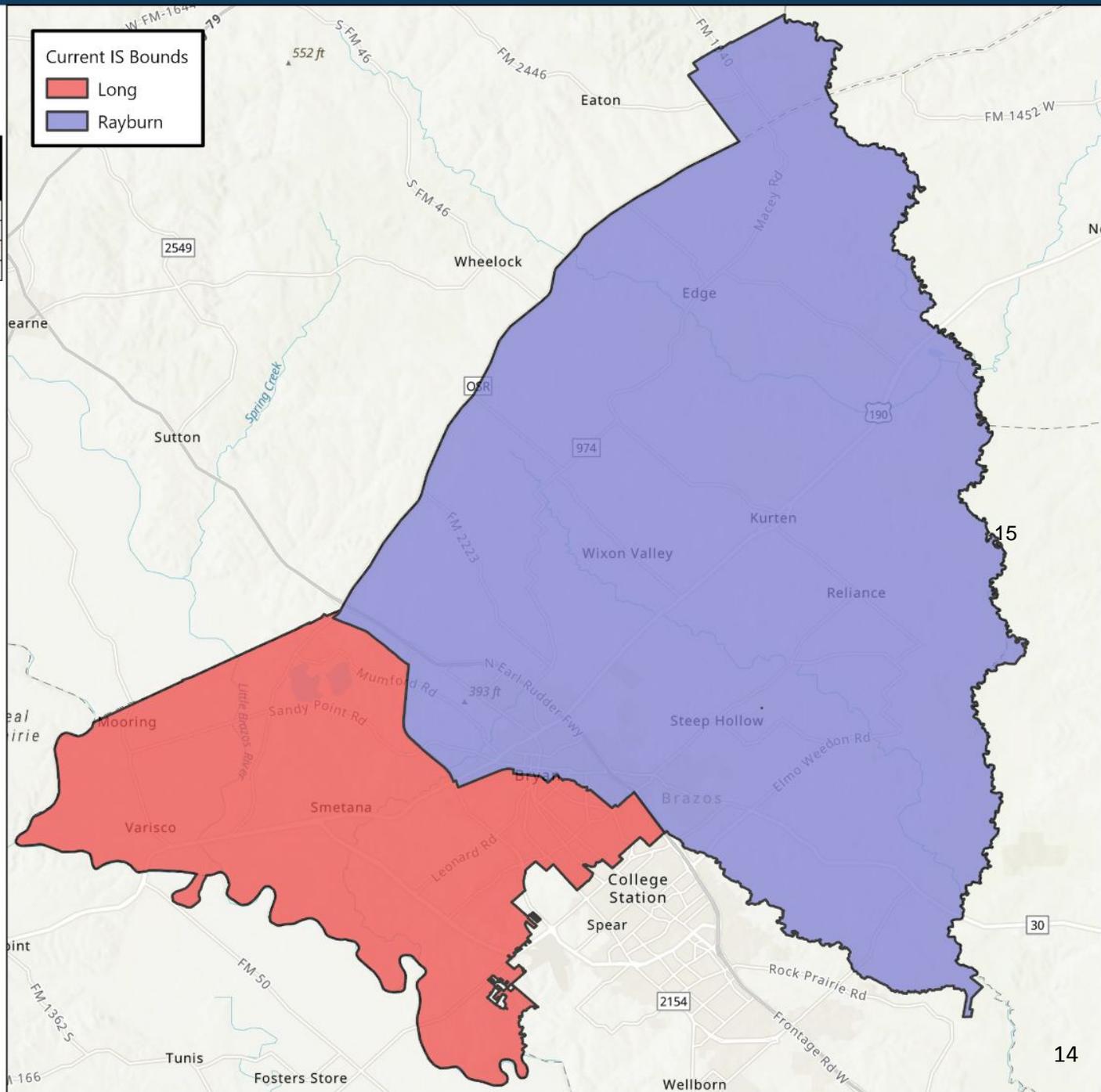
- Neal is an underutilized campus
- Branch is an overutilized campus
- Henderson is an overutilized campus
- Johnson is an overutilized campus
- Increase the number of students in the Emergent Bilingual program at Crockett.

CURRENT STATUS INTERMEDIATE SCHOOL

School	Capacity	Current									
		5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %	
Long	1,465	695	289	82	1,002	68%	66%	64%	21%	12%	
Rayburn	1,386	887	208	0	1,173	85%	57%	58%	18%	21%	
IS Total	2,851	1,582	497	82	2,175	76%	61%	61%	19%	17%	

* Inclusive of in/out student transfers not shown in table

ES Boundary	Current		
	Long	Rayburn	Sadberry
Bonham	0%	100%	0%
Bowen	0%	100%	0%
Branch	100%	0%	0%
Crockett	100%	0%	0%
Fannin	60%	40%	0%
Henderson	100%	0%	0%
Houston	0%	100%	0%
Johnson	62%	38%	0%
Jones	100%	0%	0%
Kemp	47%	53%	0%
Mitchell	0%	100%	0%
Navarro	0%	100%	0%
Neal	10%	90%	0%
Ross	100%	0%	0%



Observations:

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

Identified Needs:

- Prepare for the opening of Sadberry Intermediate in August 2023.
 - NOTE: only 5th graders will attend Sadberry in 23-24.
- Create boundaries for each intermediate school serving approximately 600-800 students each.

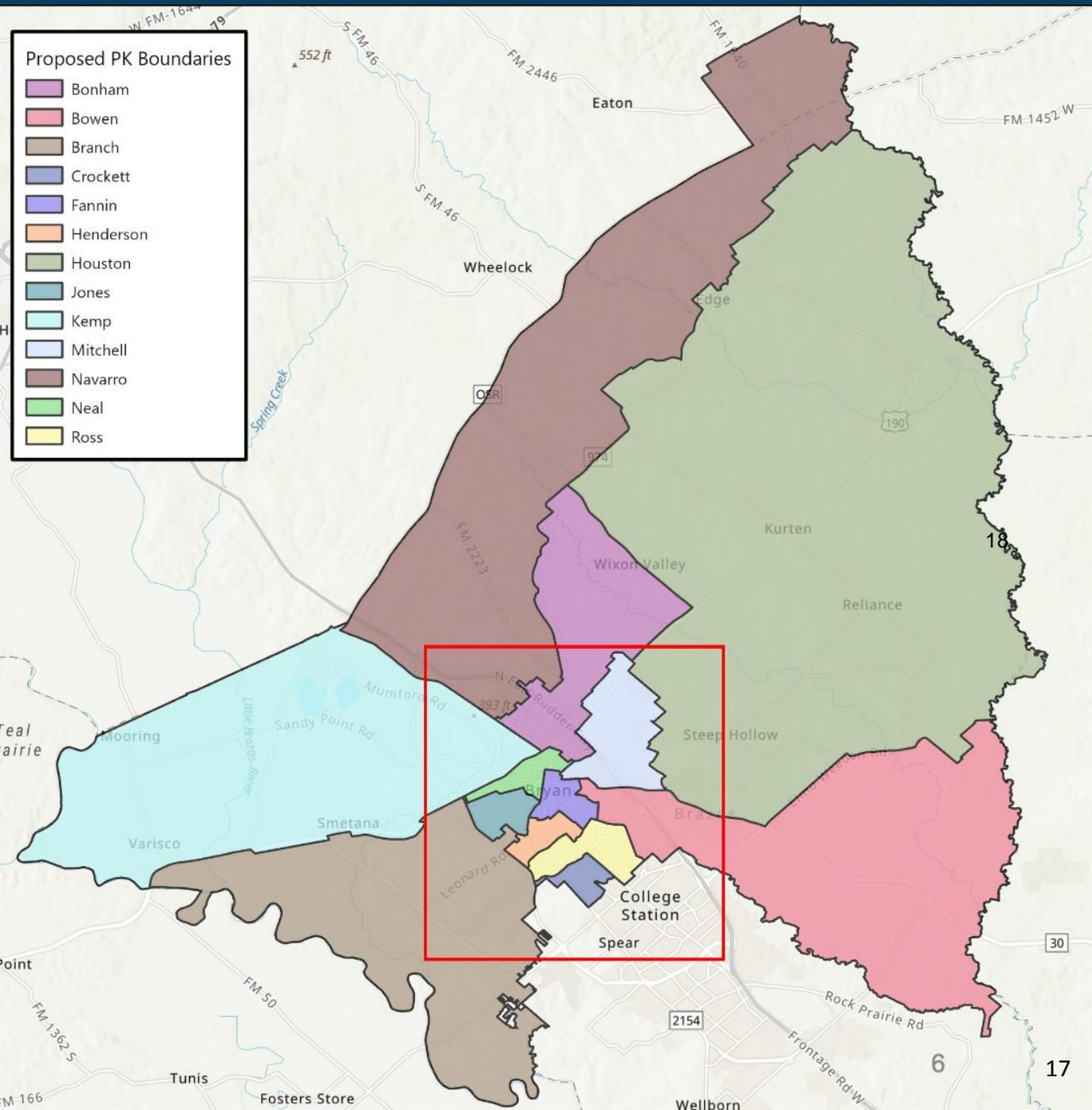
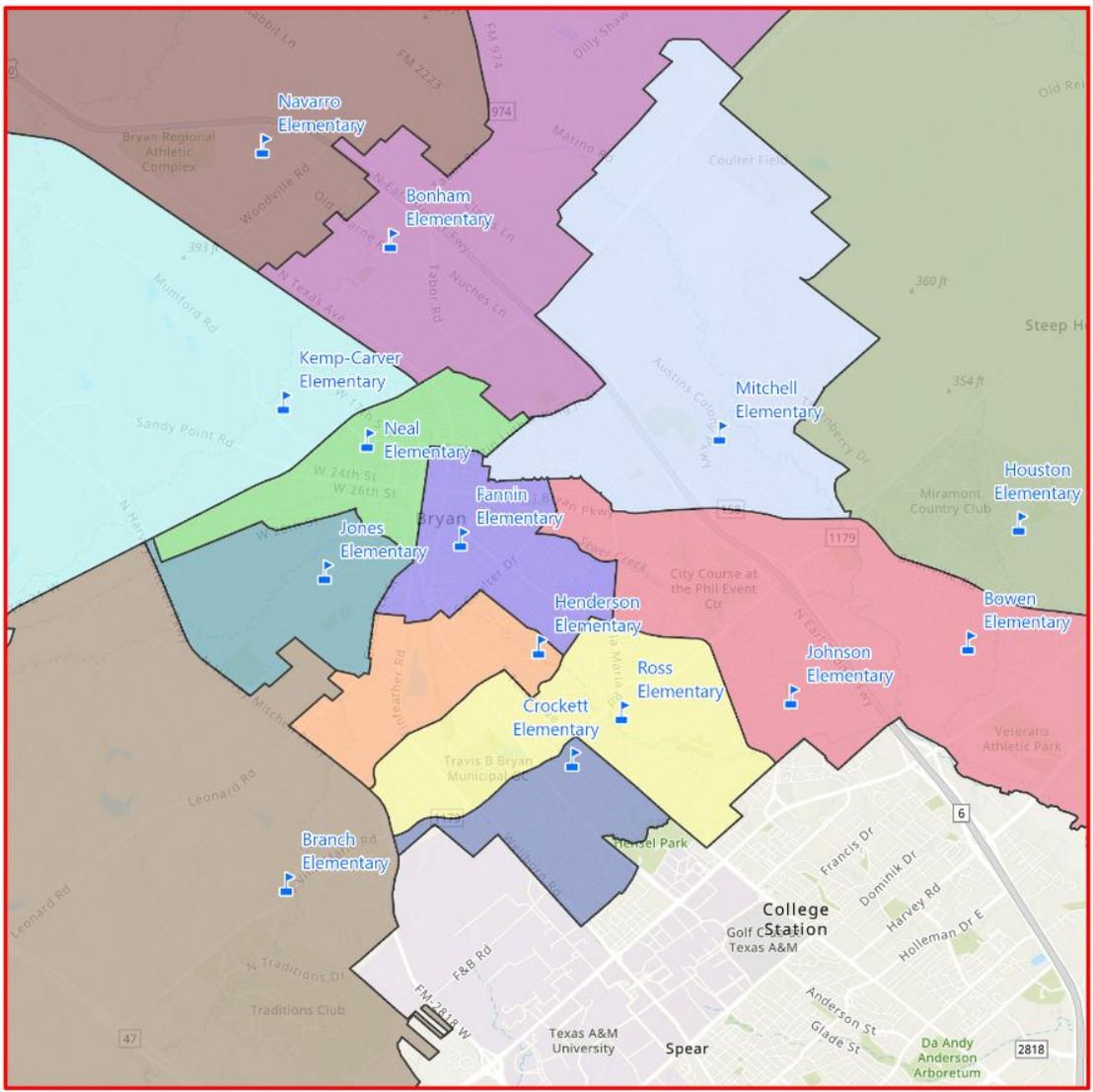
Option 1

Option 1 Overview

- PreKindergarten
 - Johnson's PreK attends Bowen
- Elementary School Boundary Adjustments
 - Minor adjustments from Branch to Jones
 - Minor adjustments from Fannin to Neal
 - Minor adjustments from Branch to Kemp
 - Minor adjustments from Houston to Mitchell
- Emergent Bilingual Program Boundary Adjustments
 - Crockett's Emergent Bilingual students shift to Henderson
 - Minor adjustments to Fannin and Neal; Branch and Jones
- Dual Language Program Adjustments
 - Henderson's Dual Language students shift to Crockett
- Intermediate School Boundary Adjustments
 - Creation of Sadberry Intermediate boundary
 - Minor adjustments from Long to Rayburn

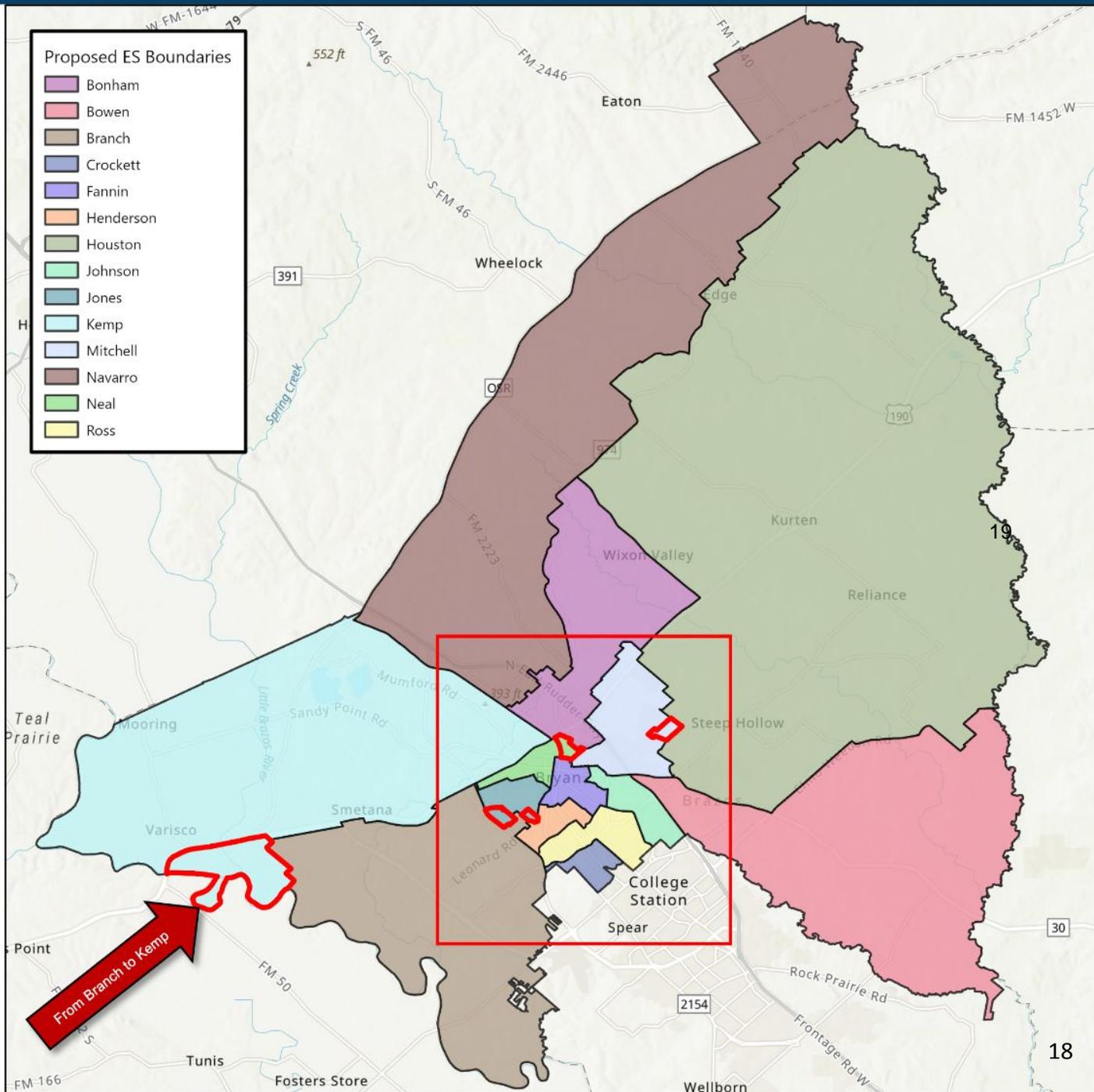
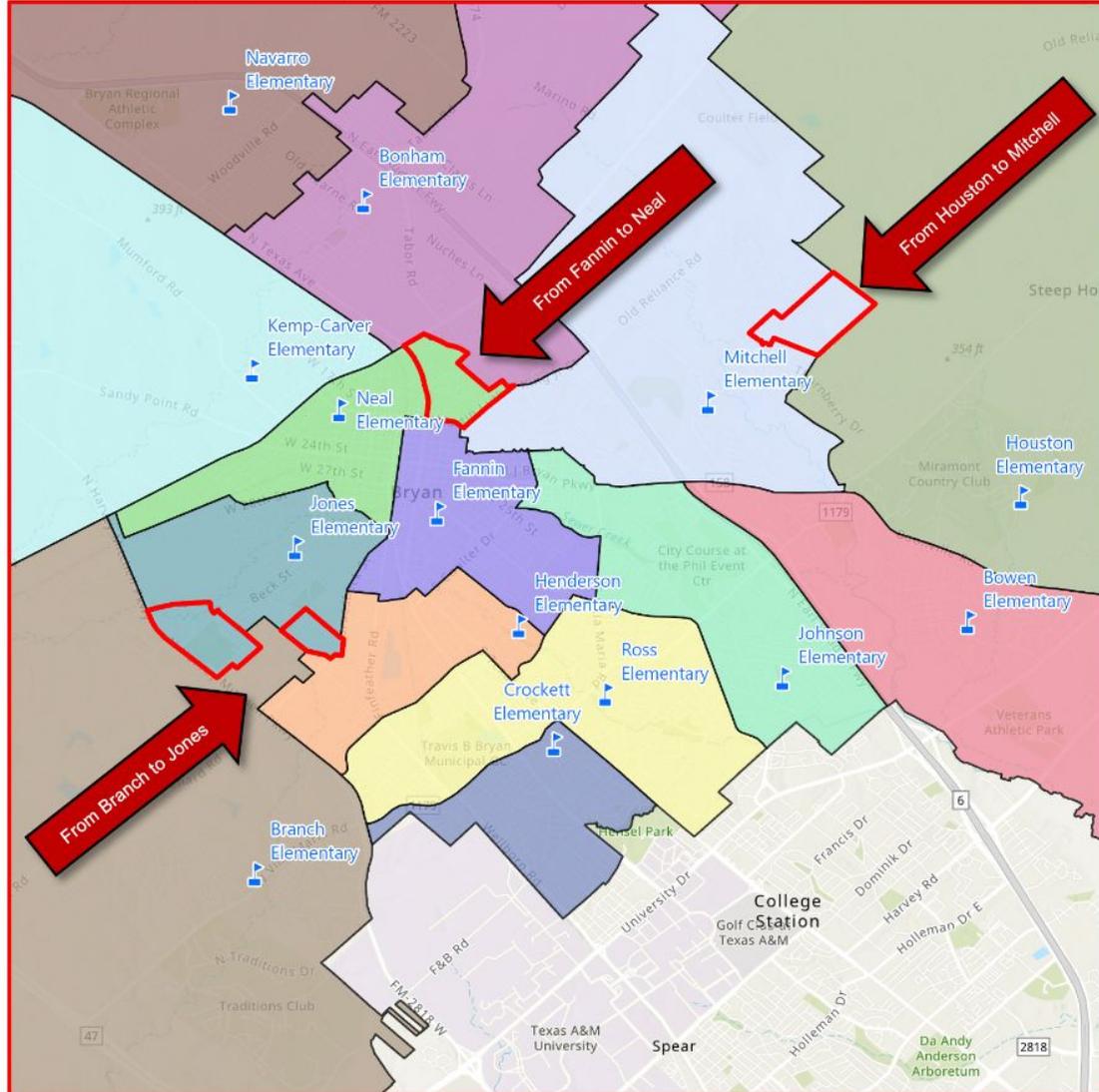
OPTION 1 PRE-KINDERGARTEN

- Johnson PK → Bowen PK



OPTION 1 ELEMENTARY SCHOOL

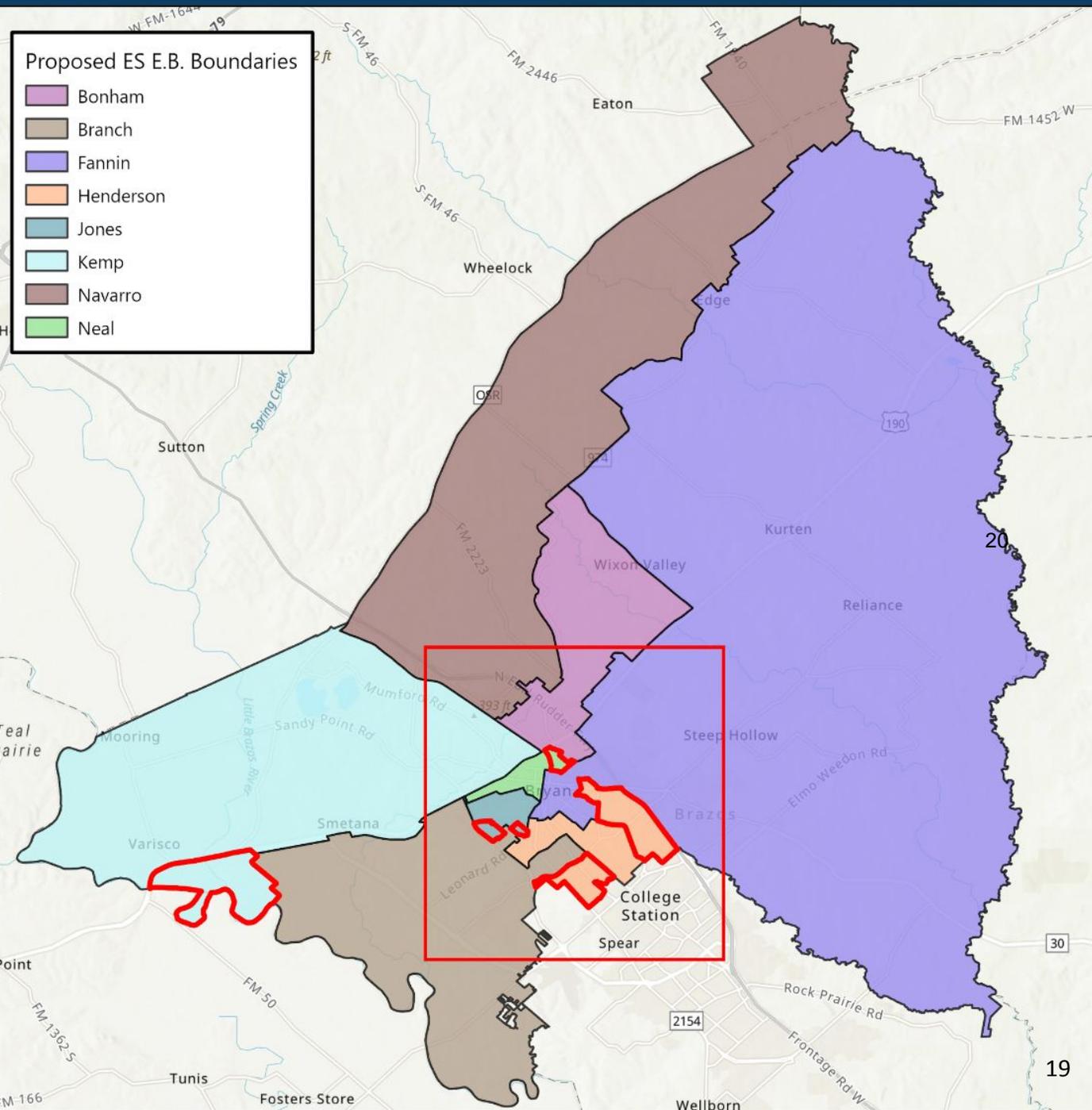
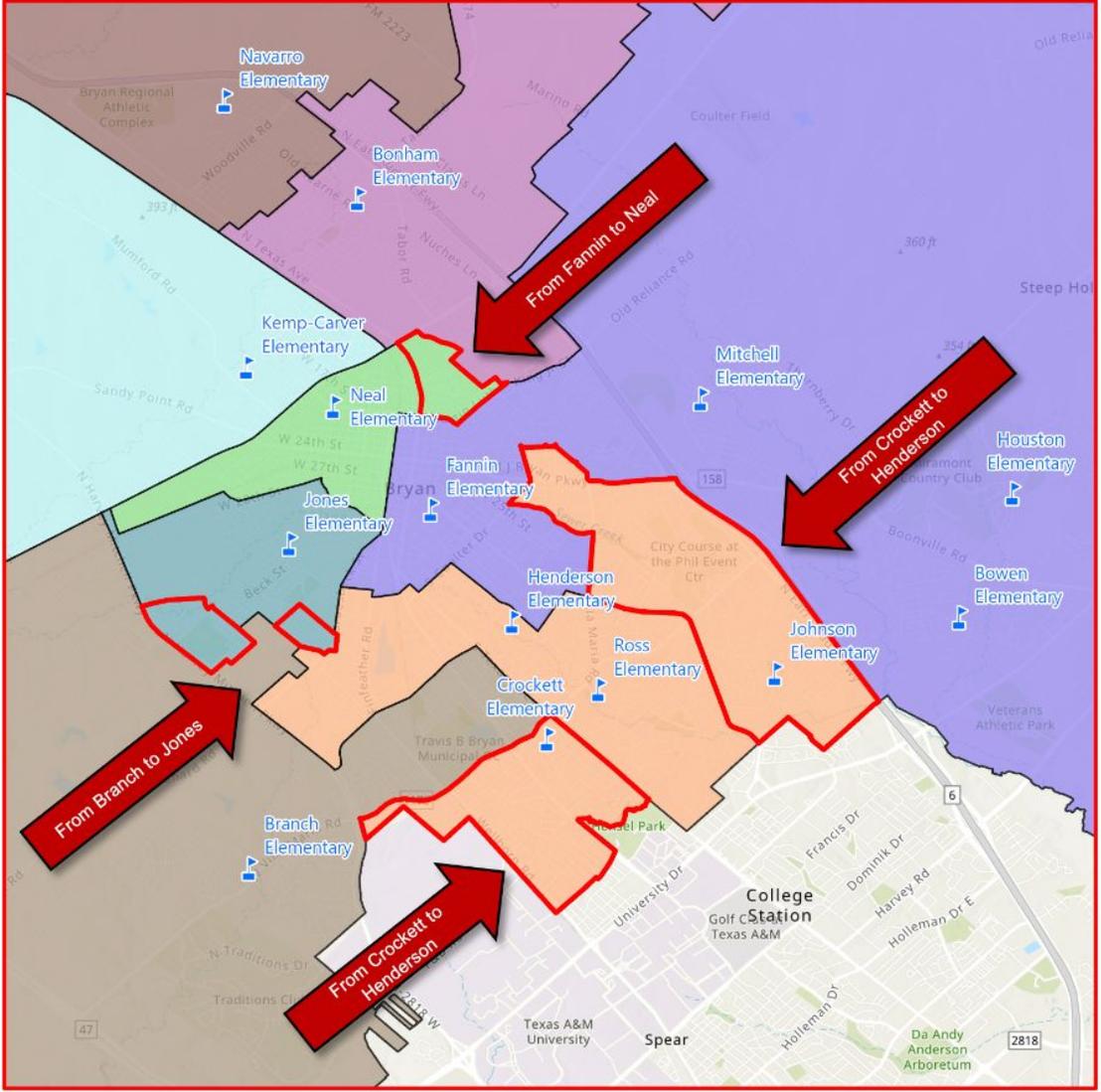
- Minor adjustments to Branch, Fannin, Houston, Jones, Kemp, Mitchell, and Neal



OPTION 1

EMERGENT BILINGUAL & DUAL LANGUAGE

- Emergent Bilingual shifts from Crockett → Henderson; Minor adjustments to Fannin and Neal; Branch and Jones
- Dual Language shifts from Henderson → Crockett
 - NOTE: Dual Language adjustments will not be reflected on the maps below.



OPTION 1 ELEMENTARY SCHOOL STUDENT BODY COMPOSITION

School	Capacity	Current							Utilization	SES%	Hispanic/Latino %	Black %	White %
		EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Enrollment					
Bonham	812	30	321	30	148	0	522	64%	70%	72%	9%	16%	
Bowen	535	39	299	0	0	0	346	65%	52%	38%	19%	36%	
Branch	693	62	448	11	154	0	614	89%	64%	53%	24%	18%	
Crockett	693	29	188	10	77	119	430	62%	71%	64%	20%	9%	
Fannin	594	32	209	15	138	0	390	66%	72%	67%	24%	7%	
Henderson	574	39	162	16	155	177	566	99%	74%	77%	12%	9%	
Houston	693	50	409	3	(3)	0	451	65%	35%	32%	2%	61%	
Johnson	594	34	236	2	1	266	540	91%	50%	45%	13%	36%	
Jones	772	39	208	23	209	0	544	70%	77%	88%	9%	2%	
Kemp	911	57	272	22	148	0	491	54%	74%	67%	21%	8%	
Mitchell	693	50	418	8	(7)	0	458	66%	54%	43%	23%	28%	
Navarro	693	39	274	28	105	0	425	61%	67%	70%	13%	14%	
Neal	535	20	146	23	123	0	367	69%	73%	83%	15%	2%	
Ross	673	75	426	10	(4)	0	552	82%	70%	50%	28%	16%	
ES Total	9,465	595	4,016	201	1,244	562	6,696	71%	64%	59%	17%	19%	

* Inclusive of in/out student transfers not shown in table

Proposed Option 1													
School	Capacity	Current							Utilization	SES%	Hispanic/Latino %	Black %	White %
		EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Enrollment					
Bonham	812	30	321	30	152	0	526	65%	70%	72%	9%	16%	
Bowen	535	73	299	0	0	0	380	71%	53%	39%	18%	36%	
Branch	693	49	341	15	131	0	475	69%	60%	51%	21%	22%	
Crockett	693	29	188	0	0	296	520	75%	71%	64%	20%	9%	
Fannin	594	26	185	23	150	0	380	64%	72%	68%	20%	8%	
Henderson	574	39	162	32	218	0	468	82%	74%	77%	12%	9%	
Houston	693	47	406	0	0	0	445	64%	35%	32%	2%	61%	
Johnson	594	0	236	0	0	266	503	85%	49%	44%	13%	36%	
Jones	772	52	313	25	197	0	652	84%	77%	79%	15%	3%	
Kemp	911	57	274	22	150	0	495	54%	74%	67%	21%	8%	
Mitchell	693	53	421	0	0	0	463	67%	53%	43%	23%	28%	
Navarro	693	39	274	28	122	0	442	64%	67%	70%	13%	14%	
Neal	535	26	170	26	124	0	401	75%	73%	79%	18%	2%	
Ross	673	75	426	0	0	0	546	81%	70%	50%	28%	16%	
ES Total	9,465	595	4,016	201	1,244	562	6,696	71%	64%	59%	17%	19%	

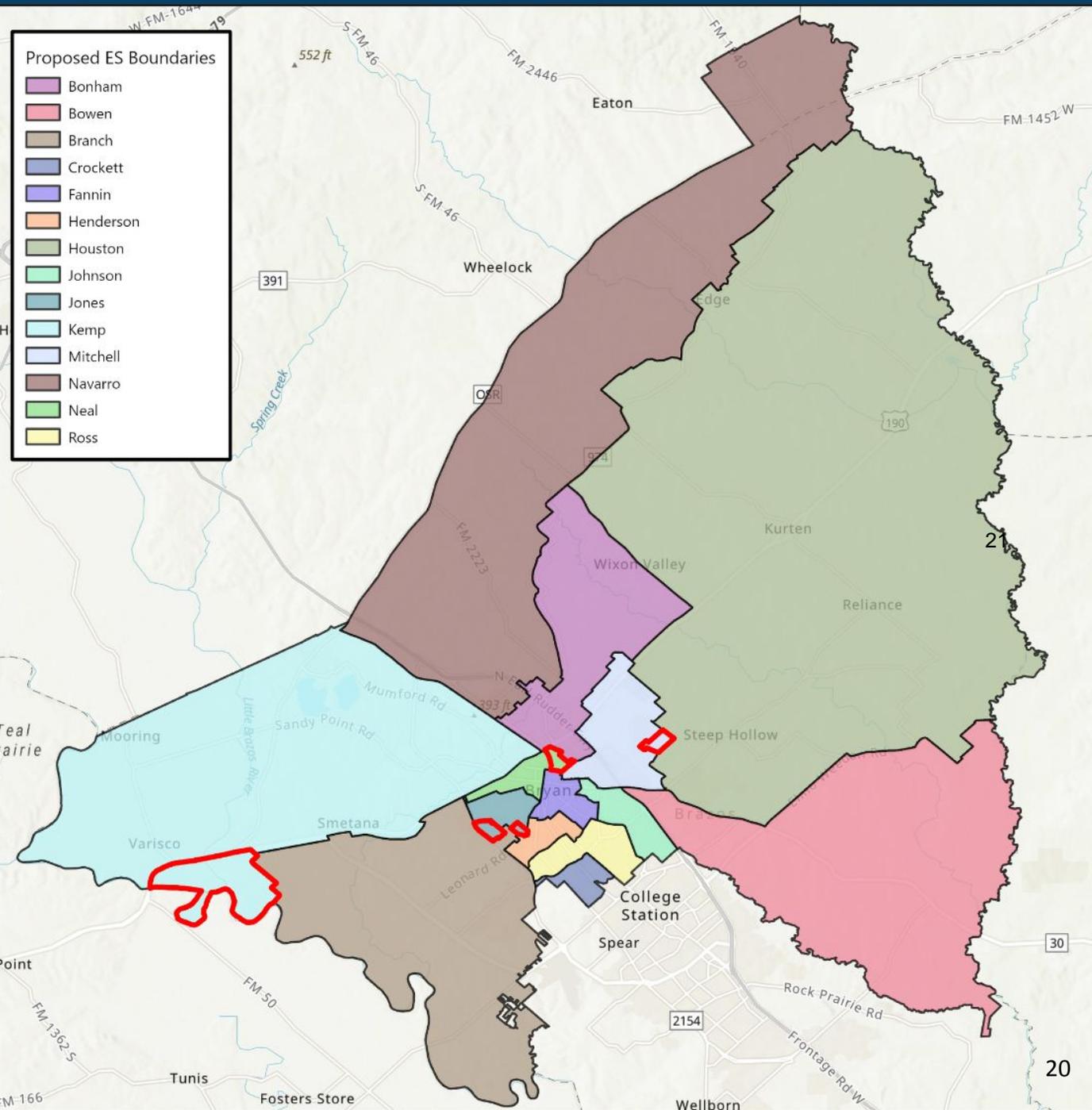
* Inclusive of in/out student transfers not shown in table

PreKindergarten: Johnson's PreK attends Bowen

Elementary School Boundary Adjustments: Minor adjustments from Branch to Jones; from Fannin to Neal; from Branch to Kemp; from Houston to Mitchell

Emergent Bilingual Program Boundary Adjustments: Crockett's Emergent Bilingual Early Exit students shift to Henderson; Minor adjustments to Fannin and Neal; Branch and Jones

Dual Language Program Adjustments: Henderson's Dual Language students shift to Crockett



OPTION 1 INTERMEDIATE SCHOOL STUDENT BODY COMPOSITION

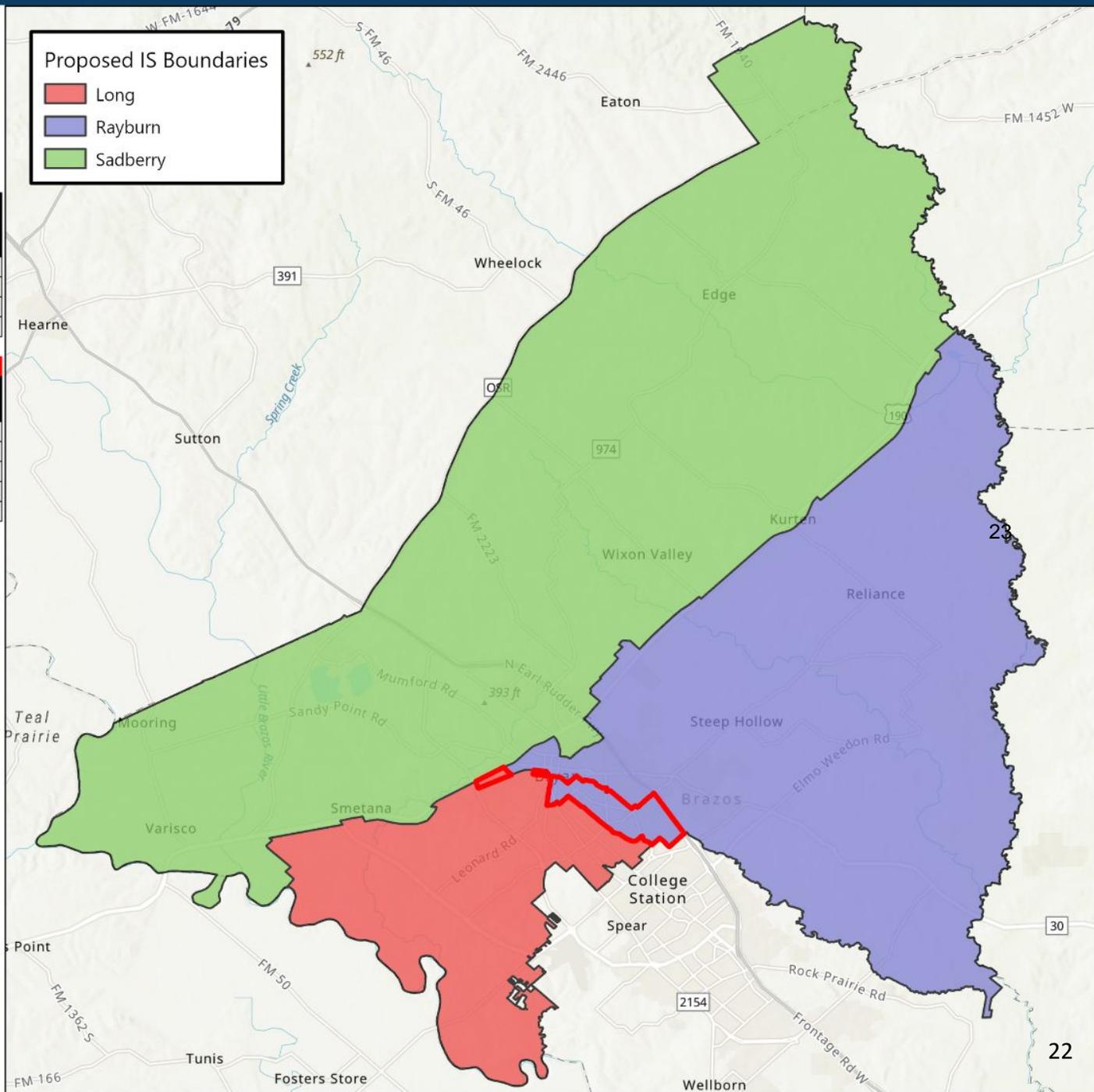
Current										
School	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
Long	1,465	695	289	82	1,002	68%	66%	64%	21%	12%
Rayburn	1,386	887	208	0	1,173	85%	57%	58%	18%	21%
IS Total	2,851	1,582	497	82	2,175	76%	61%	61%	19%	17%

** Inclusive of in/out student transfers not shown in table*

Proposed Option 1										
School	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
Long	1,465	502	213	82	797	54%	70%	69%	21%	8%
Rayburn	1,386	678	112	0	804	58%	51%	47%	20%	29%
Sadberry	800	402	172	0	574	72%	64%	69%	17%	12%
IS Total	3,651	1,582	497	82	2,175	60%	61%	61%	19%	17%

** Inclusive of out of district transfers in only.*

Proposed Option 1			
ES Boundary	Long	Rayburn	Sadberry
Bonham	0%	0%	100%
Bowen	0%	100%	0%
Branch	100%	0%	0%
Crockett	100%	0%	0%
Fannin	6%	94%	0%
Henderson	100%	0%	0%
Houston	0%	81%	19%
Johnson	0%	100%	0%
Jones	100%	0%	0%
Kemp	0%	0%	100%
Mitchell	0%	100%	0%
Navarro	0%	0%	100%
Neal	22%	64%	14%
Ross	55%	45%	0%



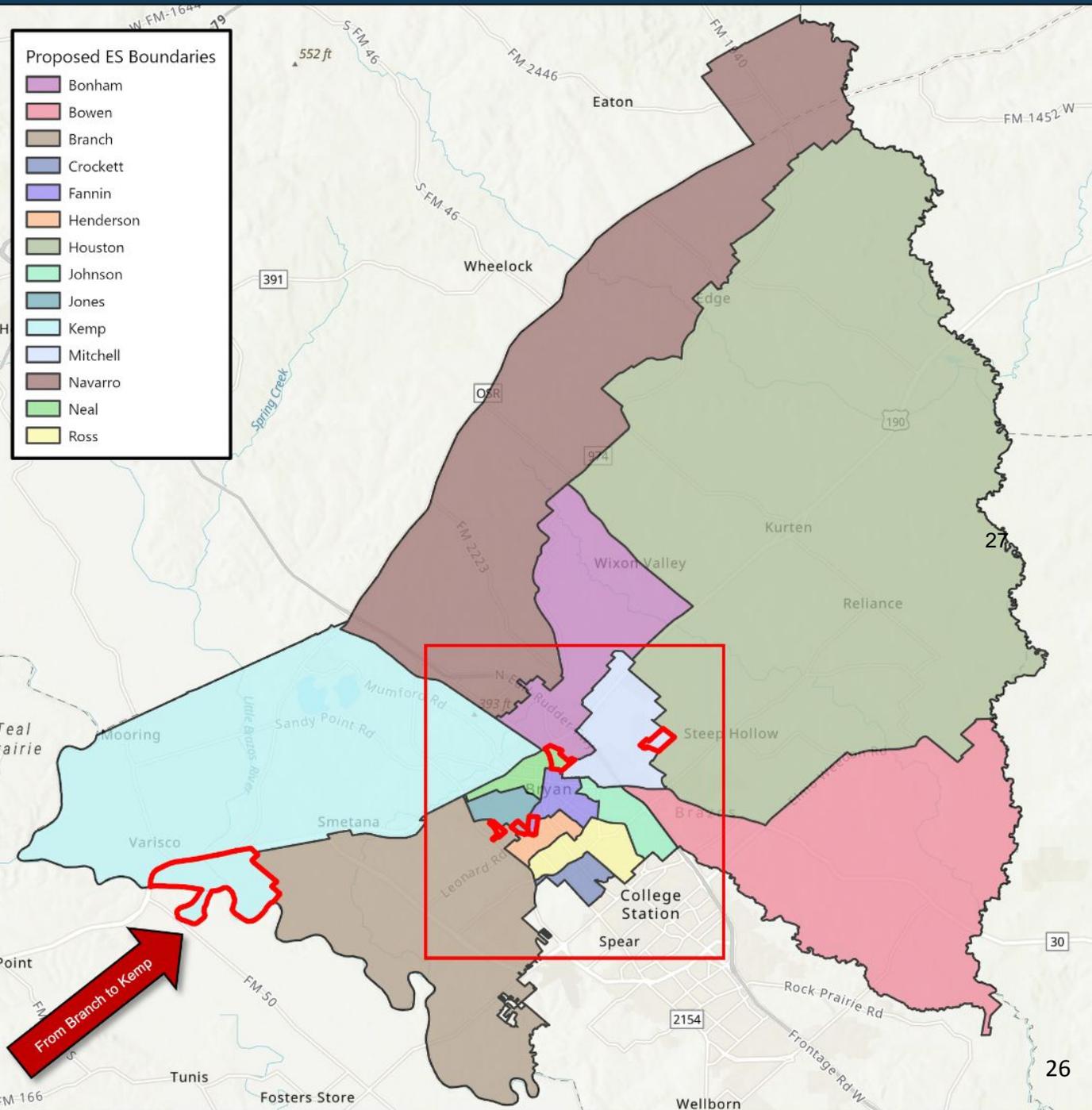
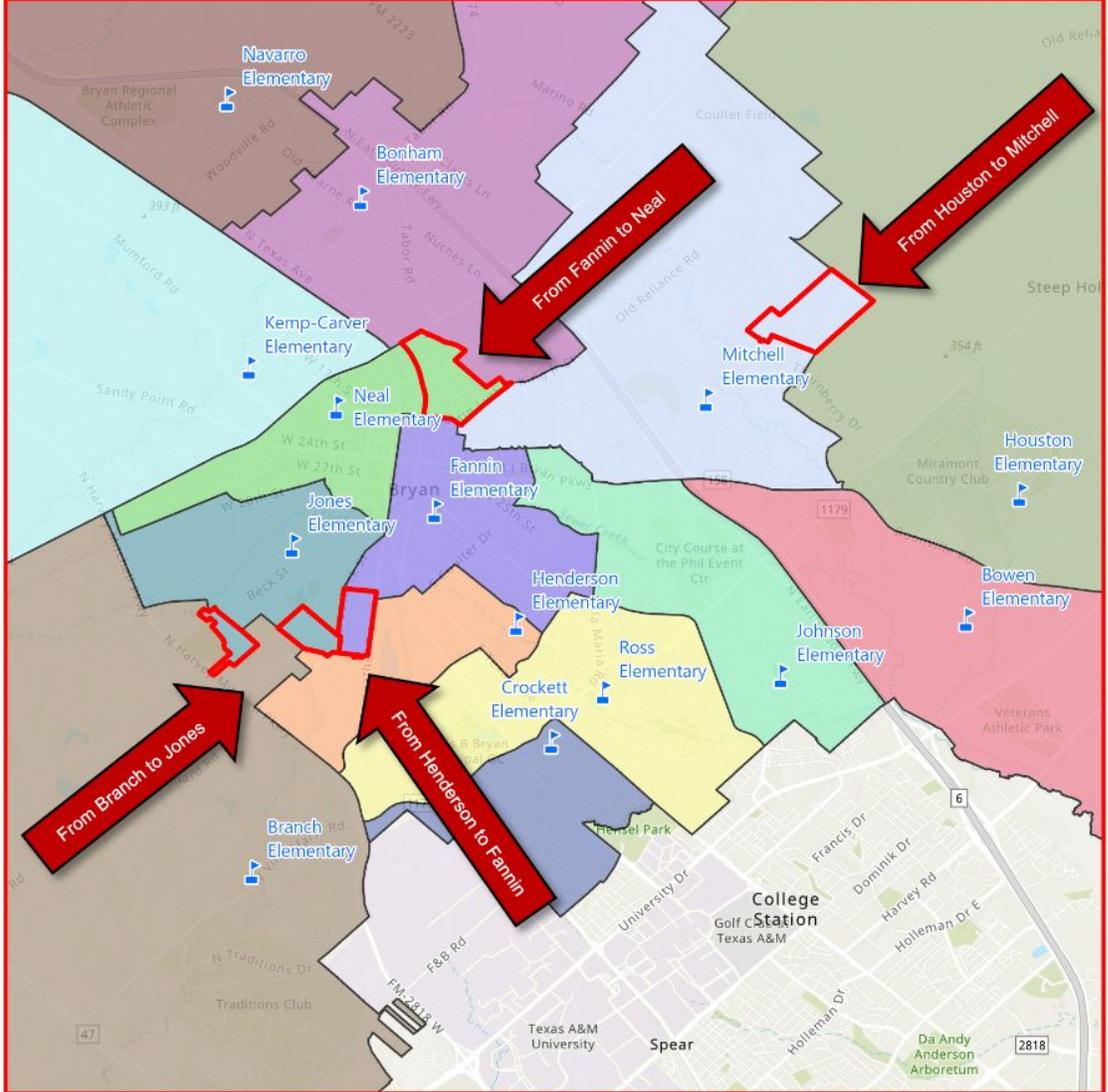
Option 2

Option 2 Overview

- PreKindergarten
 - Johnson's PreK attends Bowen
- Elementary School Boundary Adjustments
 - Minor adjustments from Branch to Jones
 - Minor adjustments from Fannin to Neal
 - Minor adjustments from Branch to Kemp
 - Minor adjustments from Houston to Mitchell
 - Minor adjustments from Henderson to Fannin
- Emergent Bilingual Program Boundary Adjustments
 - Minor adjustments from Branch to Crockett; from Fannin to Neal; from Branch to Jones
- Dual Language Program Adjustments
 - None, all Dual Language programs remain at their current campuses.
- Intermediate School Boundary Adjustments
 - Creation of Sadberry Intermediate boundary
 - Minor adjustments from Long to Rayburn and Rayburn to Long

OPTION 2 ELEMENTARY SCHOOL

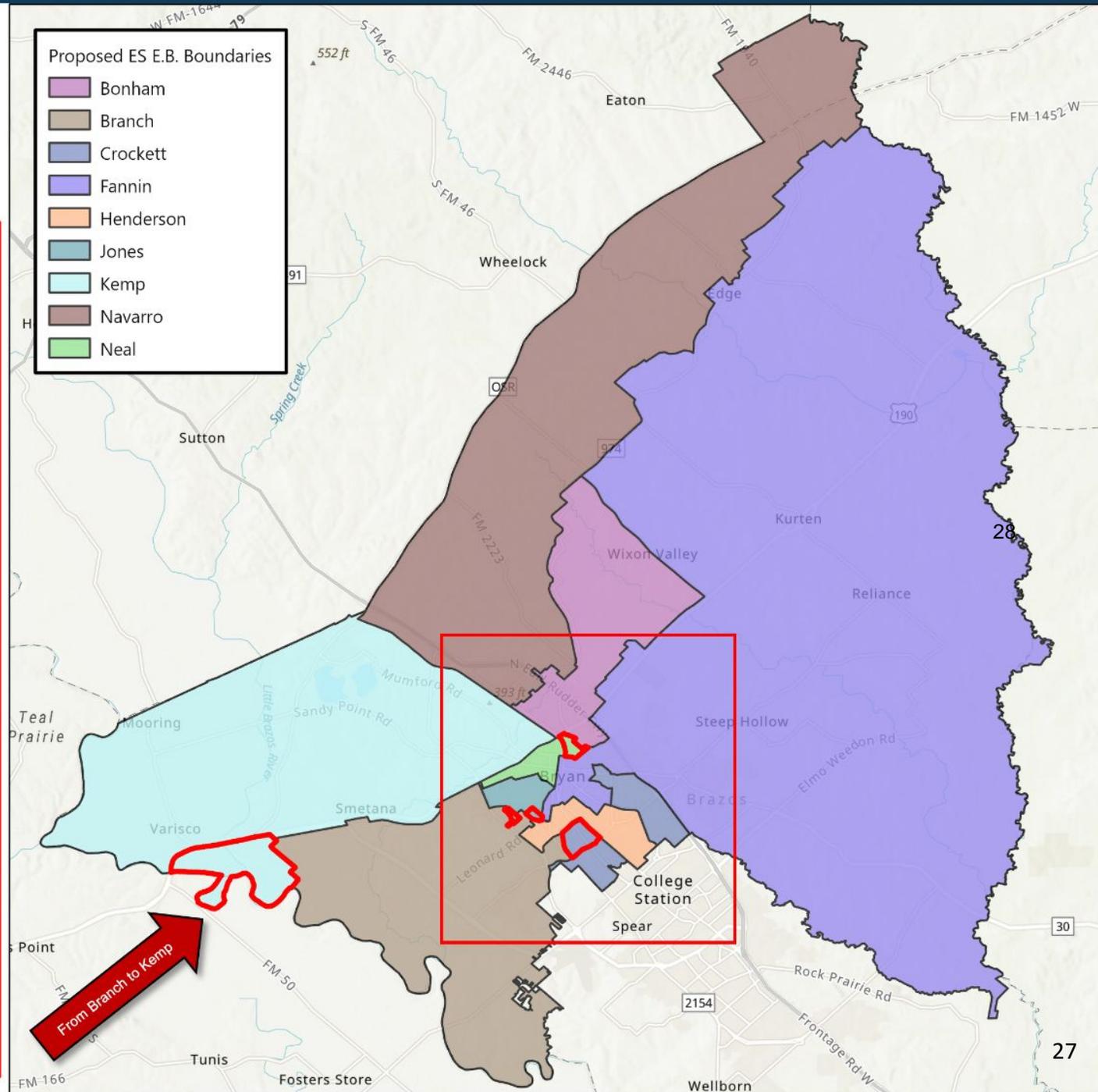
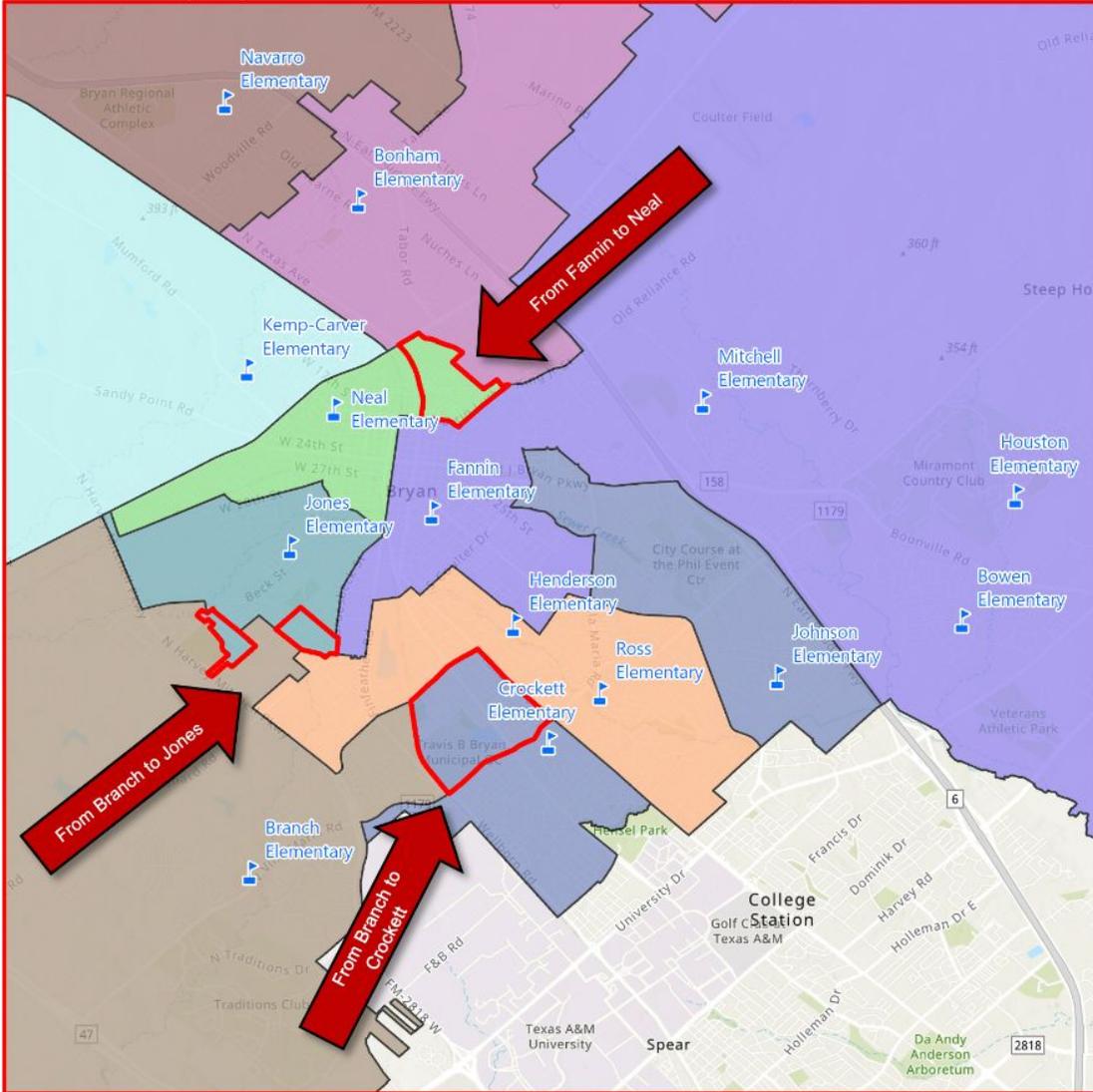
- Minor adjustments to Branch, Fannin, Henderson, Houston, Jones, Kemp, Mitchell, and Neal



OPTION 2

EMERGENT BILINGUAL & DUAL LANGUAGE

- Emergent Bilingual Early Exit boundaries: Minor adjustments between Branch and Crockett; Fannin and Neal; Branch and Jones
- Dual Language: No Changes to Dual Language Program Locations



OPTION 2 ELEMENTARY SCHOOL STUDENT BODY COMPOSITION

School	Capacity	Current						22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
		EE-PK Enrollment	K-4 Enrollment	EE-PK E.B. Enrollment	K-4 E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*					
Bonham	812	30	321	30	148	0	522	64%	70%	72%	9%	16%
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Fannin	594	32	209	15	138	0	390	66%	72%	67%	24%	7%
Henderson	574	39	162	16	155	177	566	99%	74%	77%	12%	9%
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Proposed Option 2												
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Bowen	535	73	299	0	0	0	380	71%	53%	39%	18%	36%
Branch	693	53	371	14	108	0	485	70%	61%	51%	23%	20%
Crockett	693	29	188	13	115	119	471	68%	71%	64%	20%	9%
Fannin	594	32	204	27	173	0	432	73%	72%	73%	17%	8%
Henderson	574	33	143	16	107	177	493	86%	75%	73%	15%	9%
Houston	693	47	406	0	0	0	445	64%	35%	32%	2%	61%
Johnson	594	0	236	0	0	266	503	85%	49%	44%	13%	36%
Jones	772	48	283	25	193	0	614	80%	77%	82%	13%	3%
Kemp	911	57	274	22	150	0	495	54%	74%	67%	21%	8%
Mitchell	693	53	421	0	0	0	463	57%	53%	43%	23%	28%
Navarro	693	39	274	28	122	0	442	64%	67%	70%	13%	14%
Neal	535	26	170	26	124	0	401	75%	73%	79%	18%	2%
Ross	673	75	426	0	0	0	546	81%	70%	50%	28%	16%
ES Total	9,465	595	4,016	201	1,244	562	6,696	71%	64%	59%	17%	19%

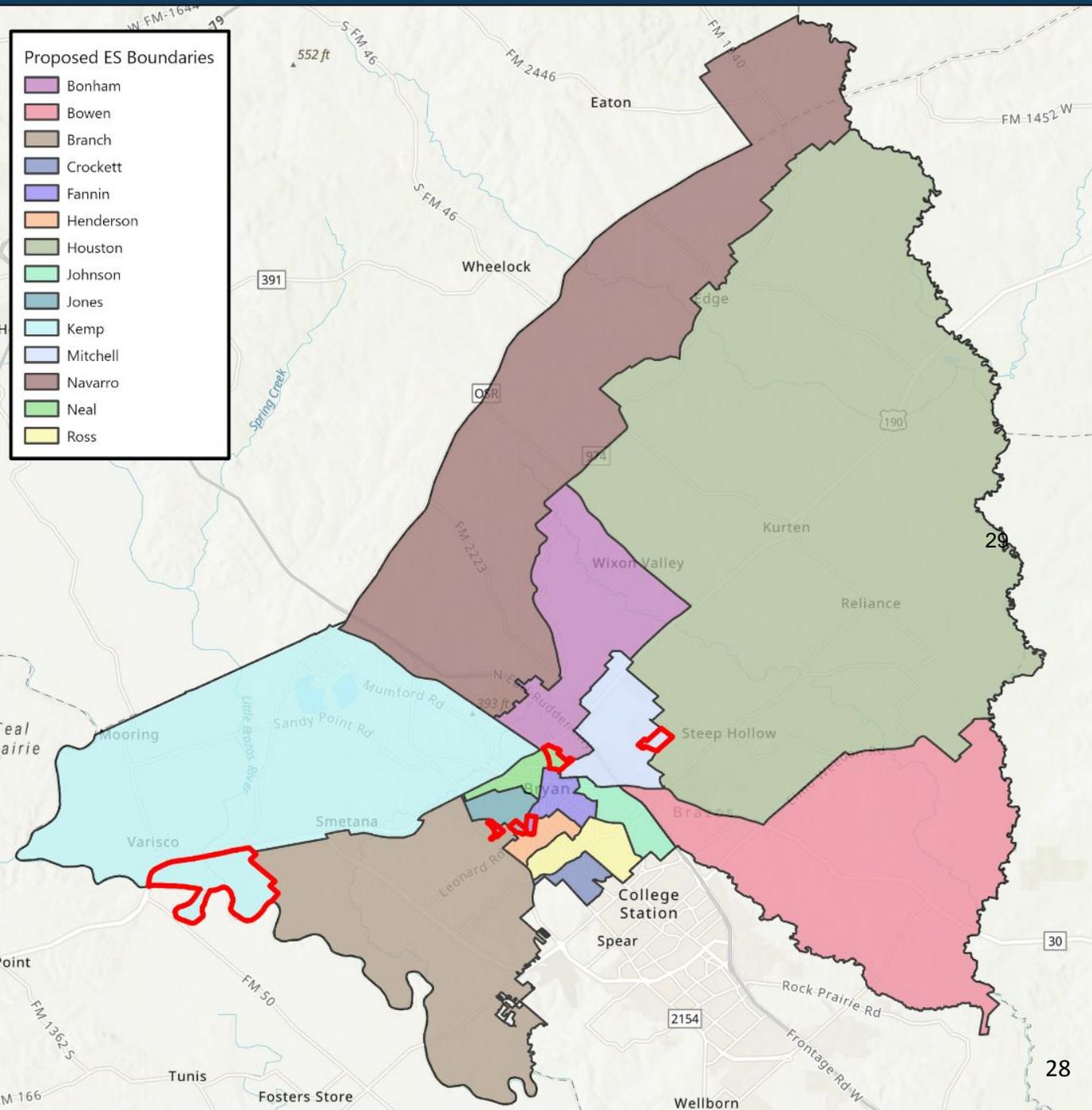
* Inclusive of in/out student transfers not shown in table

PreKindergarten: Johnson's PreK attends Bowen

Elementary School Boundary Adjustments: Minor adjustments from Branch to Jones; from Fannin to Neal; from Branch to Kemp; from Houston to Mitchell; from Henderson to Fannin

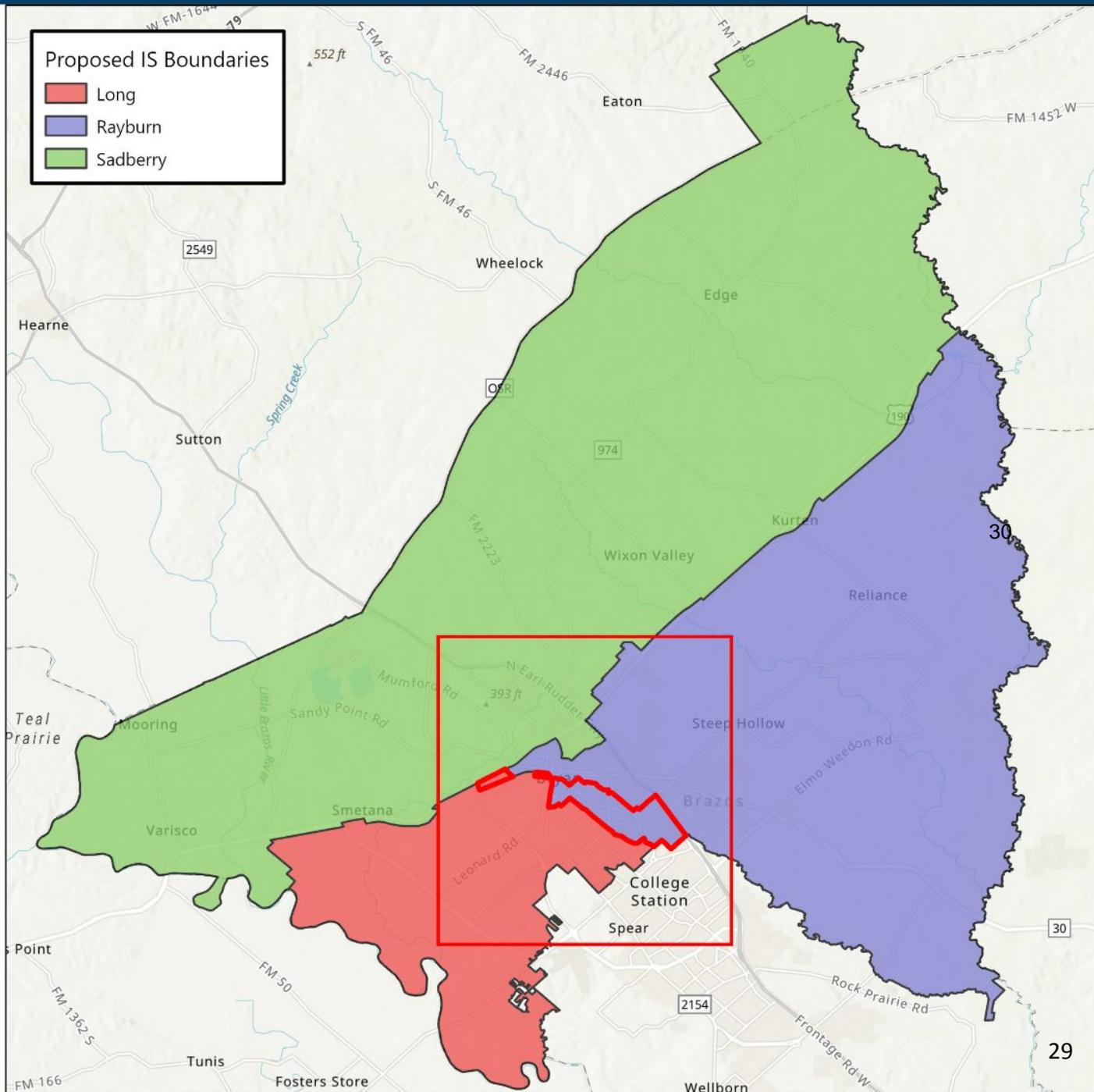
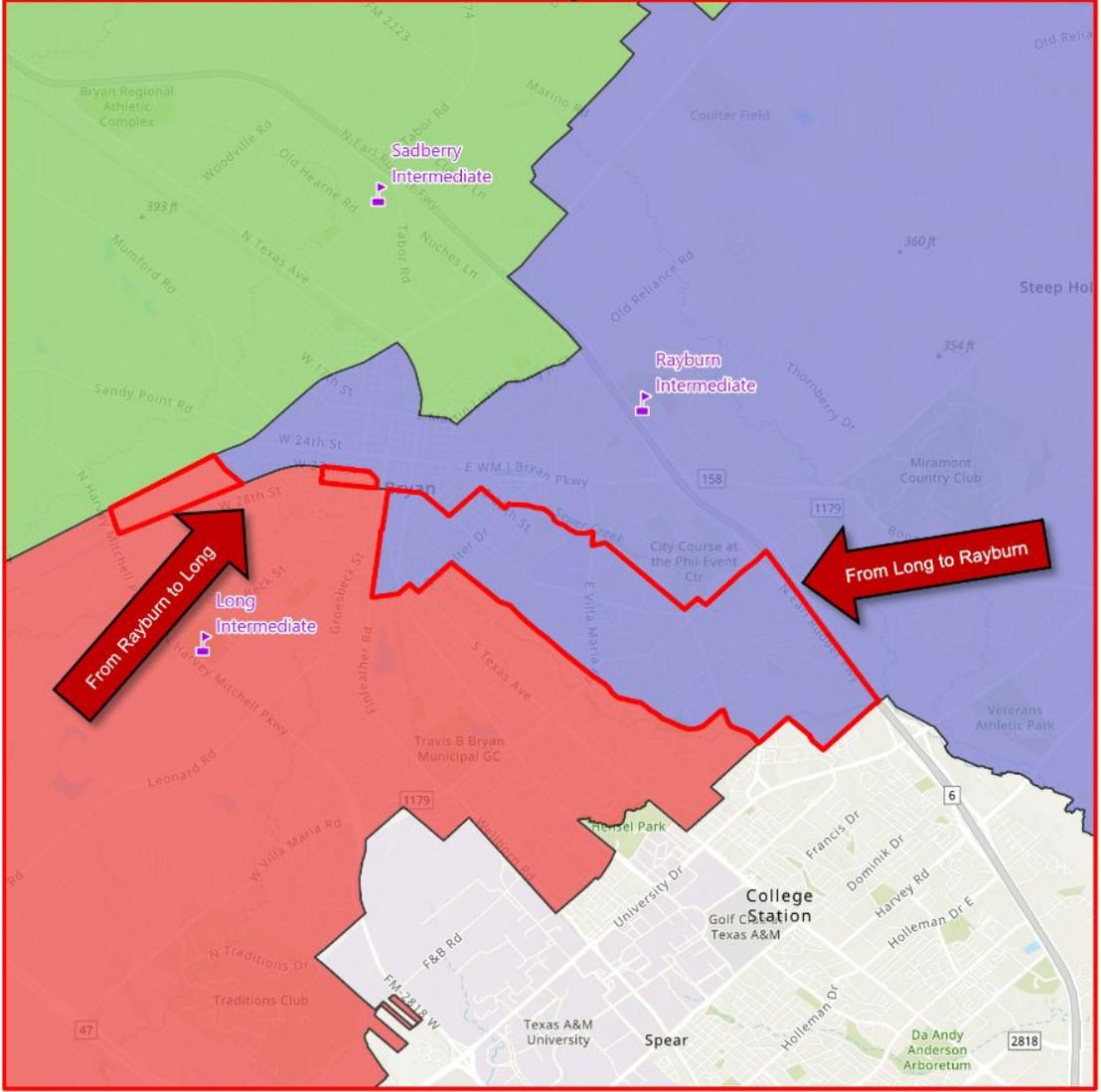
Emergent Bilingual Program Boundary Adjustments: Minor adjustments from Branch to Crockett; from Fannin to Neal; from Branch to Jones

Dual Language Program Adjustments: No changes to the location of Dual Language programs.



OPTION 2 INTERMEDIATE SCHOOL

- Emergent Bilingual Early Exit at all three intermediate school campuses



OPTION 2 INTERMEDIATE SCHOOL STUDENT BODY COMPOSITION

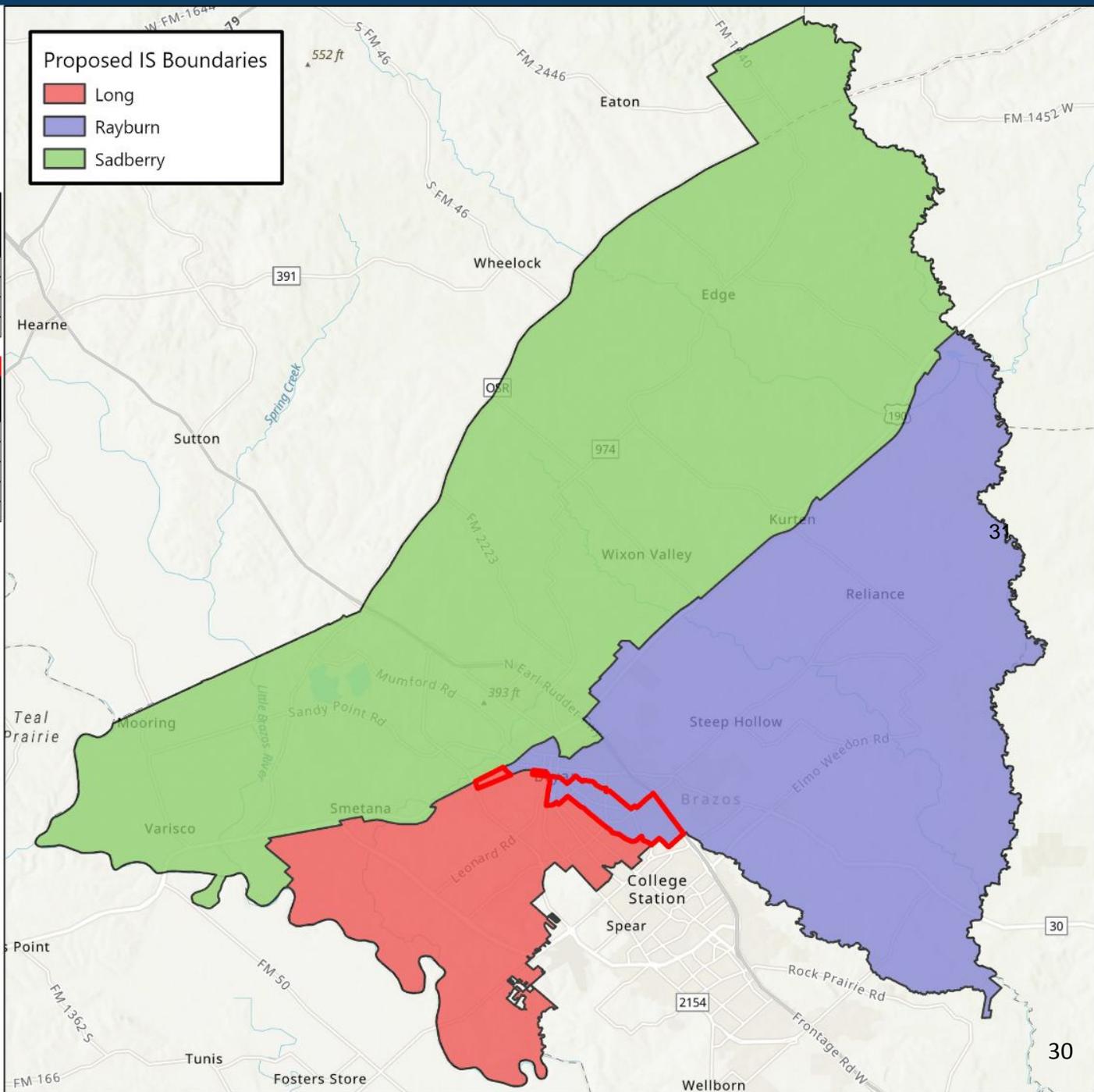
School	Current									
	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
Long	1,465	695	289	82	1,002	68%	66%	64%	21%	12%
Rayburn	1,386	887	208	0	1,173	85%	57%	58%	18%	21%
IS Total	2,851	1,582	497	82	2,175	76%	61%	61%	19%	17%

* Inclusive of in/out student transfers not shown in table

Proposed Option 2										
School	Proposed Option 2									
	Capacity	5-6 Enrollment	Net E.B. Enrollment	Net D.L. Enrollment	Net 22/23 Enrollment*	22/23 Utilization	SES%	Hispanic/Latino %	Black %	White %
Long	1,465	502	213	82	797	54%	70%	69%	21%	8%
Rayburn	1,386	678	112	0	804	58%	51%	47%	20%	29%
Sadberry	800	402	172	0	574	72%	64%	69%	17%	12%
IS Total	3,651	1,582	497	82	2,175	60%	61%	61%	19%	17%

* Inclusive of out of district transfers in only.

Proposed Option 2			
ES Boundary	Long	Rayburn	Sadberry
Bonham	0%	0%	100%
Bowen	0%	100%	0%
Branch	100%	0%	0%
Crockett	100%	0%	0%
Fannin	15%	85%	0%
Henderson	100%	0%	0%
Houston	0%	81%	19%
Johnson	0%	100%	0%
Jones	100%	0%	0%
Kemp	0%	0%	100%
Mitchell	0%	100%	0%
Navarro	0%	0%	100%
Neal	22%	64%	14%
Ross	55%	45%	0%



Identified Needs

1. Neal is an underutilized campus.
2. Branch is an overutilized campus.
3. Henderson is an overutilized campus.
4. Johnson is an overutilized campus.
5. Increase the number of Emergent Bilingual Early Exit students at Crockett.
6. Prepare school boundaries for Sadberry, Rayburn, and Long.*

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31 *Sadberry Intermediate will open with only 5th graders in 2023-2024 and will add 6th graders in 2024-2025.

Advanced Academics Programs (Grades 5-8)

Current Academies - have been in place for 15 years

- Inquire at Jane Long Intermediate & Davila Middle School
 - Focus on Humanities and Languages
- Odyssey at Sam Rayburn Intermediate & SFA Middle School
 - Focus on Science, Technology, Engineering, Mathematics (STEM)
- Current students would continue in Odyssey/Inquire through 8th grade

Opportunity for Expansion and Development

- Opportunity to revamp and redesign the Advanced Academics Programs in grades 5-8 and take advantage of the best of both Academies
- Year-long process of reflection, discovery, and design with teachers, parents, community, and administration.
- Beginning with 5th grade students in 2023-2024 the new academy will be offered at all three intermediate schools and then add a grade level one year at a time until 8th grade
- 6 Pathways: Biomedical Sciences, Computer Science, Cultural Studies, Engineering, Graphic Design, Fine Arts
 - Intermediate School: all academy students explore all 6 pathways
 - Middle School: students begin high school credit courses in 1-2 of the pathways that interest them.
- Application Required, Gifted & Talented students automatically qualify

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School Boundaries Community Survey

- Survey is open Monday, December 5th - Friday, December 16th
 - Survey can be found at: www.bryanisd.org/schoolboundaries
- School Locator Tool
 - A link to this tool is provided in the survey
 - Select the option and then enter your address to see the schools for that location
- Those that complete the survey will have the option at the end of the survey₃₄ to sign up to participate in one of 5 focus groups (English & Spanish):
 - Tuesday, December 13th at Noon - **Virtual/Online**
 - Tuesday, December 13th at 6:00 pm - **Virtual/Online**
 - Wednesday, December 14th at 6:00 pm - **In Person**
 - Thursday, December 15th at Noon - **Virtual/Online**
 - Thursday, December 15th at 6:00 pm - **Virtual/Online**



Advanced Academics Board of Trustees Annual Update Fall 2022

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Dr. Christina Richardson
Director of Advanced Academics



What is Advanced Academics?



Bryan ISD's multi-level Advanced Academic program is designed to provide dynamic, differentiated learning opportunities, which challenge students to develop their intellectual power, creativity, and sense of self.

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- K - 4th grade GT Services
- Explore Academy
- Dual Language
- Inquire Academy
- Odyssey Academy
- 5th - 11th grade Advanced Courses
- Pre-AP/Advanced Placement
- AP Capstone Diploma Program
- International Baccalaureate
- Dual Credit
- Bryan Collegiate High School
- AVID

Advanced Academics Goals



- **Goal 1: Identification & Enrollment**

Ensure equity and access in advanced academics for all students while providing structures that increase student retention and success in academically challenging opportunities.

- **Goal 2: Curriculum & Service Design**

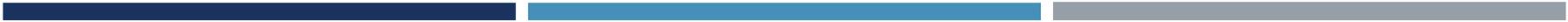
Develop a service plan which meets the varied needs of advanced academics students through specialized programs and curriculum that is implemented with fidelity on campuses.

- **Goal 3: Professional Development**

Meet the needs of teachers in advanced academics by providing professional development and resources that support teachers' ability to modify the depth, complexity, and pacing of the curriculum.

- **Goal 4: Community and Parent Engagement**

Engage families and community members as partners in advanced academics.



Summer Enrichment Opportunities

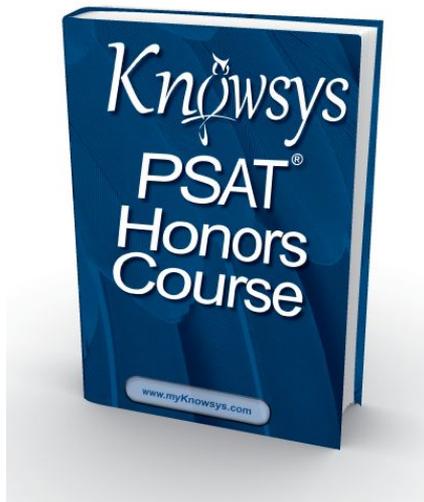


PSAT Scholars Academy



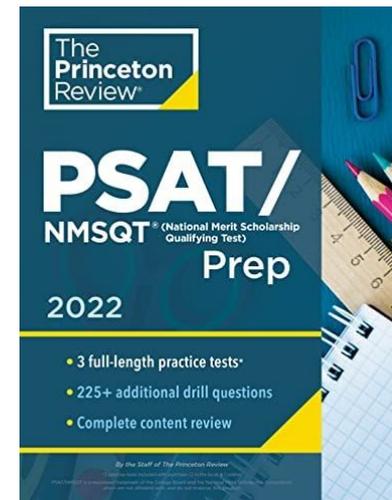
Summer PSAT Session

- 10th grade students attended 10 day session with Bryan ISD Teachers.
- Using Knowsys Curriculum resources
- 11th grade students attended a 3 day session with Princeton Review



Fall PSAT Bootcamp

- 6 hour session with Princeton Review the Saturday before PSAT.
- All students from the summer session were invited.
- 30 10th & 11th grade students attended



Summer Bridge



Mission Possible (Science)

June 6-23, 2022 (8:25-1:05) @ Davila

- Mission Possible engages students in hands-on science to develop critical thinking and scientific problem-solving skills, and to make science fun! Students track a dangerous scientist around the world to prevent his release of a deadly microorganism.
- 1 Teacher
- 20 Students

June 2023

- Same camp with the addition of STEM Sports

7th & 8th Grade Math

June 6-23, 2022 (8:25-1:05) @ Davila

- Through engaging lessons and games, students prepare for the upcoming year of advanced level math. ⁴²
- 2 Teachers
- 34 Students

June 2023

- Same camp with the addition of STEM Sports





Advanced Academic Services



Advancement Via Individual Determination



AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

AVID Elective

- Currently offered at BCHS, SFA & Davila
- Enrollment
 - 9-12 = 465
 - 7-8 = 335
- Activities Include:
 - Time management, organization, note taking, critical writing & reading skills, etc.
 - College & Career Research

AVID Excel

- Offered at Davila & SFA
- Enrollment
 - 7-8 = 139
- Activities Include:
 - Time management, organization, note taking, critical writing & reading skills, etc.
 - Language Acquisition

Gifted & Talented K-4 Services



Services:

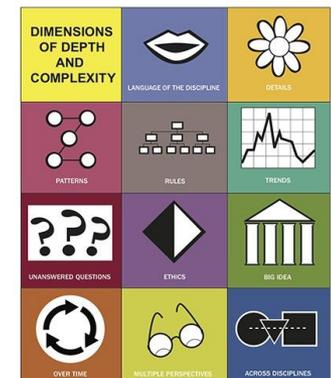
- Cluster Classrooms - GT students clustered groups of 6-8 in one classroom
- Pull Out Groups - 40 mins/week
- Push In - As requested

Resources and Strategies

- Texas Performance Standards Project
 - The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning.
 - TPSP enhances gifted/talented (G/T) programs from kindergarten through high school.

Number of GT Students K-4 (Kinder is screened in January)				
1st	2nd	3rd	4th	Total
65	88	89	135	377
High Achieving Students Included in Pull Out				
28	25	29	24	106
Total GT & HA in Pull Out Service				483

- Depth & Complexity
- FIRST Lego League Robotics
- Special Projects
- Campus GT Showcase



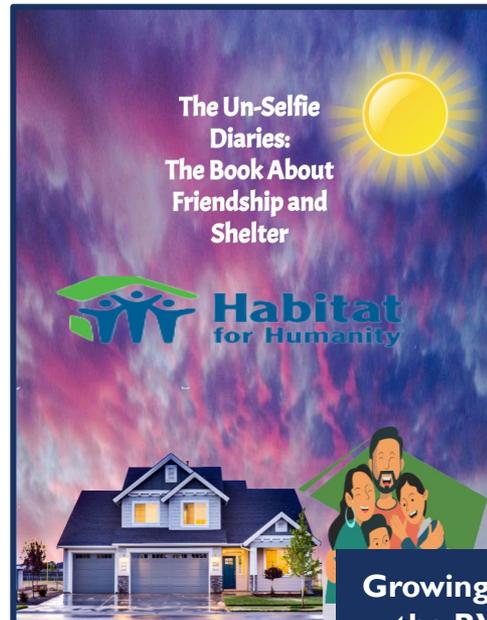
Gifted & Talented K-4 Services



This year the K-4 GT groups are supporting the Bryan ISD Build by publishing a book titled *The Un-Selfie Diaries*.

In the spirit of philanthropy and giving, students are helping to spread the message about what they can do to help others.

The book will be written in a letter format, with each student having a collection of short letters that chronicle their experience in making a difference at school and in their community.



Dear Rigel, September 14, 2022

A home is a place where you should feel secure and happy.

A home is a place where you belonged and are loved.

A home is a place where you can feel that you belong to something important.

A home is a place where your happy and where you can enjoy yourself. ⁴⁶

Your home is where you belong so keep feeling that you belong and you will some-day.



Love,
Marcus



I'm helping my brother when he fell off his bike.

**Growing food for
the BV Food
Bank
at Branch!**

**Partnered with
TAMU Mays Business
School**

**Junior League of the
Brazos Valley**



K-4 GT Services Program Evaluation

Dr. Todd Kettler

- Baylor University
- Department Head for Education Psychology Department
- Member of the Texas Commissioner of Education's Advisory Council for Gifted Education
- Co-editor of the Journal of Advanced Academics

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Data Collection for Evaluation

- Classroom Observations at all Elementary Campuses
- 3 Student Focus Groups
- 3 Parent Focus Groups
- GT Parent Survey
- Teacher Survey
- Principal Survey
- Review of GT identification procedures
- Review of program documents

Explore Academy (Highly Gifted)

Located at Ross Elementary



Explore Rating 2022

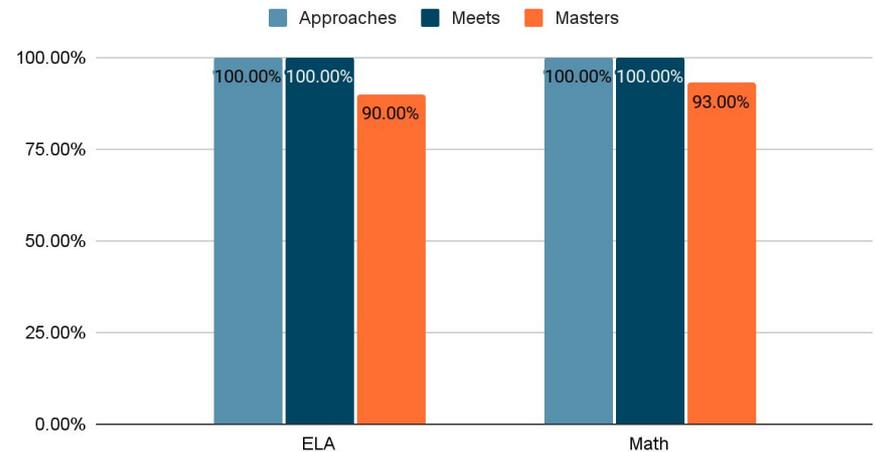
Overall Score = 99

A



Fall 2022 MAP Performance	Math Median Percentile	ELA Median Percentile
1st Grade (22)	92	94
2nd Grade (21)	94	95
3rd Grade (21)	95	91 ⁴⁸
4th Grade (21)	95	92

3rd & 4th Grade Explore STAAR (Spring 2022)

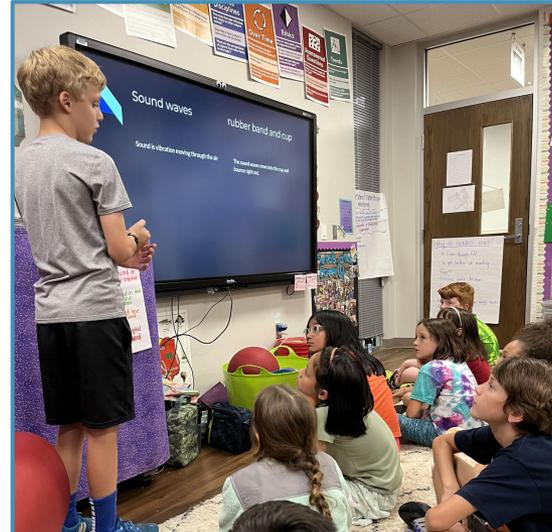


Explore Academy (Highly Gifted)

Located at Ross Elementary



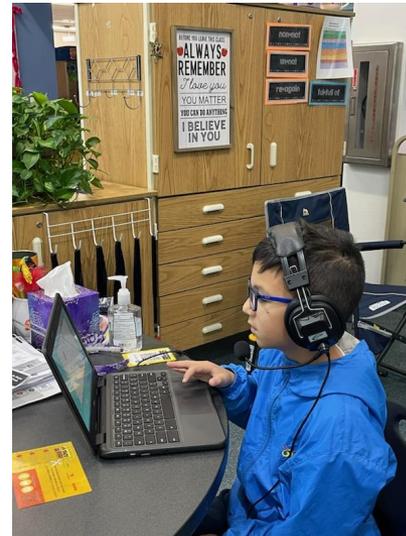
- Depth & Complexity
- Project Based Learning
- Power Hour
- MAP Student Goal Setting



Dual Language

Current Enrollment: 636 students

- Requires student application and assessment for readiness.
- Grades K-4
- Locations: Johnson, Henderson, and Crockett
- 96% of the 6th grade Dual Language students who tested passed the AVANT assessment and were awarded HS credit for Spanish I.



Inquire & Odyssey Academies



Current Inquire & Odyssey Students

- Inquire: Jane Long Intermediate & Davila Middle School
- Odyssey: Sam Rayburn Intermediate & SFA Middle School



Inquire & Odyssey Accountability 2022

Inquire Overall = 91
Odyssey Overall = 91

A



Academy Update



Redesign Timeline & Process

- Spring 2022: began gathering feedback from various stakeholder groups including parents, community, and staff.
- Fall 2022: Design team of teachers and campus leaders developed a redesigned model based on feedback.
- Fall 2022: Presented design team proposed model to different groups of stakeholders. There have been 10 different opportunities to provide feedback
- November 2022: Parent Survey
- November 2022: Parent Focus Group
- December 2022: Launch of new Academy
- **NOTE:** Current Odyssey & Inquire students will continue in their current academy all the way through 8th grade

What's Next

- December 2022: Open applications for all Advanced Academics
- December 2022: Launch of marketing materials and information for the new Academy.
- Family information nights for Academy
 - January 10 - Jane Long
 - January 12 - Sam Rayburn
- February/March 2023: response letters to all applicants.
- Spring 2023: Curriculum & Instruction staff and teachers start planning professional development and curriculum for 5th grade.

Bryan Collegiate High School

(Designated Early College Since 2007)



Class of 2022

- 86% 1st Gen College Students
- Avg of 48 College Hrs Earned
- 14 Associate's Degrees
- 41 Core Complete Students
- 9,571 Community Svc Hrs Served



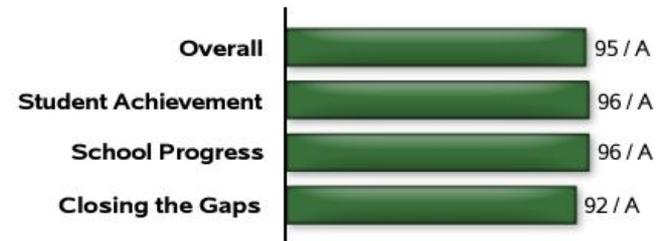
Accountability Rating

A

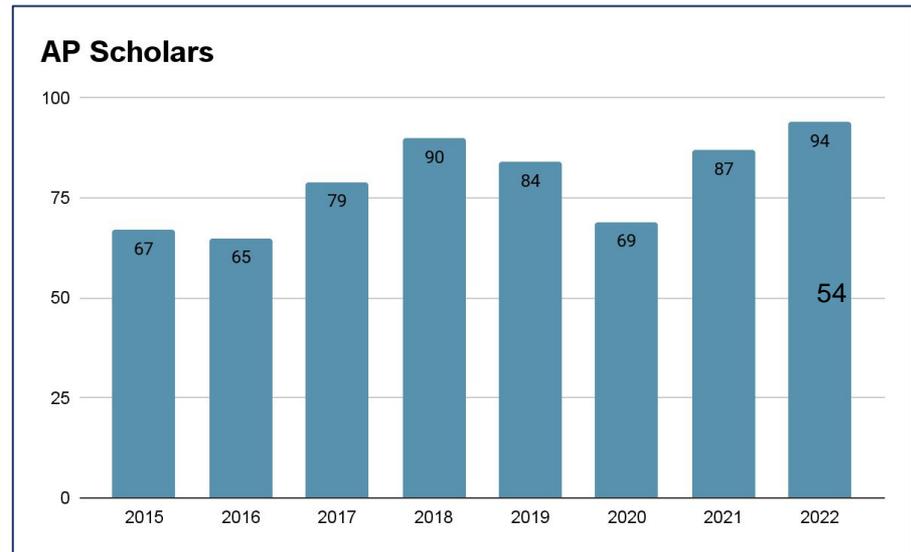
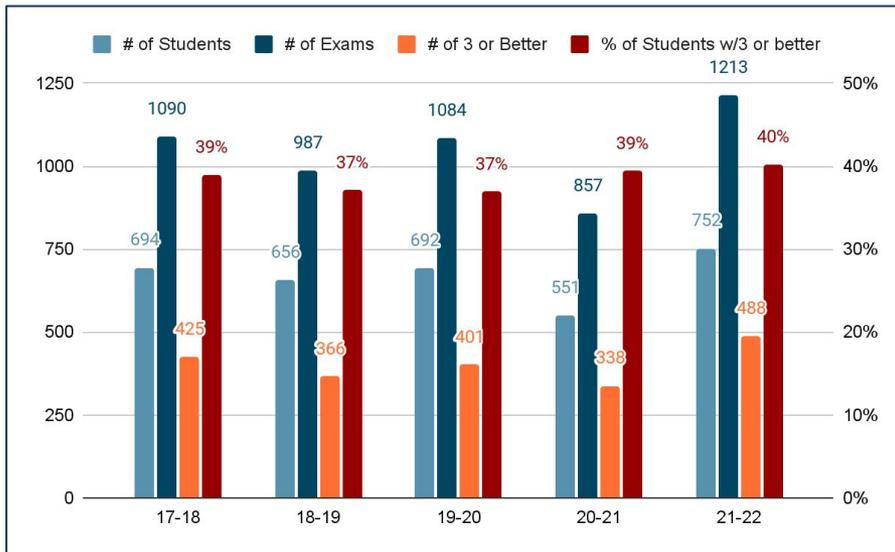
BRYAN COLLEGIATE H S earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

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State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for BRYAN COLLEGIATE H S. Scores are scaled from 0 to 100 to align with letter grades.



AP Exam Data



AP Exam District Highlights for 2021-2022

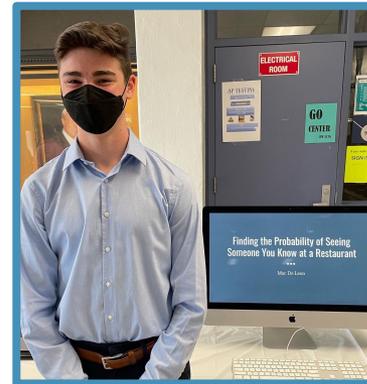
- Highest number of students participating since 2013
- Highest number of exams taken since 2013
- Percentage of students earning 3 or better is increasing
- Highest number of AP Scholars since 2015

International Baccalaureate Diploma Program

Located at Bryan HS



- 12 of 22 BHS IB subjects had 100% pass rates for their May 2022 exams
- IB Computer Science is being offered for the first time since 2016, with 21 students enrolled!
- May 2022 grads report earning up to 47 credit hours!
- IB Informed: student-written monthly newsletter



IB Exhibition - all Diploma Program students present their projects to the public.

Save the date! May 24, 2023

AP Capstone Diploma Program

Located at Rudder HS



2022 - 2023 AP Capstone Participation

- 32 students enrolled in AP Research
- 74 students enrolled in AP Seminar
- 23 seniors on track to receive some type of Capstone recognition pending AP courses & exams taken this year.

AP Seminar May 2022

50 students took the AP exam

33% scored a 3 or higher

AP Research May 2022

24 students took the AP exam

50% scored a 3 or higher

2020 - 2021 Results

- 2 Diplomas
- 2 Certificates

2021 - 2022 Results

- 6 Diplomas
- 5 Certificate



Coming Soon!



Currently Researching

- **AVID Expansion**
 - Intermediates
 - BHS & RHS



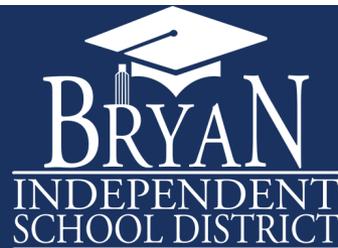
Coming Soon

- **Lego Robotics**
 - Expansion to after school
 - Lego donation from TAMU, including teacher training
 - 7 campuses
 - TAMU training in January
 - Lego Robotics Exhibition Event May 14th



Thank You for Your Support!

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5. Silent Panic Technology Grant for 2022-2024
6. 2022-2023 COVID-19 School Health Support Grant

ITEMS FOR DISCUSSION AND OR ACTION / REGULAR AGENDA

Business Services

1. Consider Approval of Contract for the Third Phase Miscellaneous Roofing Package for Kemp Elementary, Mitchell Elementary, Ross Elementary, and SFA Middle School
2. Discuss and Consider Approval for the Food Steamer Replacements at Jones, Rudder, Davila, and BHS Kitchens

Local Governance

1. Discuss and Consider Update to Board Policy BED Local Public Participation 60

**Limit on
Participation**

Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.

Public Comment
Regular Meetings

At regular ~~night~~ Board meetings **that begin on or after 5:00 pm**, the Board shall permit public comment on matters that are within the Board's control or jurisdiction, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

Special Meetings

At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.

Procedures

Public comment shall occur at the beginning of the meeting.

Individuals who wish to participate in this portion of the meeting **shall register to speak in advance as determined by administrative regulation. ~~must fill out a form available at the entrance and present it to the presiding officer or the executive assistant to the Board before the meeting begins, and shall indicate the agenda item or topic on which they wish to address the Board.~~** An individual who will be accompanied by a translator must notify the District when signing up.

**Guidelines for
Presentations**

Presentations will normally be limited to three minutes. In the event an individual uses a translator when addressing the Board, the individual shall be permitted twice the allotted time to make his or her presentation.

Meeting
Management

When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.

~~Any speaker wishing to address the Board on any matters pertaining to any of the exceptions listed at BEC(LEGAL) may be asked to address the Board in closed session.~~

**Guidelines for
Speakers**

~~Guidelines for speaker protocol shall be as follows:~~

- ~~1. The deadline for completing and submitting a speaker's form shall be ten minutes prior to the start of the Board meeting if~~

~~delivered in person at the board meeting, or thirty minutes prior to the start of the Board meeting if delivered via email.~~

- ~~2. Speakers shall be acknowledged by the President before speaking and must state their first and last name and the intended topic of comments.~~
- ~~3. Speakers shall refrain from direct questions to the Superintendent, District staff, or members of the audience while speaking.~~
- ~~4. Speakers may not accrue minutes from other speakers.~~
- ~~5. Speakers shall not use profane or vulgar language.~~
- ~~6. Speakers must remain in the designated area for public comment.~~

Board Response

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.

Complaints and Concerns

The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution:

- Employee complaints: DGBA
- Student or parent complaints: FNG
- Public complaints: GF

Disruption

The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.



Request to Address the Bryan ISD Board of Trustees Form

Public comment at Board meetings are conducted in accordance with policy BED(LEGAL) and BED(LOCAL).

At regular meetings that begin on or after 5:00 pm, the Board shall permit public comment on matters that are within the Board's control or jurisdiction, regardless of whether the topic is an item on the posted meeting notice and agenda. At all other Board meetings, public comment shall be limited to items on the agenda posted with the notice of the meeting.

The following guidelines apply to public comment:

1. To speak during public comment at a Board Meeting, individuals must sign up in advance of the meeting by completing and submitting this *Request to Address the Bryan ISD Board of Trustees Form*. The form may be:
 - emailed to bisd_school.board@bryanisd.org at least **30 minutes** prior to the posted start time of the meeting, but no earlier than 24 hours before the start of the meeting **OR**
 - the form may be hand-delivered to the presiding officer or the Executive Assistant to the Board of Trustees **10 minutes** prior to the posted start time of the meeting.
2. If an agenda item is continued or posted again for a meeting on a later date, individuals who wish to address the Board on the item must sign up separately for that later date.
3. Per Policy BED(LOCAL), individual comments are limited three (3) minutes, however, this time limit may decrease based on the number of individuals commenting. No individual shall be given less than one (1) minute to make comments. Speakers may not accrue minutes from other speakers.
4. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for the meeting.
5. Speakers must limit comments to issues that can be presented in a public forum. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels. **Employees or members of the public are reminded that they must follow and exhaust all administrative remedies prior to presenting complaints about a student matter or district personnel to the Board.**
6. Speakers shall be acknowledged by the President before speaking and must state their first and last name and the intended topic of comments. Speakers shall refrain from direct questions to the Superintendent, District staff, or members of the audience while speaking. Speakers shall not use profane or vulgar language. Speakers must remain in the designated area for public comment.
7. Rules of order and decorum will be enforced during the public comment period to ensure efficient meetings. Unlawful or disruptive conduct, including interrupting scheduled speakers, speaking out of turn, or interfering with the rights of others, will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Name		Phone	
Address			
Email			
Will a translator accompany you?		Name of Translator	
Does the topic(s) that you wish to address appear on the current agenda?			
If Yes , please indicate the topic or topics on the agenda you wish to address:			
If No , please indicate the topic or topics that are not on the agenda that you would like to address:			

2. Review and Discuss Legislative Priorities

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Draft Legislative Priorities 88th Session

Teacher Shortage

- Advocate for the removal of state barriers for teacher candidates, such as expensive exams or requirements that deter candidates from entering the profession.
- Provide additional state funding to help elevate the teaching profession by providing more substantial financial aid and other programs to incentivize students to enter the field, increase educator and staff compensation, improve staff health and retirement benefits, and decrease the burdensome mandates that increase an educators' workload.
- Improve Teacher Retirement System to attract staff and remove burdensome retirement criteria and compensation.
- Increase flexibility and latitude with compensation, including rehiring retirees.

School Finance

- Update the school finance system and basic allotment – using student enrollment and taking into account regional cost differences – to more equitably distribute future funding, reduce recapture payments, increase funding for student education, and teacher compensation, and provide automatic property tax relief for taxpayers; in addition, any and all excess “revenue in excess of entitlement” must be returned to the basic allotment and not into the general fund or other fund not benefitting traditional public education.
- Substantially Increase the BA (Basic Allotment) & provide for annual adjustments for inflation using the Texas CPI (Consumer Price Index) to at least raise per-pupil funding to the national average.
- Advocate for local discretion with spending to ensure that the needs of students, staff, and communities are met.
- Oppose any effort to divert local school property tax revenues for non-public education purposes.
- Oppose any cuts to school district FSP funding.
- Fund full-day pre-K programs through the FSP for all students.
- Increased funding of the School Safety Allotment and local flexibility to ensure districts can adequately meet student and staff safety needs.
- Increased funding for the Instructional Materials and Technology Allotment (IMTA) to ensure districts can provide adequate technology and instructional materials to meet higher standards for students. Oppose any carve-outs from IMTA that decrease the amount of funds to school districts.

Vouchers, Taxpayer Savings Grants, Virtual Vouchers

- Oppose any state plan that would use vouchers, tax credits, taxpayer savings grants, tuition reimbursements, or any other means to divert public tax dollars to private entities, homeschooled students, or parents, with little or no academic or financial accountability or transparency to the state, taxpayers, or local communities.
- Prevent any transfer of public funds using vouchers, education savings accounts, or corporate tax credits to private schools or individuals, including the expansion of virtual instruction by corporations.

Assessment & Accountability

- Advocate for the establishment of a comprehensive accountability system that looks beyond high-stakes, multiple-choice exams to meaningful assessments that have value for students, parents, and teachers, as well as flexible measures that local communities value.
- Oppose A–F campus and district ratings that oversimplify the complex work of schools and incentivize teaching to the test.
- Advocate that the state student assessment program be limited to only those assessments required to meet ESSA (federal) requirements.
- Advocate for local discretion in instructional planning and repeal of the accelerated learning committee requirements (HB 4545, 2021).
- Advocate for a hold harmless accountability rating year for all districts, given the vast changes to both the structure of the state assessments and the accountability system.

School Safety and Mental Health

- Provide adequate funding for school safety provisions with local flexibility.
- Provide additional support, resources, and services from the mental health field to better increase access to research-based proactive and crisis mental health services for students, their caregivers, educators, and staff while reducing the burden on educators and districts to identify or resolve student mental health needs with assistance and collaboration from mental health providers.

3. Discuss and Consider Board Goals for 2022-2023

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2022-2023 Board Goals

December 5, 2022

Board Goal Development

Bryan ISD Vision

Children First. Always

Bryan ISD Mission

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

Board Goal Development Process

- November 17, 2022:
 - Board members convened in a special called meeting for the purpose of 2022-2023 Board Goal Development.
- Purpose of today is a final review and consideration of the 2022-2023 Board Goals.



Board Goals

- 1 Academic Goal
- 2 Culture & Climate Goal
- 3 Workforce Goal
- 4 Community Engagement Goal
- 5 Safety & Security Goal

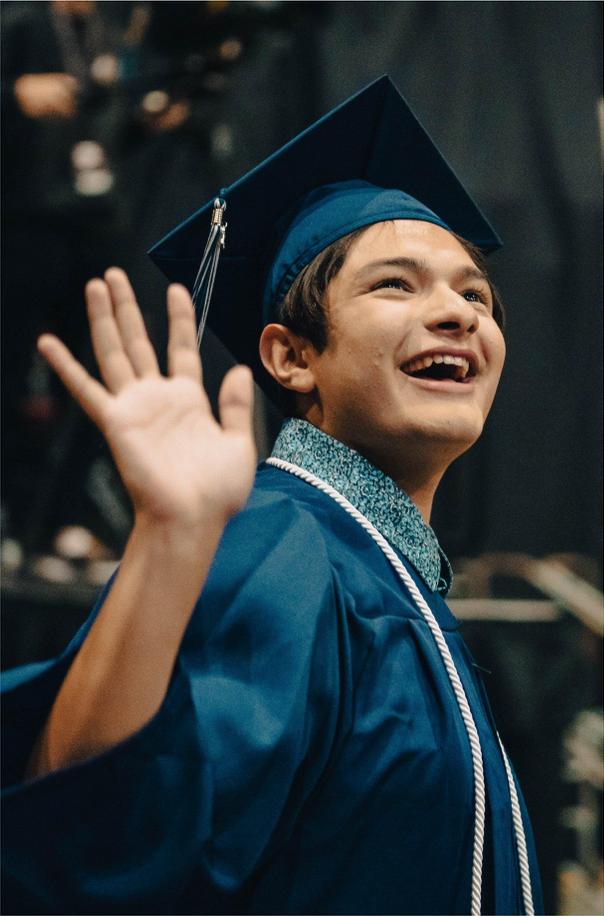


Alignment of Goals



Board Goal 1 - Academic

Support the academic and post-secondary success of every student.



Board Goal 2 - Culture & Climate

Support a culture and climate that encourages a shared responsibility for a positive learning environment which encourages engagement in academic, extracurricular, and service activities.



Board Goal 3 - Workforce

Recruit and maintain a high-quality workforce through competitive benefits, differentiated professional learning, and a positive work environment.



Board Goal 4 - Community Engagement

Actively partner with students, families, staff and the community to promote collaborative stakeholder engagement to achieve the district's vision.



Board Goal 5 - Safety & Security

Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.





BRYAN ISD

CHILDREN FIRST. ALWAYS.

Closed Session

1. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee
2. Discuss and Consider Appointment of Bryan ISD Board Officers for 2023

Reconvene in Open Session

1. Consider and Take Possible Action on the Appointment of the Bryan ISD Board Officers for 2023

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.