



A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, December 1, 2025, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

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

1. Call to Order

2. Welcome

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

4. Public Comment on Agenda Items

5. Information Items

5.A. Academic Calendar Development for 2026-2027

Bryan ISD



Academic Calendar 2026-2027

PURPOSE

To create an academic calendar built to support the needs of the students, staff, parents and community. As part of the process input is collected from as many stakeholders as possible to ensure the needs of all are considered.

COMMITTEE MEMBERS

- Campus Leadership
- Teachers
- Parents
- Students
- School Board
- District Program Leadership
- District Administration



Timeline

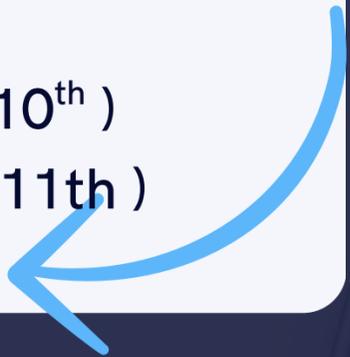
OCTOBER

- DLT (28th) 
- Calendar Committee Mtng 1 (29th) 

NOVEMBER

- Board Meeting (3rd) 
- Calendar Committee Mtng 2 (5th) 
- Calendar Committee Mtng 3 (12th) 
- DEIC (13th) 
- Email Teacher and Parent Advisory Grps(17th) 
- Board Meeting (17th) 
- DLT (18th) 
- Calendar Committee Mtng (Zoom) (20th) 

DECEMBER

- Board Meeting (1st)
- Calendar Survey (approx. Dec 2nd - 10th)
- Calendar/DEIC Committees-zoom (11th)
- Board Meeting Vote (15th) 

Survey Details

Open: December 2nd

Close: December 10th @ 11:59pm

This comparison document will be available for all survey completers to use to assist them in making their determination.

2026-2027 ACADEMIC CALENDAR

OPTIONS & COMPARISON



This side-by-side comparison shows the similarities and differences between the calendar options by month.

Academic Calendar Goal

Bryan ISD aims to implement an academic calendar that supports the educational needs of our students. In addition, we strive to support the interest and needs of our staff and families. The calendar must meet the required number of minutes set by the Texas Education Agency (75,600 operational minutes) and the required number of Teacher contract days (187 days).

Staff Only Information

Each calendar option contains 3 TE Days. Please see your administrator for details and eligibility regarding TE days

Fall Break Explanation

- *10/22 TE Day Teachers Only
- **10/14 TE Annual Mandate-All
 - o All Staff 226 or more can use any day that week as TE Annual Mandate Day with supervisor approval.
 - o Human Resources will work with administrators to review comp time opportunities for non-teachers
- ***10/14-10/16: Campus Holiday all staff <226 days

^ Will work to collaborate with local higher Education and other area School Districts to align

	Calendar I	Calendar II
August	<ul style="list-style-type: none"> • 3rd: Teacher TE/PD • 4th-11th: Teacher PD/Wkday • 12th: School Start 	<ul style="list-style-type: none"> • 5th: Teacher TE/PD • 6th-14th: Teacher PD/Wkday • 17th: School Start
September	<ul style="list-style-type: none"> • 7th: District Holiday • 28th: Student Holiday (Parent Conf/PD) 	<ul style="list-style-type: none"> • 7th: District Holiday • 25th: Student Holiday (Parent Conf/PD)
October	<ul style="list-style-type: none"> • 12th*/13th** Student Holiday (TE) • 14th-16th*** Campus Holiday 	<ul style="list-style-type: none"> • 12th*/13th** Student Holiday (TE) • 14th-16th*** Campus Holiday
November	<ul style="list-style-type: none"> • 2nd: Stu Holiday(PD) • 23rd-27th: District Holiday 	<ul style="list-style-type: none"> • 23rd-27th: District Holiday
December	<ul style="list-style-type: none"> • 17th: MS/HS Stu Early Release • 18th: Stu Early Release All • 21st-31st: District Holiday 	<ul style="list-style-type: none"> • 17th: MS/HS Stu Early Release • 18th: Stu Early Release All • 21st-31st: District Holiday
January	<ul style="list-style-type: none"> • 1st-4th: District Holiday • 5th: Student Holiday(workday) • 6th: School Start • 18th: District Holiday 	<ul style="list-style-type: none"> • 1st: District Holiday • 4th: Student Holiday (PD) • 5th: Student Holiday (Workday) • 6th: School Start • 18th: District Holiday
February	<ul style="list-style-type: none"> • 11th-12th: Stu Holiday (PD) 	<ul style="list-style-type: none"> • 12th: Stu Holiday (PD)
March	<ul style="list-style-type: none"> • 15th-19th: District Holiday^ • 26th: District Holiday 	<ul style="list-style-type: none"> • 15th-19th: District Holiday^ • 26th: District Holiday
April	<ul style="list-style-type: none"> • 30th: Stu Holiday (PD) 	<ul style="list-style-type: none"> • 30th: Stu Holiday (PD)
May	<ul style="list-style-type: none"> • 25th: MS/HS Stu Early Release • 26th: Stu Early Release All; Last Day of School • 27th: Teacher Workday 	<ul style="list-style-type: none"> • 26th: MS/HS Stu Early Release • 27th: Stu Early Release All; Last Day of School • 28th: Teacher Workday

Timeline

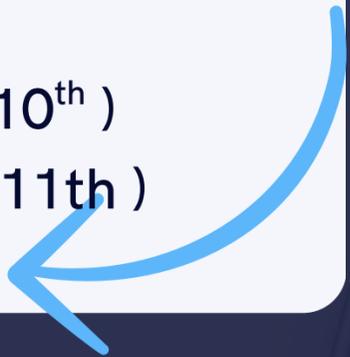
OCTOBER

- DLT (28th) 
- Calendar Committee Mtng 1 (29th) 

NOVEMBER

- Board Meeting (3rd) 
- Calendar Committee Mtng 2 (5th) 
- Calendar Committee Mtng 3 (12th) 
- DEIC (13th) 
- Email Teacher and Parent Advisory Grps(17th) 
- Board Meeting (17th) 
- DLT (18th) 
- Calendar Committee Mtng (Zoom) (20th) 

DECEMBER

- Board Meeting (1st)
- Calendar Survey (approx. Dec 2nd - 10th)
- Calendar/DEIC Committees-zoom (11th)
- Board Meeting Vote (15th) 

Questions?



5.B. Advanced Academics Update

Advanced Academics Program Updates

December 2025

Presented By:

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.



- **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

Advanced Academics Strategic Planning Committee

A diverse group of stakeholders comprised of parents, teachers, administrators, and community stakeholders who meet to provide feedback on services and outcomes.



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 that meets the varied needs of advanced academic students through specialized programs and curricula that are implemented with fidelity on campuses.



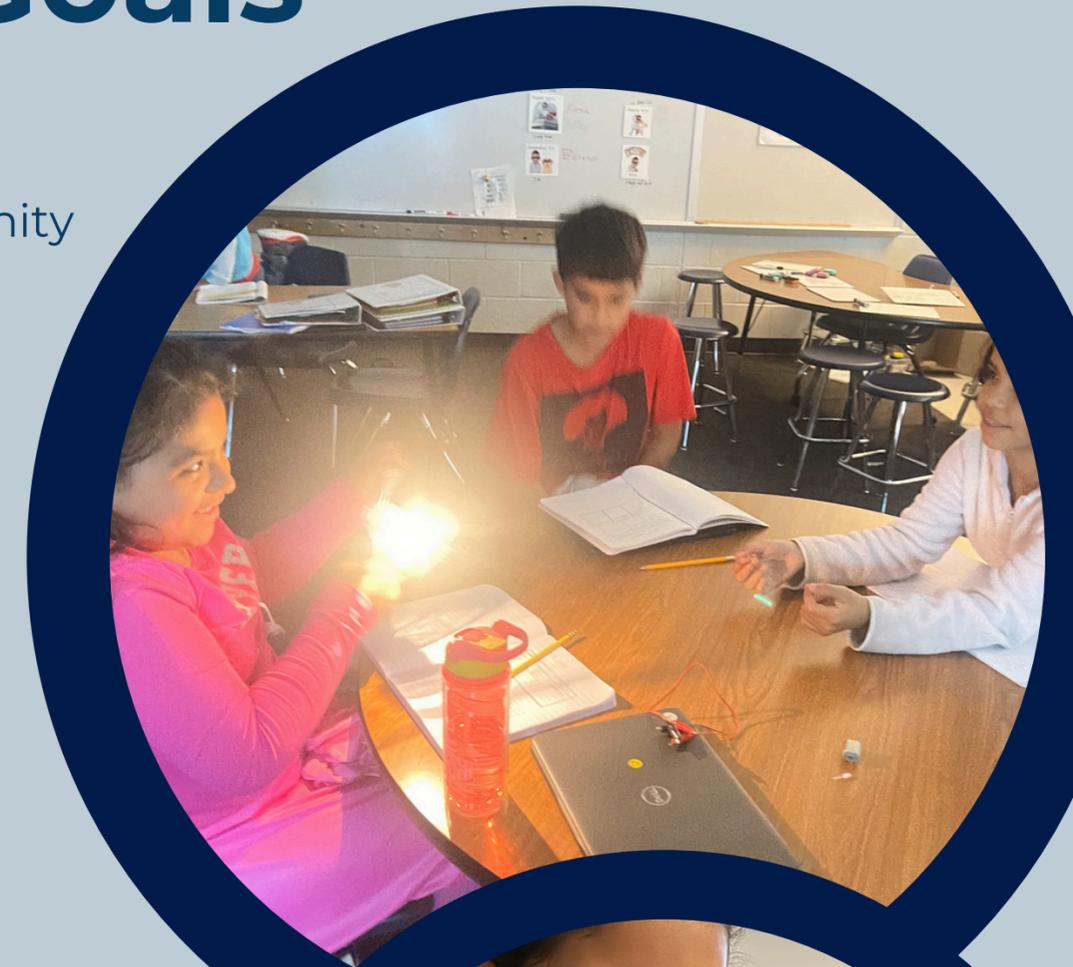
Goal 3: Professional Development

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.



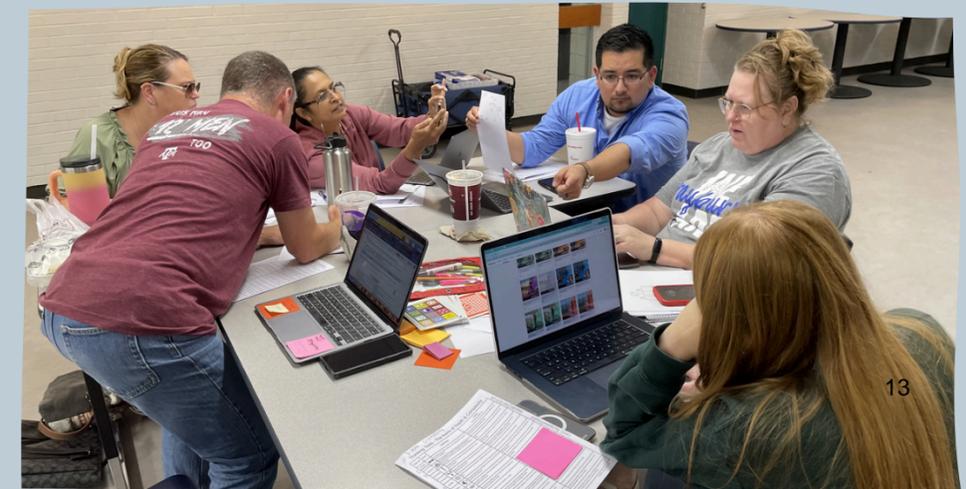
Goal 4: Community and Parent Engagement

Engage families and community members as partners in advanced academics.



Professional Development

- K - 12 Teachers who serve GT students in a core content area complete the GT Initial 30 hours of training and have yearly 6-hour updates.
- Additional training in Depth & Complexity for teachers
- Instructional coaches received additional training for depth & complexity to assist with planning and modeling
- GT specialists work with K - 6 teachers to plan, model and create activities
- AP & IB teachers rotate through summer training with the College Board and/or International Baccalaureate
- AVID instructional strategies





Advancement Via Individual Determination

Findings & Impact

Improved Student Outcomes

- Increased the # of students in advanced academics
- Improved performance on STAAR
- Improved performance on TELPAS



Gifted & Talented K-4

Services

- Explore Academy
- Cluster Classrooms -
 - GT students clustered groups of 6-8 in one classroom
- Pull Out & Push In

Resources & Strategies

- Texas Performance Standards Project
 - GT projects and resources from TEA
- Depth & Complexity
- Project Lead the Way
- Lego League Robotics
- Special Projects
- Campus GT Showcase



Academies



Explore

1st - 4th Grade
Ross Elementary



Aspire

Current 5th -7th Grade



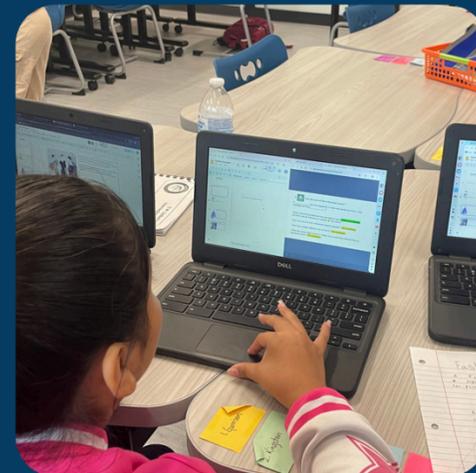
Inquire

Current 8th Grade
Davila Middle School



Odyssey

Current 8th Grade
SFA Middle School



Aspire Academy

Coming Soon to 8th Grade!

Planning meeting Spring 2026

- What does Aspire look like now?
- What unique characteristics in Odyssey & Inquire need to be retained in Aspire?
- What new things will be added to make it Aspire?
- What training do teachers need?
- What are the curriculum needs?



Advanced Academics Recognition

Student Awards Spotlighted at October Board Meeting

130

College Board National Recognition

Students recognized for participation & achievement in PSAT, GPA, and AP

114

AP Scholars

Granted to students who receive scores of 3 or higher on three or more AP Exams.

9

AP Scholars with Honors

Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

21

AP Scholars with Distinction

Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

16

AP Capstone Diplomas & Certificates

AP Research (3+ on Exam), AP Seminar (3+ on Exam), 4 AP Courses w/3+ on Exam

15

International Baccalaureate Diplomas

6 IB Courses, 24 points on exams, Extended Essays, Theory of Knowledge, CAS project

5

National Merit Commended

The top 2–3% of PSAT scorers, or about 34,000 students, are named Commended Students.

2

National Merit SemiFinalist

A National Merit Scholarship Program (NMSQT) Semifinalist is a student who is among the top 0.5% of high school seniors in their state based on their PSAT/NMSQT scores.

College Readiness Testing



Bryan Collegiate

- Increase in % of AP students earning 3 or better
- Increased average PSAT score
- Increased average SAT score
- Increased average ACT score



Bryan High

- Increase in % of AP students earning 3 or better
- Increased average PSAT score
- Increased average SAT score



Rudder High

- Increase in % of AP students earning 3 or better
- Increased average PSAT score
- Increased average SAT score



➤➤➤ AP Capstone Diploma & Certificate

- Began at Rudder HS in the 19-20 school year
- 10 Students awarded Diploma 24-25 SY
- 6 students awarded Certificates 24-25 SY
- 48 students in AP Seminar (First Class)
- 28 students in AP Research (Second Class)
- To earn AP Diploma students must pass AP Exams for Seminar, Research + 4 other AP Exams

● ➤➤➤ International Baccalaureate Diploma Program

- 2026 is 15th graduating cohort of IB diploma students
- 26 senior diploma candidates, 35 junior diploma candidates in 25-26 SY
- 10 IB courses had \geq 90% students pass IB Exams in 24-25 SY
- To earn IB Diploma, students must pass IB assessments in 7 courses (ELA, Math, Science, History, Language, Elective, and TOK) and write 4000 word Extended Essay



Bryan Collegiate High School

Class of 2025

- 75% 1st Generation College Students
- 39 College Hours Earned on Average
- 12 Associates Degrees
- 41 Core Complete
- 14,800 Community Service Hours Served



Enrichment

Academic UIL

Students in 2nd grade and up can participate in UIL Academic events.

Elementary & Intermediate Robotics

Each elementary and intermediate has a robotics club afterschool. These schools work on coding and robot building throughout the year. They display their work at the district robotics exhibition in May.



Advanced Academics Program Updates

December 2025

Presented By:

Dr. Christina Richardson

Director of Advanced Academics



5.C. Board Policy Update



Board Policy Update

DECEMBER 1, 2025



Maintaining Board Policies



Local Policy Updates:

- as needed to ensure the district's policies are in alignment with legal and current practices

Policy Alerts:

- advisories regarding changes in law or other important policy-related issues that are urgent.

Numbers Updates:

- released to Boards to ensure the district's manual accurately reflects current legal requirements

Comprehensive Policy Review: **Nov-March 2024**

- recommended every 5-7 years to ensure policy matches practice in key areas, resolve internal inconsistencies that develop over time, and train administrators on policy issues.

Annual Policy Maintenance:

- usually at the end of each school year to review key policies.



Legal Policy



Local Policy

Sections of Policy



A. Basic District Functions

B. Local Governance

C. Business and Support Services

D. Personnel

E. Instruction

F. Students

G. Community and Governmental Relations



Legal vs. Local Policy



Legal Policy

- Derived from statute and case law.
- Include provisions relevant to district governance and management.
- The Board does not adopt legal policies.
- These documents are intended to inform decision-makers and other policy users of the legal context.



Local Policy

- Respond to legal requirements for the board to adopt policy
- Policies are not practices or procedures
- Reduce potential legal risk by mandating consistent practices across the district
- Declare the district's choice among legal options
- Clarify administrative authority for managing district business



Bryan ISD Board of Trustees



Board of Trustees

[Board Meetings](#)

[Agendas & Minutes](#)

[Videos](#)

[Board Policies](#)

[Legislative Priorities](#)

[Board Responsibilities](#)

[Public Comment](#)

[Grievance Process](#)

[Elections](#)

[Board Goals](#)

[Board Operating Procedures](#)

[Bryan ISD Facilities and Land](#)

[Public Information Requests](#)

**Accessing
Board
Policies**



Welcome to Bryan ISD

This board policy manual is organized by topic with relevant policy codes in each section. The policies fall into two categories:

- Legal Framework: Provides relevant legal context for local decisions.
- Local Policy: Board-adopted local policies intended to meet legal requirements and reflect local practices, priorities, and values.

When a legal framework and local policy appear at the same code, they should be read together. Additional resources, like regulations or exhibits, may be available or linked at certain codes.

Questions or concerns regarding board policy should be directed to the district's administration.

Read the introduction to learn more about the policy manual and how to navigate it. See the FAQ below for answers to frequently asked questions.

[Introduction](#)

Browse All Policies

Click on a section to view the topics.

Filter by policy code or title below. Full-text search is at the top of the page.

Section A — Basic District Foundations	<input type="button" value="+"/>
Section B — Local Governance	<input type="button" value="+"/>
Section C — Business and Support Services	<input type="button" value="+"/>
Section D — Personnel	<input type="button" value="+"/>
Section E — Instruction	<input type="button" value="+"/>
Section F — Students	<input type="button" value="+"/>
Section G — Community and Governmental Relations	<input type="button" value="+"/>

Search by
Key Word

Search by
the Title
of Policy

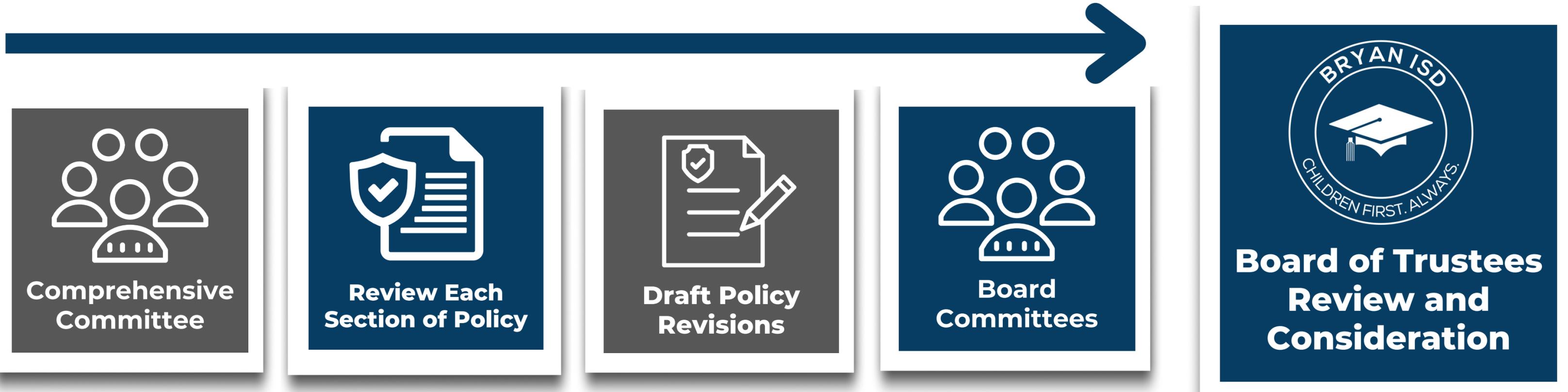


Reviewing Policies

- Most policy codes have a separate legal framework and local policy that distinguish between legal requirements and local board decisions.
 - **BE(LEGAL)** includes statutes and case law governing meetings of the board.
 - **BE(LOCAL)** has specific local details such as agenda preparation and meeting times.
- To fully understand the policy regarding board meetings, both the legal and the local policies should be read together.



Comprehensive Policy Review



Comprehensive Committee

40 Member Team
Superintendent
Cabinet
Directors by Area
Principals from
each Level

Review Each Section of Policy

The policy consultant selected key policies for the team to review for potential updates/revisions.

Draft Policy Revisions

Draft revisions will be returned to the district where they will be review by administration.

Board Committees

After review, the draft policies will be reviewed by the corresponding Board committee for feedback.

Board of Trustees Review and Consideration

Final recommended revisions of policy will be taken to the Board of Trustees for discussion and consideration.



Board Policy Review Update

DECEMBER 1, 2025



5.D. Texas Strategic Leadership Update



Texas Strategic Leadership Update

DECEMBER 1, 2025



TEXAS STRATEGIC LEADERSHIP (TSL)



**TEXAS
STRATEGIC
LEADERSHIP**

Texas Strategic Leadership (TSL) is a statewide program that provides executive coaching and collaborative experiences for superintendents and their leadership teams to **design and implement strategic plans focused on improving student experiences and outcomes.**

Grounded in the Effective District Framework (EDF), TSL helps districts conduct landscape analyses, develop research-based strategic plans, align district systems, and **establish performance management systems** to achieve long-term, transformational change.





Selection Process

Competencies of a TSL Superintendent

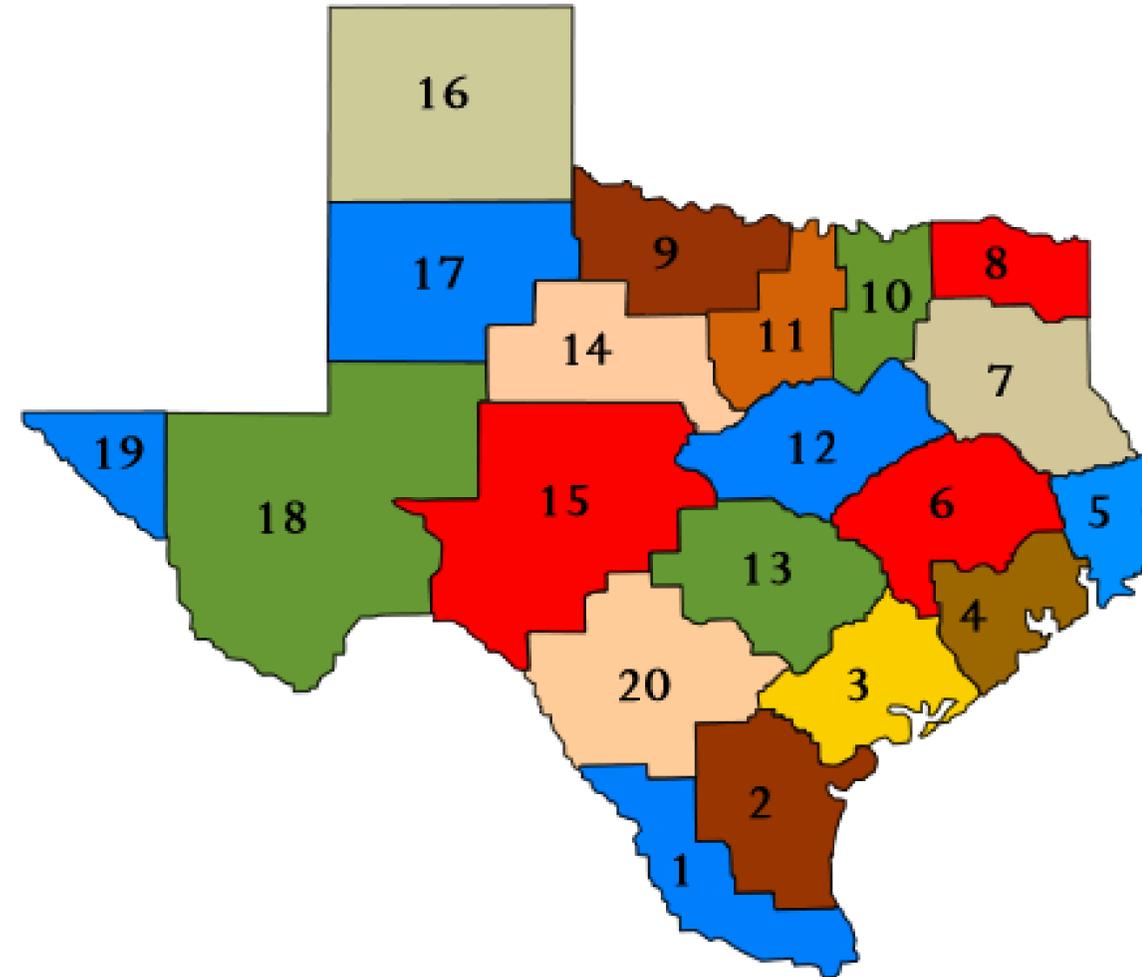
- Strategic Thinker
- Growth-minded leader
- Collaborative Partner

Competencies of a TSL School Board

- Committed to Strategic Governance
- Engaged with Purpose
- Focused on Student Success

Interview with TEA

TEA approval to participate



**Only 3% of Texas Public School Districts
are selected to participate in TSL**



**A STRONG STUDENT EXPERIENCE IS THE
CORE DRIVER OF STUDENT OUTCOMES.**



**TEXAS
STRATEGIC
LEADERSHIP**



Schools aren't islands...they're archipelagos



How do we see the full system?

Systems within a system....

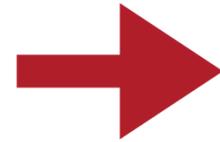
Individual schools have systems to serve kids. But schools are operating in a school system.

What systems changes do we focus on to serve all kids?

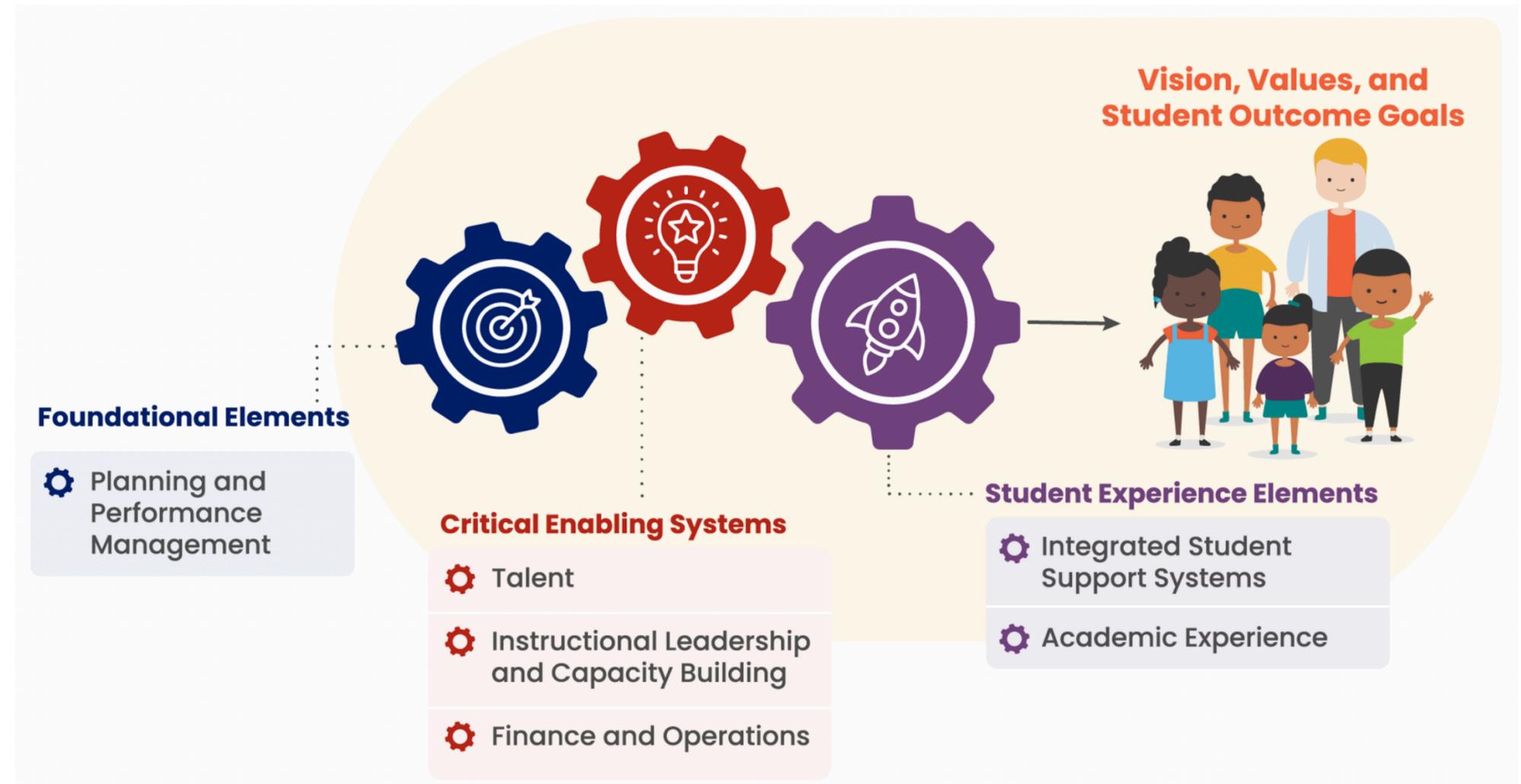
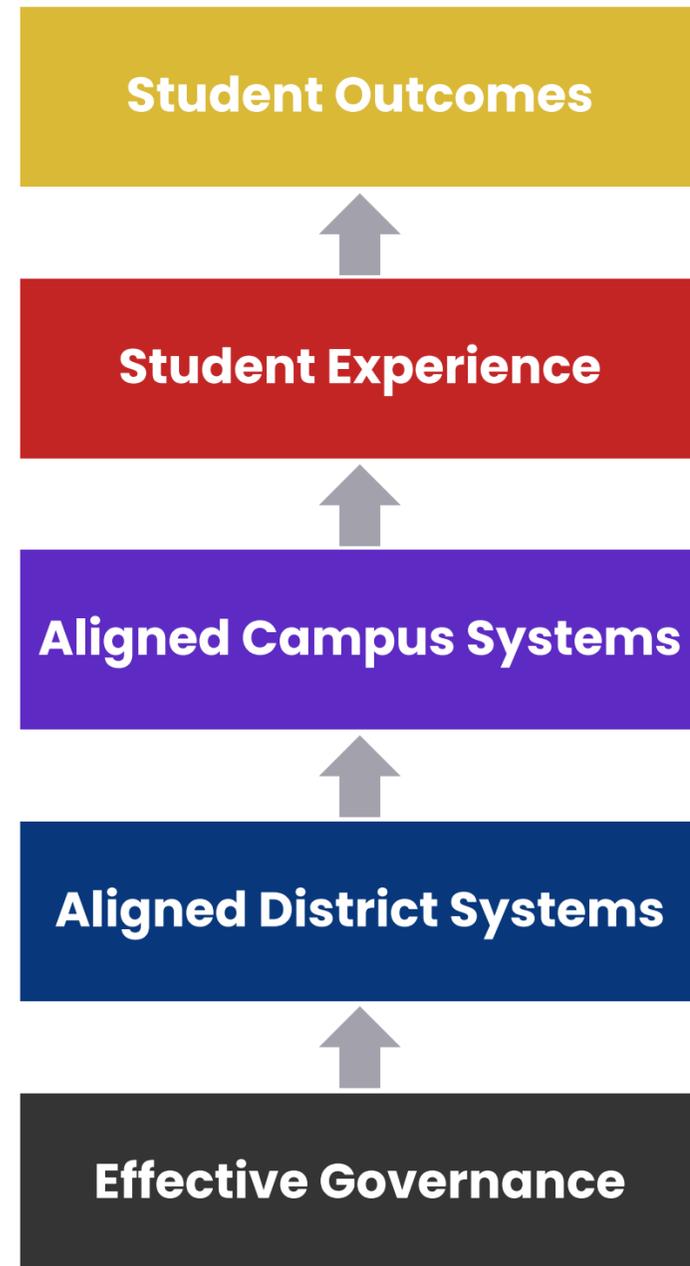


Effective District Framework Impact Model

If we believe a strong student experience is the core driver of student outcomes...



...then we must “backward design” and align all critical systems to our envisioned student experience





Texas Strategic Leadership engages districts in key milestones aligned to strategic planning



See the Current State

- ✓ Launch Steering Committee
- ✓ **Board** Reviews Vision & Goals
- ✓ Begin Landscape Analysis

Define the Envisioned Student Experience & Goals

- ✓ Complete Landscape Analysis
- ✓ Engage in Landscape Analysis Reflection with SteerCo
- ✓ Draft Envisioned Student Experience
- ✓ Attend Learning Lab (Oct)
- 60% **Board** Report on Landscape Analysis
- 60% Determine Strategic Priorities

Align Systems for Implementation

- Create “Strategy on a Page”
- Align Initiatives, Resources, and Systems to the Strategic Plan
- Create Measurement Plan
- Create Implementation Plan

Planning for Execution and Implementation

- **Board** Monitoring Calendar & Template
- Finalize & Socialize the Strategic Plan
- Conduct Implementation Systems Evaluation



Utilizing multiple sources of evidence to see the current student experience and systems.

Artifact Analysis	Quantitative Data Analysis	Walkthrough Observation	Stakeholder Engagement
<ul style="list-style-type: none"> • Student Assignments • CCMP-aligned offerings • Instructional Vision and Framework • Lesson Planning and/or Internalization and Rehearsal Protocols • Coaching Protocols • Talent Recruitment, Retention and Advancement Plans 	<ul style="list-style-type: none"> • CCMP/R aligned data indicators • CCMR Outcomes Bonus Funding • Talent Recruitment, Retention, and Advancement Data • General STAAR data analysis 	<ul style="list-style-type: none"> • Classroom - academics and rigor, supporting all learners, routines and culture • Campus – lesson planning and/or internalization and rehearsal • Campus – coaching session 	<ul style="list-style-type: none"> • Student • Family • Community • Teacher • Instructional Leadership Staff

**Math & ELA:
Lessons, Student
Assignments, All
Grades**

**Texas
Academic
Performance
Report (TAPR)**

**Every Campus
Every Grade**



**Surveys of
All
Stakeholders**



Vision

Children First. Always.

Mission

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

Guiding Principles

- We commit to serving the minds and hearts of our children, families, staff, and community by modeling the Essential 8.
- We provide a safe and inclusive environment so that every member of the school community can thrive.
- We lead by developing relationships built on trust and by instilling pride in our staff and students.
- We measure our success by the way we educate and celebrate the whole child.
- We value the diversity and unique gifts represented throughout our school community.
- We model servant leadership with integrity, service, and commitment.



**The
Envisioned
Student
Experience**

**What must students experience every day, in every classroom...
...over the course of their K-12 journey?**



The District's Vision, Mission, and Guiding Principles should help guide the development of student outcome goals.

**Long-Term
Impact**

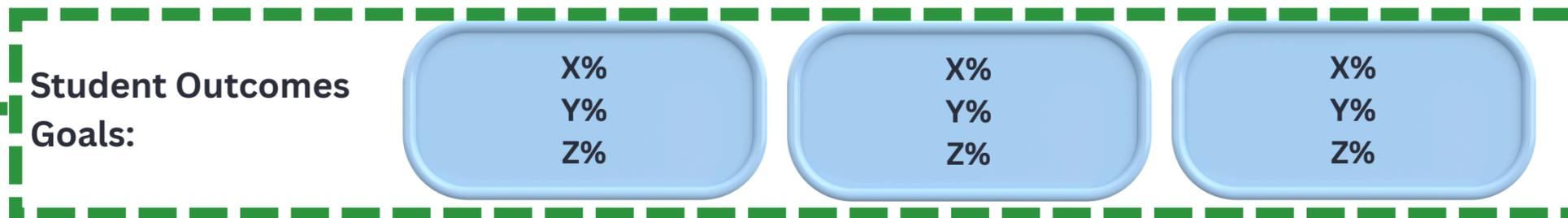
Vision, Mission,
Student Experience:



...and get us closer to our long-term impact...

**3-5 Year
Strategy**

Student Outcomes
Goals:



...which will achieve our goals for students...

Strategic Priorities:



...we will accomplish our priorities...

Initiatives:



If we execute our initiatives...



Alignment - Categories of Student Outcome Goals

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

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





Texas Strategic Leadership Update

DECEMBER 1, 2025



5.E. Budget Development Process Update



Budget Development Process





Basic Allotment Tax Rates

Understanding the relationship between tax collections and state funding

01



02



Staff Planning

Staffing decisions are important because 85% or more of our budget is tied to people.

03



Revenues Expenditures

Estimating accurate revenues and expenditures is crucial for knowing where the money is going

04



Budget Communication

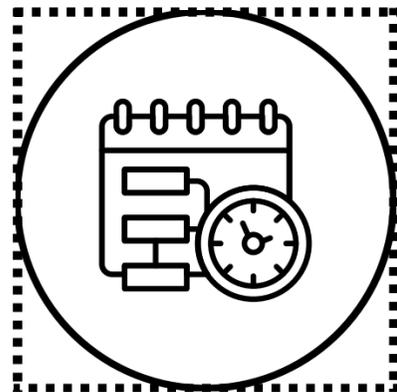
Communicating the plan is important so we can make informed decisions and adjustments along the way

05



Budget Adoption

The final step is to move forward with the financial plan and monitor activity each month



December

1 - Introduction to the plan
15 - Understanding the Basic Allotment

January

12 - Understanding Tax Rates
20 - District Revenue

February

2 - School Bonds
23 - Norma @ TASBO Conference

March

2 - Voter Approved Tax Rate Election
23 - Staffing Considerations

April

6 - Budget Planning - Revenues
20 - Budget Planning - Expenditures

May

4 - Budget Planning - Fund Balance
18 - Goals and Vision

June

1 - Budget Communication
15 - Budget Adoption



QUESTIONS



6. Consent Agenda

6.A. Consider approval of the meeting minutes for November 17, 2025



BRYAN ISD BOARD OF TRUSTEES MEETING

Monday, November 17, 2025

The Bryan ISD Board of Trustees met for a Regular Meeting on Monday, November 17, 2025 at 6:00 PM in the Boardroom, 801 South Ennis Street, Bryan, TX 77803.

Board members present:

Felicia Benford: Present
Joel Bryan: Present
Julie Harlin: Absent
Tim Pavlas: Present
David Stasny: Present
David Stennis: Present
Ruthie Waller: Present

1. Call to Order

Board President, Mr. David Stasny, called the meeting to order at 6:00 p.m. A quorum of board members was present. This meeting was duly called, and notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

2. Welcome

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

Students from Fannin Elementary presented the Pledge of Allegiance, and students from Crockett Elementary presented the Texas Pledge of Allegiance.

4. Spotlight

4.A. Elementary Teachers of the Month

Fannin Elementary Principal, Ms. Linda Taplett, introduced Fannin's Teacher of the Month, Ms. Sherie Smith, the school's music teacher. Ms. Taplett shared that "Sherie brings the art of music to life, giving students exciting opportunities to sing, play instruments, and explore the art form deeply. Sherie is an exemplary teacher and dedicated mentor to all of our new teachers on campus. Sherie has been actively involved in our social committees, helping to foster a strong and positive campus culture."

Crockett Elementary Principal, Ms. Debi Ehrhardt, introduced Crockett's Teacher of the Month, Melissa Rhodes, the school's PE teacher. Ms. Ehrhardt has this to say about Ms. Rhodes, "Coach Rhodes is the only PE coach I have ever had in 17 years ask how she can help her kids in math class by using PE. So, when you go into the gym, you will see kids skipping counting, making money while playing a game, and definitely measuring the perimeter of the gym. She supports their physical health and their success in all school subjects."

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, November 17, 2025

4.B. Secondary Teacher of the Month

SFA Middle School Principal, Ms. Becky Luna, introduced SFA's Teacher of the Year, Amanda Owen, a seventh-grade math teacher. Ms. Owen is incredibly patient, kind, and thoughtful. She consistently exemplifies what it means to be Bronco best and putting children first in every action that she takes on our campus.

4.C. Auxiliary Employee of the Month

Executive Director of Operations, Mr. Pat Corbett, introduced the Auxiliary of the Month, Kevin Davis. Mr. Corbett recognized him, saying, "He is so much more than one of our movers. He is a true team player who goes above and beyond in everything he does. His hard work, dependability, and can-do attitude make a difference every single day."

Board President, Mr. David Stasny, recognized the Truist Bank representative, Alonso Robles. Truist Bank presents the Employee of the Month with a gift card each month.

4.D. Celebrating SFA Middle School Volleyball District Champs

Executive Director of Athletics Dereck Rush recognized the SFA Middle School volleyball district champions. He shared, "These students from SFA Middle School have represented their school with pride as they defeated Wellborn Middle School team in two matches, becoming the 8th grade volleyball team in two matches, becoming eighth-grade middle school volleyball district champs. We look forward to watching these young ladies as they master their volleyball skills at the high school level the next four years."

4.E. Appreciation of the Bryan Rotary Donation for Career and Technical Education

Director of Career & Technical Education, Ms. Laura King, recognized community partner, the Bryan Rotary Club, "whose generosity will have a direct and meaningful impact on our students' futures. The Bryan Rotary Club has awarded a grant to support our MC Harris students by providing OSHA 30 online training and certification testing." She continued saying, "Our local industry partners value the certification tremendously in manufacturing, construction, and many technical fields. Our employers tell us that OSHA 30 demonstrates a candidate's commitment to safety and career readiness."

4.F. Celebrating Two Consecutive Years of Earning the Career Technical Education District of Distinction Designation

Director of Career and Technical Education, Laura King, celebrated two consecutive years of earning the Career Technical Education District of Distinction Designation.

4.G. Texas A&M University Mays Business School Student Donation to Read by Third

Executive Director of School Leadership, Ms. Linda Montoya, recognized the Texas A&M University Mays Business School's Student Donation to Read program through their business, Rev & Co. Publishing, and its publication, Reveille's Aggijland Adventure. <https://rev-co-publishing.market.haus/>

4.H. Recognition and Appreciation of the Bryan ISD Education Foundation for Teacher Grants and the Pups Assisting Wellness and Support (PAWS) Program

Bryan ISD Education Foundation Executive Director, Sarah Braden, recognized and showed appreciation to the Bryan ISD Education Foundation for Teacher Grants and the Pups Assisting Wellness and Support (PAWS) Program.

Ms. Braden shared that the Education Foundation gave away 57 grants in the past few weeks and introduced June from the PAWS program at Kemp-Carver. She shared that they have two more dogs being placed in the next few weeks. Kemp-Carver Principal Alison Boggin shared that June has been doing exceptionally well on

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, November 17, 2025

campus.

4.I. Appreciation of the YES! for Bryan ISD Bond 2025 Group

Director of Construction, Mr. Robert Griffin, extended appreciation to the YES? for Bryan ISD Bond 2025 Group.

5. Public Comment on Agenda Items

No public comments were made.

6. Public Comment on Non-Agenda Items

No public comments were made.

7. Superintendent's Report on Staff and Student Celebrations

Superintendent Ginger Carrabine shared her update on staff and student celebrations

8. Board Member Reports

8.A. Finance Board Committee Report on the Draft 2025 Financial Audit Report and Possible Bond Reimbursement Resolution

Board Member, Mr. Tim Palvas, shared the Finance Committee report from the November 13th meeting.

8.B. Executive Board Committee Report on School District Budget Development Process

Board Secretary, Mr. Joel Bryan, shared information from the November 12th meeting of the Executive Board.

8.C. CTE, Fine Arts & Athletics Committee Report on Program Updates and Celebrations

Board Member Ms. Ruthie Waller shared information from the CTE, Fine Arts & Athletics Committee that met on October 23rd.

8.D. Community Affairs Committee Report on Events, Communication, and Marketing
Board Vice President, Ms. Felicia Benford, shared information from the Community Affairs Committee meeting, which took place on Zoom on October 31.

9. Information Items

9.A. Academic Calendar Development for 2026-2027

Director of Counseling Services Donna Willett provided an update on the Calendar Committee for the 2026-2027 school year.

9.B. Bond 2025 Procurement Timeline & Overview

Director of Construction, Mr. Bobby Griffin, shared an update on the Bond 2025 Next Step timeline.

Chief Financial Officer Norma Friddle introduced the Construction Team and the Business Team.

Director of Financial Services, Stephanie Brumfield,

Assistant Director Budget & Procurement, Melissa Martin

Assistant Director Payroll Services, Brandy Green

Assistant Director Risk Management and Benefits, Michael Stires

9.C. Update on the Exploration of Flexible Learning Options

Associate Superintendent of Teaching & Learning, Dr. Barbara Ybarra, Laura King, and Dr. Christina Richardson shared an update on the Exploration of Flexible Learning Options.

10. Consent Agenda

I move approval of all the items listed on the consent agenda. This motion, made by Felicia Benford and seconded by Joel Bryan, Passed.

Felicia Benford: Yea
Joel Bryan: Yea
Julie Harlin: Absent
Tim Pavlas: Yea
David Stasny: Yea
David Stennis: Yea
Ruthie Waller: Yea

Yea: 6, Nay: 0, Absent: 1

10.A. Consider approval of the meeting minutes for November 3, 2025, and November 12, 2025.

10.B. Consider approval of the financial statements and the purchasing report for October 2025.

10.C. Consider approval of the quarterly investment report for the quarter ending September 30, 2025

11. Action Items

11.A. Consider approval of the Annual Financial Audit Report for Bryan Independent School District for the year ending June 30, 2025

Chief Financial Officer Norma Friddle presented the Annual Financial Audit Report for Bryan Independent School District for the year ending June 30, 2025. The Annual Audit and Financial Report was approved by the Board.

I move approval of the Annual Audit and Financial Report for the year ending June 30, 2025, as presented. This motion, made by Ruthie Waller and seconded by Felicia Benford, Passed.

Felicia Benford: Yea
Joel Bryan: Yea
Julie Harlin: Absent
Tim Pavlas: Yea
David Stasny: Yea
David Stennis: Yea
Ruthie Waller: Yea

Yea: 6, Nay: 0, Absent: 1

11.B. Consider a resolution to reimburse expenditures for three school buses with proceeds of future debt

Chief Financial Officer, Norma Friddle presented a resolution to reimburse expenditures for three school buses.

I move approval of the resolution declaring the district's expectation to reimburse expenditures for the purchase of three new school buses, as presented. This motion, made by David Stennis and seconded by Felicia Benford, Passed.

Felicia Benford: Yea

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, November 17, 2025

Joel Bryan: Yea
Julie Harlin: Absent
Tim Pavlas: Yea
David Stasny: Yea
David Stennis: Yea
Ruthie Waller: Yea
Yea: 6, Nay: 0, Absent: 1

11.C. Consideration and approval of an order canvassing the returns and declaring the results of a bond election held on November 4, 2025

Chelsea Katz, Bryan ISD Elections Official representing the Community Affairs Department, requested approval of an order canvassing the returns and declaring the results of the bond election held on November 4, 2025.

Motion for Consideration: I move approval of the order canvassing the returns and declaring the results of a bond election held on November 4, 2025. This motion, made by Felicia Benford and seconded by David Stennis, Passed.

Felicia Benford: Yea
Joel Bryan: Yea
Julie Harlin: Absent
Tim Pavlas: Yea
David Stasny: Yea
David Stennis: Yea
Ruthie Waller: Yea

Yea: 6, Nay: 0, Absent: 1

11.D. Discuss and consider approval to cast votes for the Brazos Central Appraisal District Board of Directors

No action was taken on this agenda item.

12. Closed Session

Board President David Stasny called for a closed session at 8:30 p.m. as authorized by Texas Government Code Chapter 551.074 and 551.072 for the subjects allowed.

12.A. Discuss Board Officer Organization - Texas Government Code Section 551.074

12.B. Discuss issues related to the purchase, exchange, lease, or value of real property - Texas Government Code Chapter 551.072

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

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

13. Reconvene in Open Session

The Board reconvened in open session at 10:20 p.m. No action was taken in closed session.

13.A. Consider approval of Board Officer Organization

Motion for Consideration: I move that the Board continue with the current organization of officers and that we reconsider this item at the next regularly scheduled Board meeting. This motion, made by Felicia Benford and seconded by Ruthie Waller, Passed.

Felicia Benford: Yea
Joel Bryan: Yea

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, November 17, 2025

Julie Harlin:	Absent
Tim Pavlas:	Yea
David Stasny:	Yea
David Stennis:	Yea
Ruthie Waller:	Yea
Yea: 6, Nay: 0, Absent: 1	

14. Adjourn

Board President Mr. Stasney adjourned the meeting at 10:22 PM.

President

Secretary

6.B. Consider approval of financial statements and purchasing report for November 17, 2025

7. Action Items

7.A. Optional Flexible School Day Program Application



Optional Flexible School Day Program Application

December 1, 2025



OFSDP

The Optional Flexible School Day Program (OFSDP) allows districts to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a).

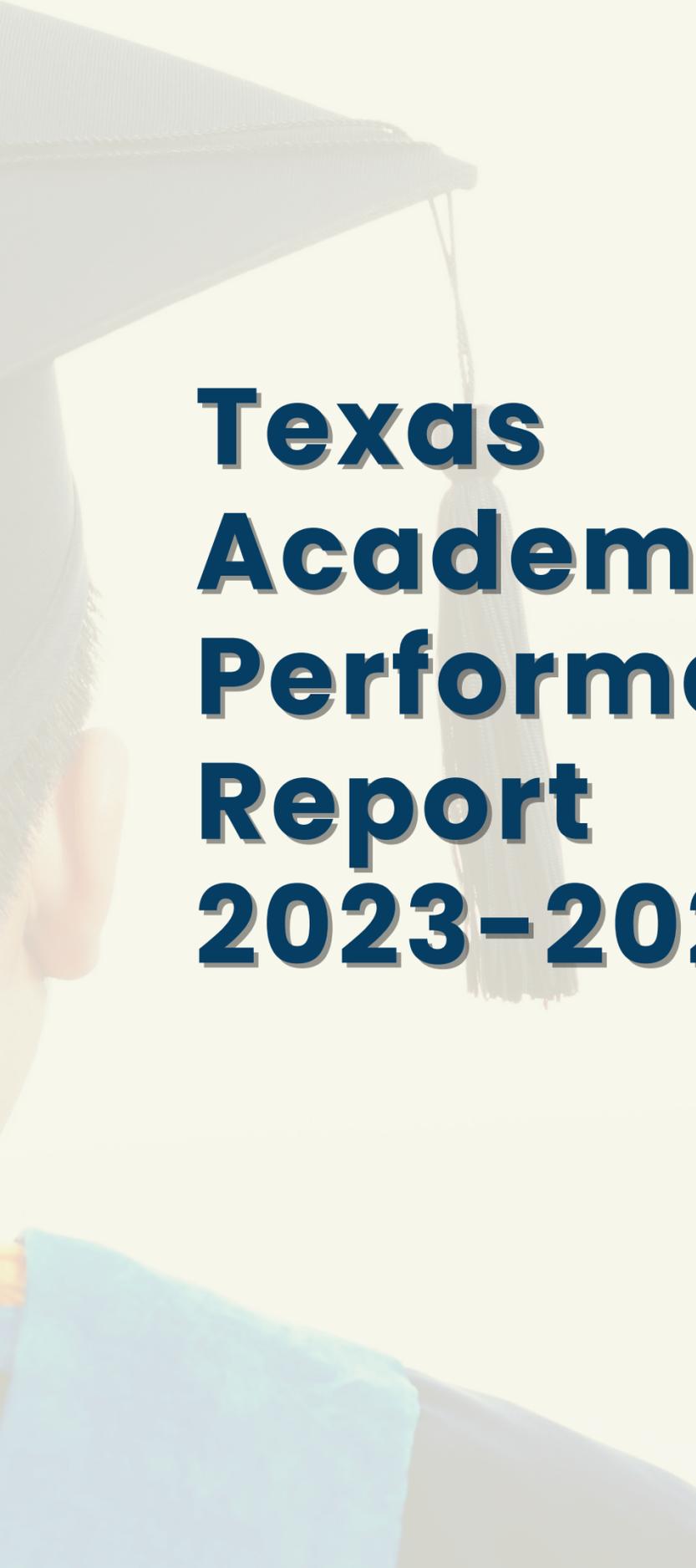
The goal of the program is to improve graduation rates for students who are at risk of dropping out of school, have already dropped out, or are falling behind in core subject courses.

The Application Process

The Board of Trustees must discuss the progress of the program before approving and applying to operate an OFSDP.

With school board approval, districts must submit an annual application notifying the Texas Education Agency of their plans to participate in the OFSDP. The application requires the following information: program description, schedules, staff plans, staff qualification standards, student attendance accounting security procedures

School districts must receive approval from the Texas Education Agency (TEA) before initiating the program.



Texas Academic Performance Report 2023-2024

- **4 Year Graduation Rate (Class of 2023)**
 - Bryan ISD - 92.6%
 - State - 90.3%
 - MCH - 78.7%
- **5 Year Graduation Rate (Class of 2022)**
 - Bryan ISD - 92.7%
 - State - 91.8%
 - MCH - 86%
- **Dropout Rate (2022-2023)**
 - Bryan ISD - 1.3%
 - State - 2.0%
 - MCH - 8.5%
- **MC Harris**
 - **Current Enrollment: Fluctuates throughout the year due to graduates**



Flexible Learning Schedule

MCH - Designated as an Alternative Education Campus (AEC), provides additional flexibility in program offerings to improve graduation rates.

Would allow students at MC Harris to complete courses in person, online, or as a hybrid program.

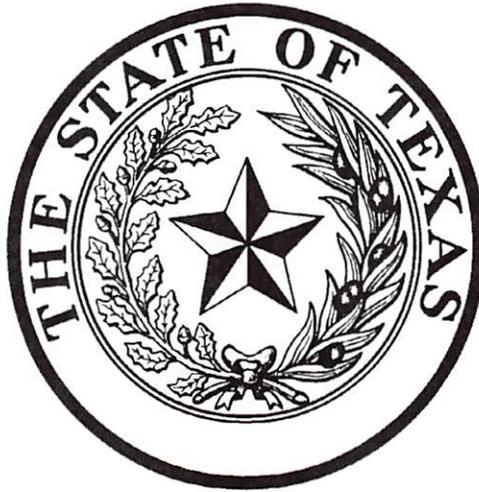
Students who participate in a remote/hybrid format will be counted as in attendance by completing their courses.



Optional Flexible School Day Program Application

December 1, 2025

Texas Education Agency



APPLICATION

Updated May 2025

Optional Flexible School Day Program (OFSDP)

2025 - 2026 School Year

ELIGIBLE APPLICANTS: The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

Definition of Program Provisions

Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

AND

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

Reporting Requirements

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Participation in University Interscholastic League (UIL)

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

Provisions of Agreement

Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Bryan Independent School Districtg

(Legal Name of School District or Open-Enrollment Charter School)

located at

801 S. Ennis, Bryan, TX 77803

(Physical Address)

hereinafter referred to as "district."

Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, District Contacts
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

Article VI – Application Process

- For questions or assistance regarding this application, email opfex@tea.texas.gov or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: opfex@tea.texas.gov.
- Email subject line should indicate: OFSDP Application - District Name, County District Number

Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name Dr. Barbara Ybarra



Authorized Signature

Typed Title Associate Superintendent of Teaching & Learning

Appendix One Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
 - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
 - the student is attending a campus implementing an approved innovative campus plan; or
 - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
 - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
 - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
 - by the student, if the student is over 18 years of age; or
 - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

8. to comply with all reporting requirements established by the TEA;
9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

AGREED and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Joel Bryan, Board President, (979) 209-1000
 Name, Title, and Telephone Number of School Board President

Joel Bryan 12-1-25
 Signature of School Board President Date

Ginger Carrabine, Superintendent, 979-209-1000
 Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

Ginger Carrabine 12-1-25
 Signature of Person Authorized to Bind the District or Charter School Date

Appendix Two
Board Approval

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.

2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

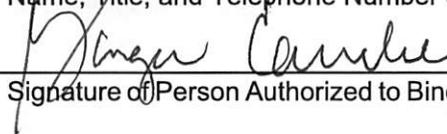
Month: December
Day: 1
Year: 2025
Time: 6:00 pm
Location: 801 S. Ennis, Bryan, TX 77803

Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

Joel Bryan, (979) 209-1000, Board President
Name, Title, and Telephone Number of School Board President

 12-1-25
Signature of School Board President Date

Ginger Carrabine, Superintendent, 979-209-1000
Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

 12-1-25
Signature of Person Authorized to Bind the District or Charter School Date

Appendix Three

Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
 - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
 - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
 - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
 - b. Describe the individual learning plan or process used to monitor each student's progress.
 - c. Indicate how students will be served by an academic coach and local advocate.
 - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
 - e. Provide the location and a brief description of the in-person student engagement center.

Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called "district" does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

District Contacts for the Application

District/Charter School Superintendent:	Ginger Carrabine
Mailing Address:	801 S. Ennis
City, State, Zip Code:	Bryan, TX 77803
Telephone Number:	979-209-1000
Email Address:	ginger.carabine@bryanisd.org

District PEIMS Coordinator:	Jennifer Lemons
Email Address:	jennifer.lemons@bryanisd.org

OFSDP Contact Name:	Dr. Barbara Ybarra
Email Address:	barbara.ybarra@bryanisd.org

OFSDP Contact Name:	Dr. Brian Merrell
Email Address:	brian.merrell@bryanisd.org

NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.

Appendix Five Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to OPFLEX@tea.texas.gov:

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

***All file names should include the district/charter school’s name**



Bryan ISD Appendix Three

Attendance and Compliance Procedures of Proposed Program

Program Goals and Objectives

MC Harris High School (MCHS) is designated by TEA as an AEC of Choice and provides flexible scheduling to support students who are at the greatest risk of dropping out or who have already disengaged from school. Our goal is to help students re-engage in their education, get back on track toward graduation, and ultimately increase the district's overall graduation rate. MCHS offers a supportive, student-centered learning environment where students receive in-person direct instruction, participate in online credit recovery courses, complete asynchronous virtual coursework, or engage in a personalized combination of these options to meet their academic needs.

Proposed Schedule

Students enrolled in the OFSDP at MC Harris High School may attend in-person classes Monday through Friday from 8:20 a.m. to 3:45 p.m. In addition, they have the flexibility to work on asynchronous online courses from home at any time, day or night, seven days a week.

Staff Positions

- 18 certified teachers are available to students during the school day
- 3 administrators available, minimum of 40 hours per week
- 2 counselors available 40 hours per week
- 1 college & career center staff member
- 1 Registrar/Campus Secretary

Identifying Students

Admission to MCHS

Students may be recommended for enrollment at MC Harris High School by their home campus counselor, administrator, or parent. Once a recommendation is received, the student completes and submits an application for admission. The MCHS administrator reviews each application and meets with the student and parent to explain the program and determine eligibility. If a student is identified as being off track to graduate with their cohort and space is available, they are invited to enroll at MCHS. All eligibility decisions and enrollment documentation are maintained as part of the student's record.

MCHS Students Requesting the Hybrid Option

Students who wish to participate in the hybrid instructional model submit an application to the MCHS administrator outlining their reasons for requesting online coursework and their plan for maintaining steady progress toward graduation. Administrators and counselors review the application, conduct a transcript audit to determine remaining graduation requirements, and verify the student's EOC assessment status (test complete, IGC eligible, or not IGC eligible). The MCHS administrator and counselor then meet with the student and parent to review expectations for the online program. A signed agreement is required, which includes conditions for returning to full in-person instruction if the student fails to maintain adequate progress toward graduation.

The number of OFSDP students that each teacher will serve:

OFSDP students may participate in both online and in-person coursework. Each student is assigned to an academic coach (teacher) who monitors their progress across all enrolled courses. With eight teachers available to serve as academic coaches, each teacher will oversee no more than ten students.

OFSDP Support Services

Emergent Bilingual - The district will ensure that English Learners receive services from a certified ESL teacher at MCHS.

- Before the counselor considers an Emergent Bilingual student for MCHS placement, the following documents and information will be reviewed.
 - A copy of the student's most current assessments (TELPAS, Academic Assessment, LAS Links, etc.)
 - A copy of the student's schedule
 - A copy of the student's report card
 - A copy of the Accelerated Proficiency Plan
 - Student's age
 - Number of high school credits
 - Additional information for consideration of placement in MCHS New Arrival Center Program
 - Years in US Schools
 - Foreign transcript

Special Education - Students eligible for MCHS will receive appropriate IEP services as per the most current ARD. Services are provided under the direct supervision of a highly qualified certified special education teacher.

- When considering a student with disabilities for the MCHS program, the following procedures are to be followed:
 - Before an ARD considers a change of placement, the MCHS administrator will review a complete profile of the student to determine if MCHS can provide a program suitable for the student's needs. The profile will include:
 - A copy of the most current annual review and any briefs conducted after the annual,
 - A copy of any behavior intervention plan if appropriate
 - A copy of the most current assessment conducted by the district's diagnostician, Psychologist, psychiatrist, medical doctor, and other assessment individuals

- A narrative from the monitoring teacher explaining why MCHS is appropriate and how services will be made available to the student.
- If a determination is made that MCHS is appropriate for the student, then the MCHS administrator will request an ARD meeting with the home campus to consider placement at MCHS and the online program.
- 504 students will be considered for MCHS only if their annual and/or 3-year evaluation is current. 504 Accommodations must be turned in with the MCHS applications by the counselors as they submit the packet for review.

Pregnancy Related Services - If there are students who require pregnancy-related services, they will be placed on Compensatory Education Home Instruction (CEHI). These students would then be removed from the OFSDP attendance accounting process.

Career and Technology Education -

- Students may choose to enroll in CTE career pathways and courses at MCHS. Bryan ISD currently offers 21 CTE career pathways, all of which are available to MCHS students through online courses and in-person classes at other locations.
- Upon enrollment at MCHS, students' personal graduation plan, transcript, and credits earned are reviewed.
- During individual student conferences with the MCHS counselor, courses are selected towards the successful completion of graduation requirements and to meet CCMR requirements.

Record of Students' Instructional Minutes

Not Applicable - We are seeking OFSDP for only students designated as Hybrid Students who are completing courses online; therefore, we will request that ADA be awarded based on course completion.

Summer School

Not Applicable

Dropout Recovery Education Program

Mary Catherine Harris High School operates under CDNC 021902017 and is designated by TEA as an AEC of Choice.

- a. Bryan ISD fully operates MCHS and does not utilize a contracted service.
- b. MCHS has two full-time counselors and a shared district social worker who assist students with mental health issues by providing referrals to local resources.

Virtual or Hybrid Setting

As part of MCHS's flexible program offerings, some students participate in a hybrid model, completing certain courses remotely while attending others in person.

Curriculum and Credentials

Online credit recovery and coursework are delivered through Edgenuity, an online platform designed for grades 6–12 that offers core subjects, AP courses, electives, and credit recovery options. Edgenuity provides flexible, self-paced learning with video lessons, assignments, quizzes, and exams. Courses are aligned to state and national standards, and many are NCAA-approved. Students are supported by certified teachers and, in some cases, a credentialed teacher mentor who monitors their progress.

In addition to the 21 in-person CTE pathways, hybrid students may complete the Entrepreneurship pathway and certification entirely online, supporting workforce readiness and employment opportunities in Texas.

Individual Learning Plans

Every student has a personalized graduation plan, which is reviewed multiple times throughout the year by a campus counselor to ensure timely progress toward graduation.

Academic Coach and Local Advocate Support

Each hybrid student is assigned a campus-based academic coach, typically a teacher or administrator, who monitors progress in online courses. Additionally, a campus counselor serves as the local advocate, supporting students in course completion, graduation planning, and preparation for post-graduation opportunities, including career and college readiness.

Progress Monitoring

On the first of each month, the MCHS principal provides a report on student progress to the Associate Superintendent of Teaching and Learning.

In-Person Student Engagement Center

Students may access in-person support at MCHS, located at 1201 Ridgedale Street, where they can receive counseling, pregnancy-related services, college and career guidance, social services, academic tutoring, access to a food pantry, and additional resources to support their academic and personal success.

Optional Flexible School Day Program (OFSDP) - Appendix 5

021902

BRYAN ISD

School Year 2025-2026

Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4

Eligibility Designation
 1 = TEC §29.081 At-Risk Students
 2 = TEC §25.092 Minimum Attendance
 3 = TEC §29.908 Early College High School
 4 = TEC §39A.107 Campus Turnaround Plan
 5 = Credit Recovery**
 6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program
 7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program

School Year Period of Agreement
 Reported in TSDS PEIMS Summer Collection 3

 Program start date must be 30 days after application submission.

 Program end date must not exceed the last day of the regular school calendar.

Summer Period of Agreement
 Reported in TSDS PEIMS Extended Collection 3

****Credit Recovery - Designation**

 Summer period of agreement should exceed 30 days or extend past July 31st

Nine Digit District and Campus Number	Campus Name	Eligibility Designation							Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS
		1	2	3	4	5	6	7								
21902017	THE MARY CATHERINE HARRIS SCHOOL-SCHOOL OF CHOICE							7	75	1/7/2026	5/22/2025	MTWTHF	440	NA	NA	NA
00000000																
00000000																
00000000																
00000000																
00000000																

8. Closed Session

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

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

8.C. Discuss Board Officer Organization - Texas Government Code Section 551.074

8.D. Discuss Issues Related to the Purchase, Exchange, Lease, or Value of Real Property - Texas Government Code Chapter 551.072

9. Reconvene in Open Session

9.A. Consider Approval of a Resolution Declaring the 2009 East Highway 21 as Surplus Real Property and Authorizing the Superintendent to Proceed with the Sale Process

9.B. Consider Approval of Board Officer Nominees

10. Adjourn

Posted: Tuesday, November 18, 2025, @ 5:30 PM



For the Board of Trustees