



A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, February 23, 2026, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

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

1. Call to Order

2. Welcome

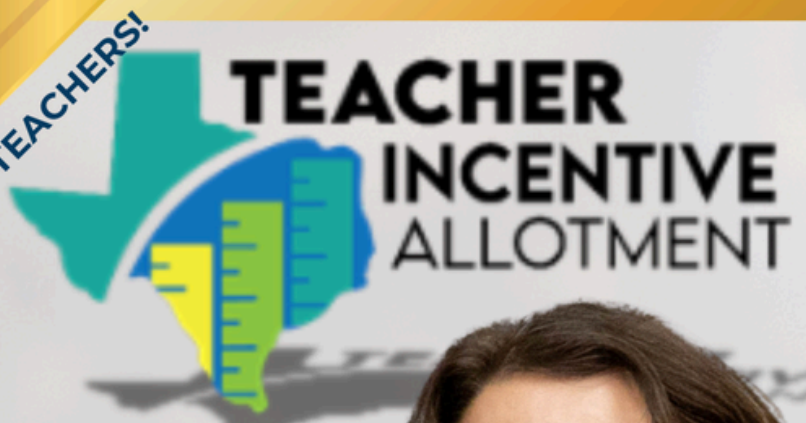
3. Pledges of Allegiance to the United States and Texas Flags

4. Spotlight

4.A. Teacher Incentive Allotment Celebrations

2025-2026 TIA DESIGNATIONS
APPROVED!

IN TOTAL, BRYAN ISD NOW HAS **430** TIA DESIGNATED TEACHERS!



TEACHER INCENTIVE ALLOTMENT

**Bryan ISD's
2024-2025
Designated Teachers**

TIA DESIGNATIONS



76 newly designated
\$3,000-\$9,000*



74 newly designated
\$6,000-\$18,000*



9 newly designated
\$12,000-\$32,000*

*exact amount determined by spring Eco Dis. campus percentage

QUALIFYING TEACHERS

Step 1

Live Data
Collection
Student
Growth &
Teacher
Appraisal

2024-2025

Step 2

Finalize
Individual
Data &
Designations

Summer 2025

Step 3

Share TIA
Calculation
Report with
Teachers

September
2025

Step 4

Submit Data
for Validation
by Texas Tech

October 2025

Step 5

TEA
determination
of TIA
designations

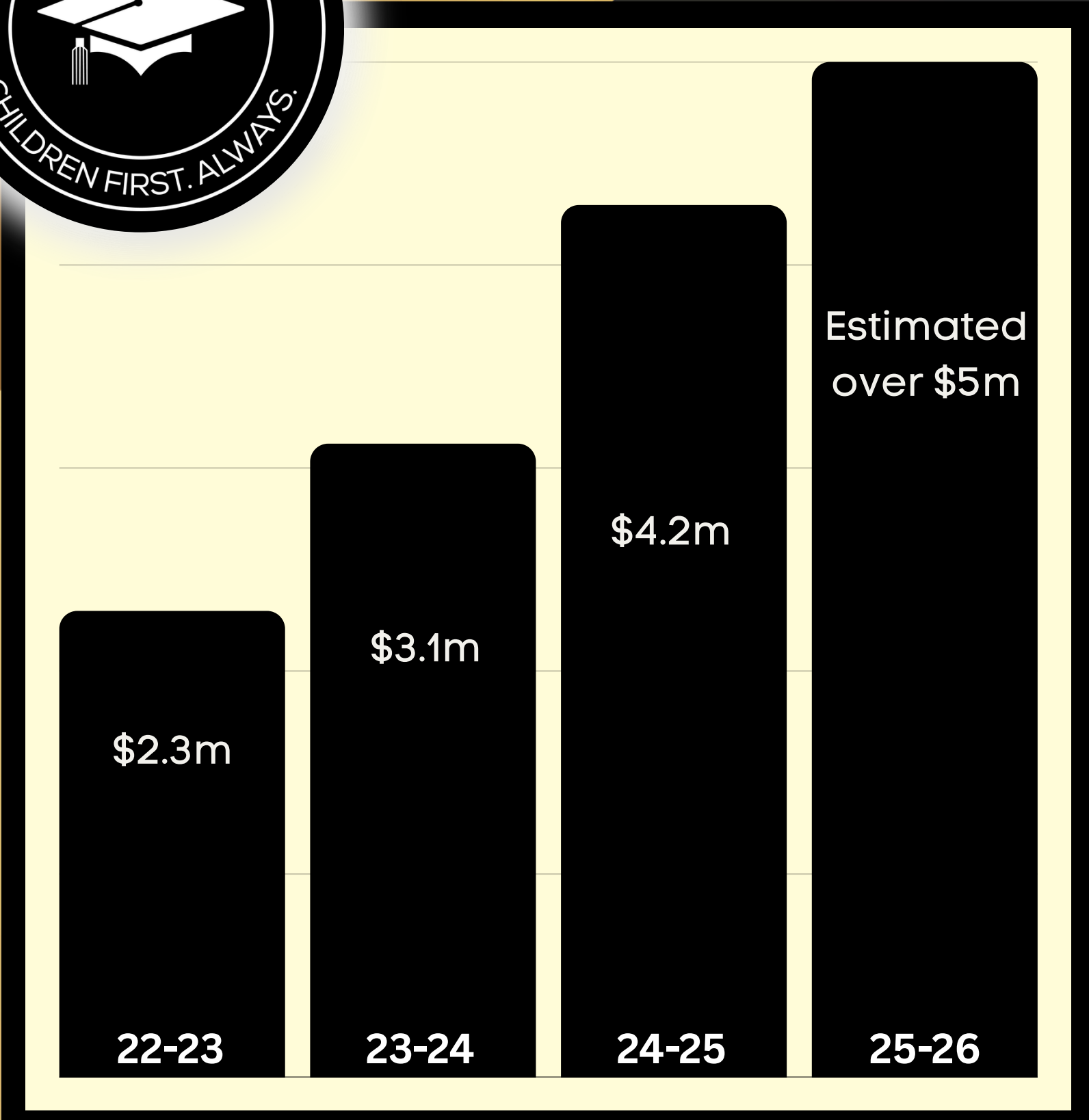
February 2026

Step 6

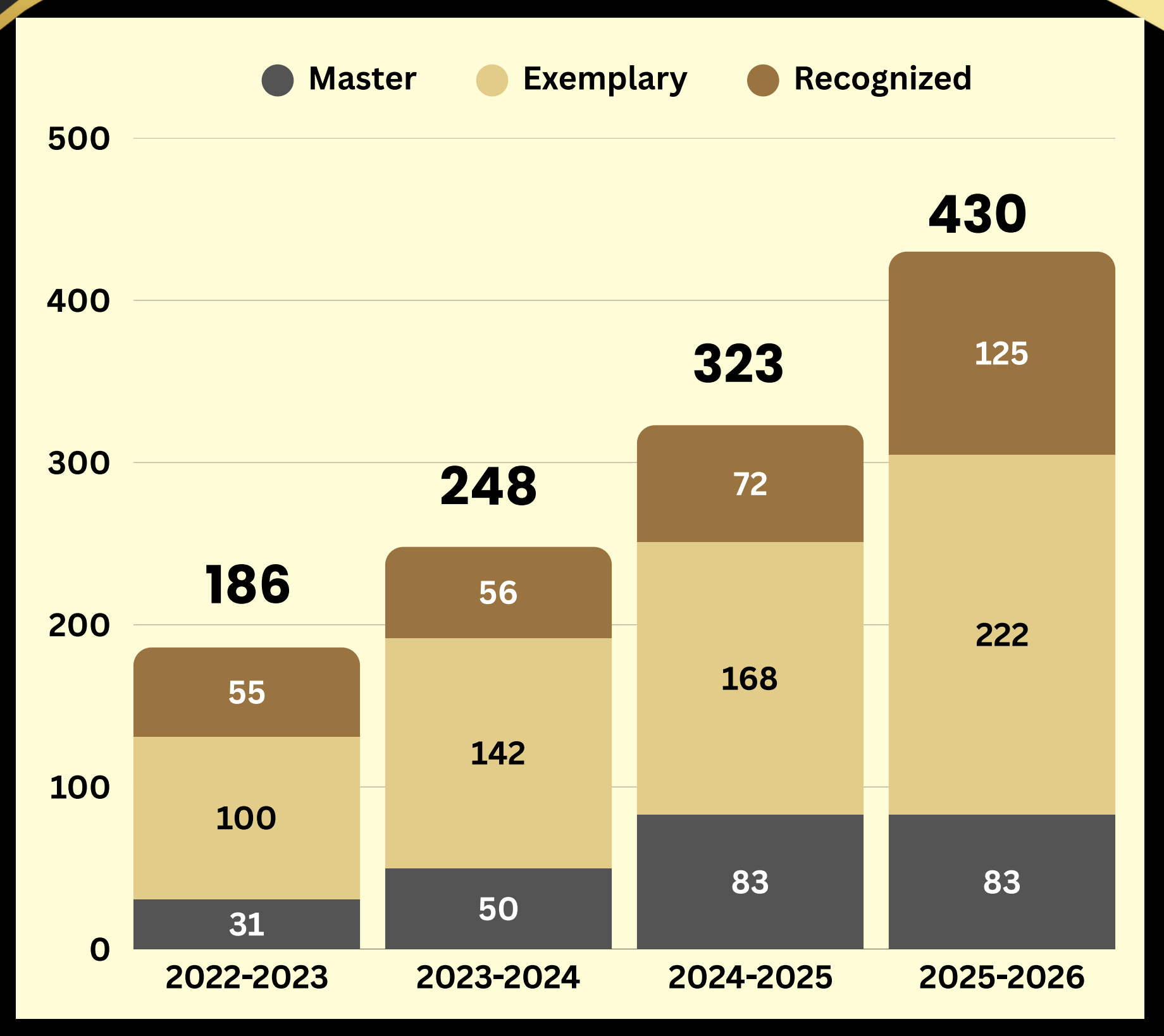
TIA Allotment
Payouts to
Teachers

June 2026





Funding Generated by TIA



Bryan ISD Designated Teachers

NEW TIA DESIGNATIONS

New Designation and Increased Allotment Amounts

NEW TEACHER DESIGNATION LEVEL



\$3,000-\$9,000*



\$5,000-\$15,000*



\$9,000-\$25,000*



\$12,000-\$36,000*

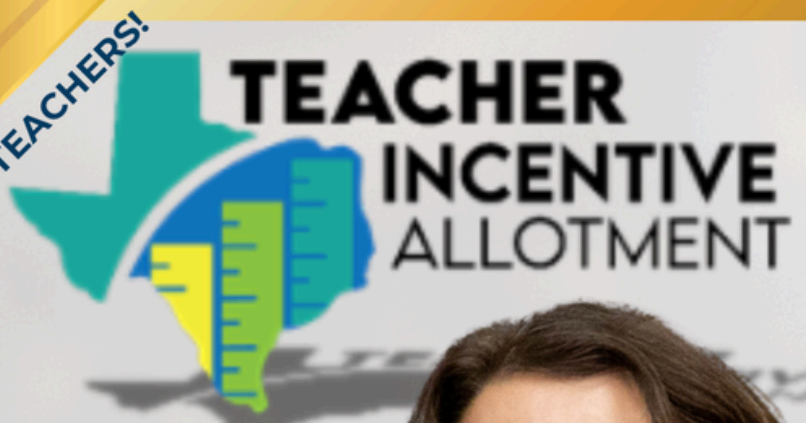


**EFFECTIVE WITH THE
2025-2026 SCHOOL YEAR DATA COLLECTION**

*exact amount determined by spring Eco Dis. campus percentage

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APPROVED!

IN TOTAL, BRYAN ISD NOW HAS **430** TIA DESIGNATED TEACHERS!



TEACHER INCENTIVE ALLOTMENT

**Bryan ISD's
2024-2025
Designated Teachers**

4.B. Intermediate Teacher of the Month

4.C. Auxiliary Employee of the Month

4.D. Community Partnership Award

5. Public Comment on Agenda Items

6. Public Comment on Non-Agenda Items

7. Consider a Board Resolution recognizing Black History Month



Bryan Independent School District Resolution of the Board of Trustees Regarding Black History Month

WHEREAS, Black History Month was established in 1926 by Carter G. Woodson and later expanded to a month-long observance in 1976, recognizing the central role African Americans have played in shaping the United States; and

WHEREAS, Black History Month is nationally recognized each February to honor the history, achievements, resilience, and cultural contributions of African Americans to our nation and to the State of Texas; and

WHEREAS, African American leaders, educators, entrepreneurs, public servants, scientists, artists, and community members have significantly contributed to the civic, economic, cultural, and educational advancement of our communities, the State of Texas, and the nation; and

WHEREAS, public schools play a vital role in educating students about the full and inclusive history of our nation and in encouraging thoughtful dialogue, critical thinking, and mutual respect;

IT IS THEREFORE:

RESOLVED, that the Board of Trustees of the Bryan Independent School District hereby recognizes February as Black History Month and encourages schools, staff, students, and the broader community to participate in age-appropriate educational activities that celebrate the rich history, heritage, and contributions of African Americans; and

BE IT FURTHER RESOLVED, that the Board reaffirms its commitment to providing a safe and welcoming learning environment where all students are valued, supported, and empowered to achieve their highest potential.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District during a called meeting on February 23, 2026, a quorum of the Board of Trustees being then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: ____

Nays: ____

Abstentions: ____

By:

Joel Bryan
President, Bryan ISD Board of Trustees

By:

Felicia Benford
Vice President, Bryan ISD Board of Trustees

By:

Ruthie Waller
Secretary, Bryan ISD Board of Trustees

By:

Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By:

Tim Pavlas
Member, Bryan ISD Board of Trustees

By:

David Stasny
Member, Bryan ISD Board of Trustees

By:

David Stennis
Member, Bryan ISD Board of Trustees



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Ayes: 6

Nays: 0

Abstentions: 0

By: 

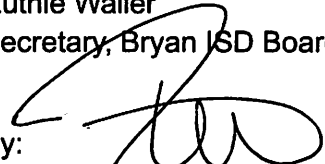
Joel Bryan
President, Bryan ISD Board of Trustees

By: 


Felicia Benford
Vice President, Bryan ISD Board of Trustees

By: _____
Ruthie Waller
Secretary, Bryan ISD Board of Trustees

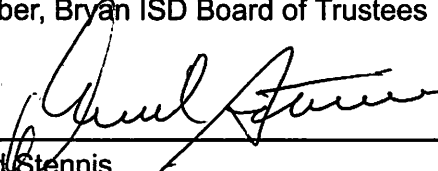
By: _____
Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By: 

Tim Pavlas
Member, Bryan ISD Board of Trustees

By: 

David Stasny
Member, Bryan ISD Board of Trustees

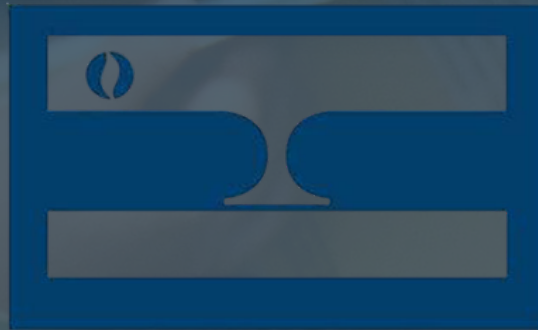
By: 

David Stennis
Member, Bryan ISD Board of Trustees

8. Superintendent's Report on Student and Staff Celebrations



MICHAEL FARNSWORTH



NATIONAL MERIT
SCHOLARSHIP PROGRAM



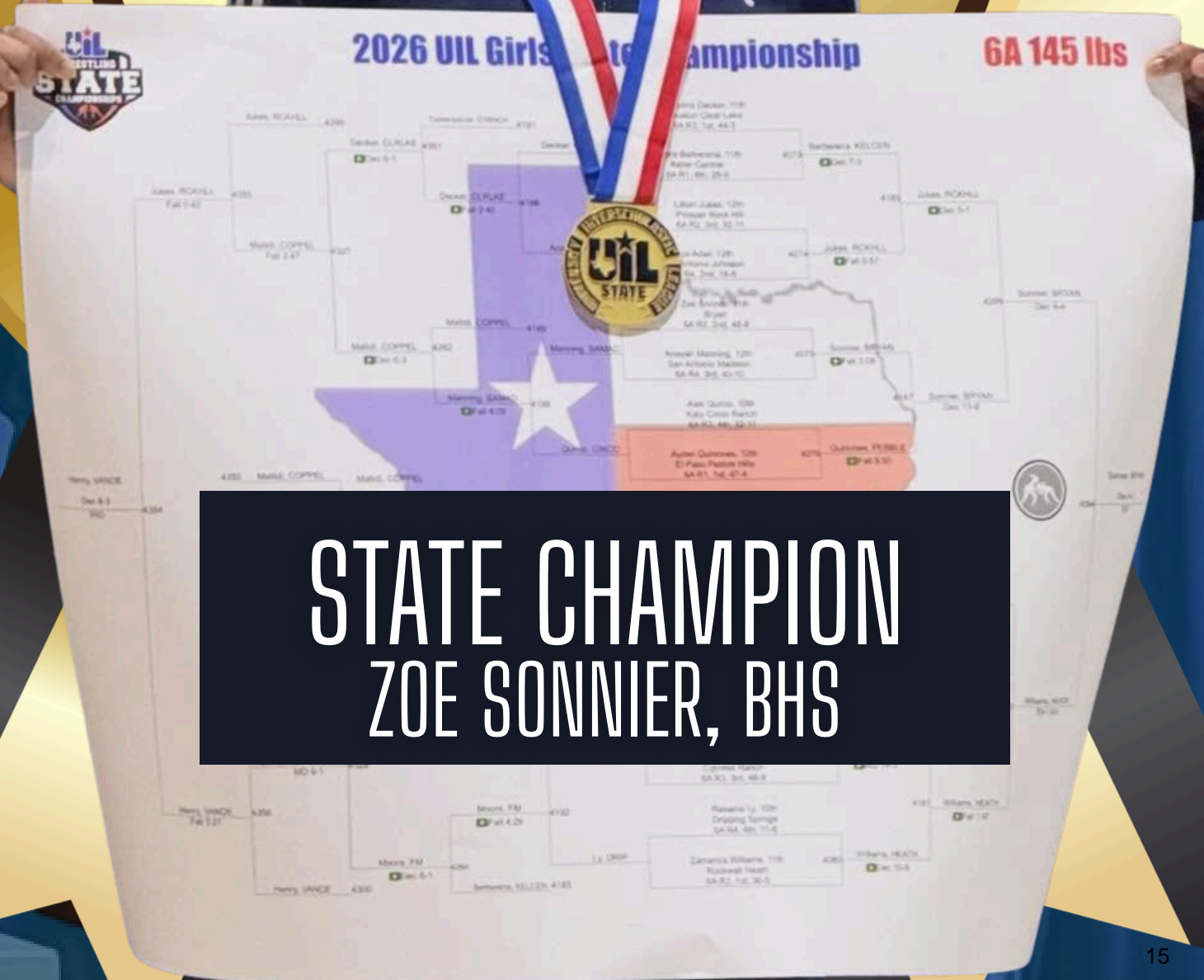
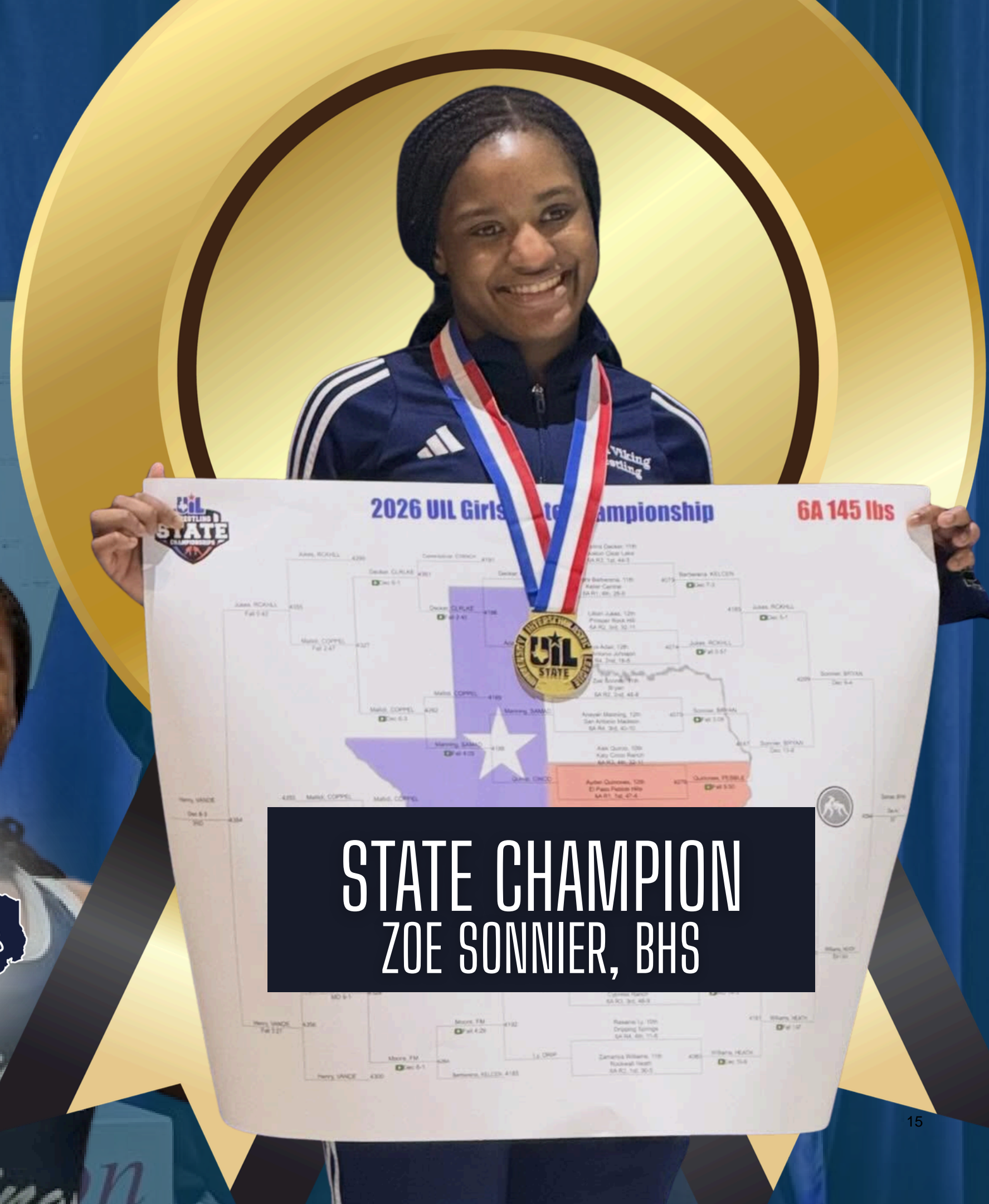
KATHERINE KEYSER



NATIONAL MERIT FINALIST

WRESTLERS AT STATE

STATE QUALIFIERS



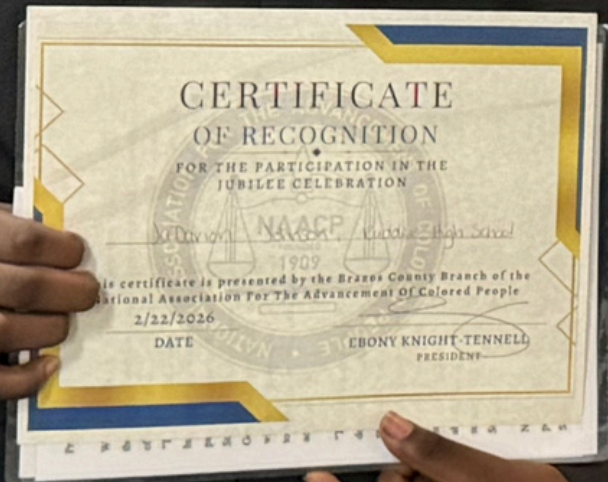
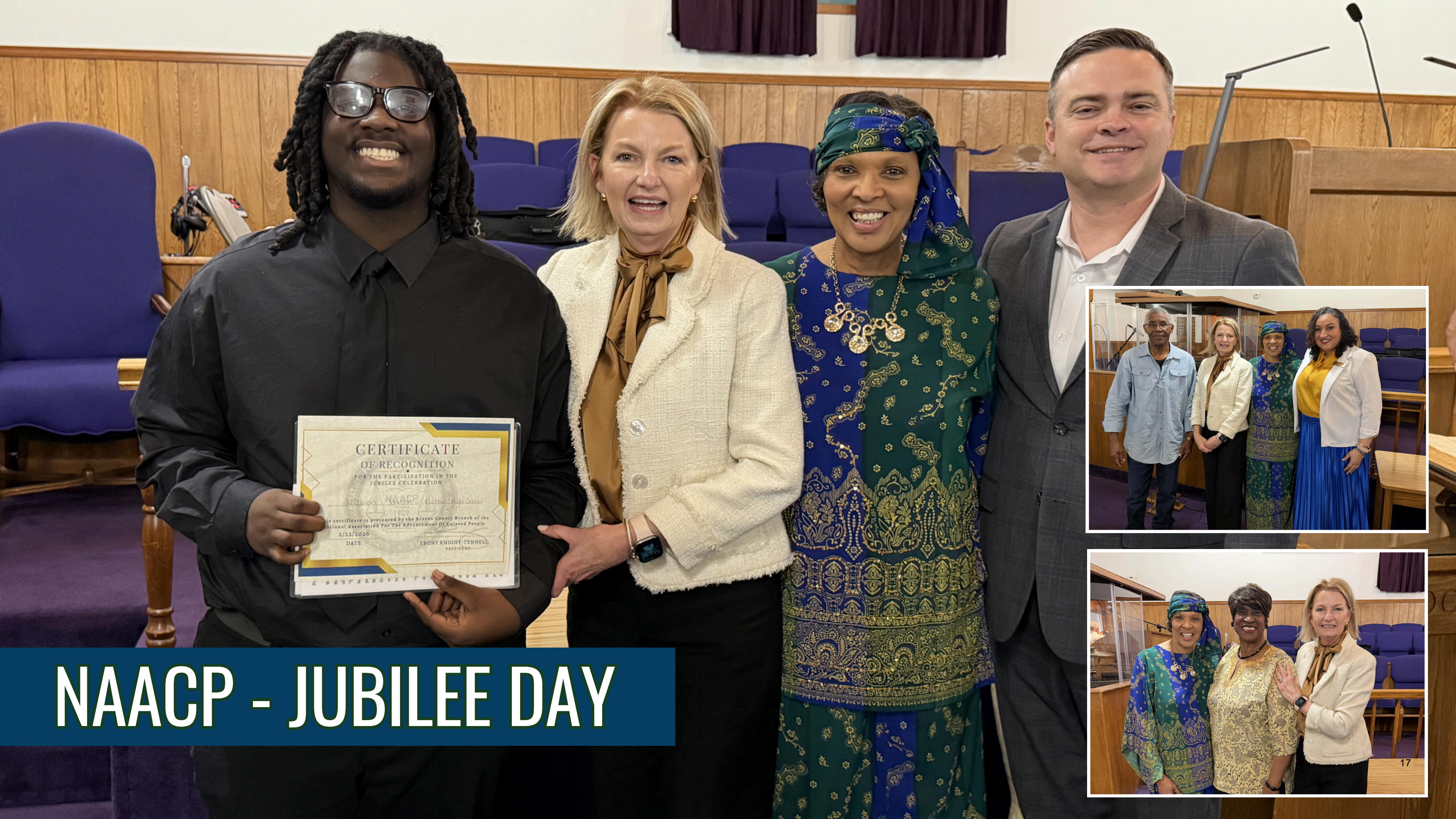
**STATE CHAMPION
ZOE SONNIER, BHS**



FINE ARTS AT STATE

**ZANIYAH JOHNSON,
ALL-STATE CHOIR**

**BRYAN HIGH SCHOOL
LOS VIKINGOS**



NAACP - JUBILEE DAY

9. Board Member Reports

9.A. Teaching and Learning Board Committee Report on the Teacher Incentive Allotment, Summer Planning, and Texas Strategic Leadership

9.B. Finance Board Committee Report on the Current and Future Budget Update

9.C. Executive Board Committee Report on Senate Bill 11 Update and Budget Overview

9.D. Community Affairs Board Committee Report on District and Campus Communication, Marketing, and Stakeholder Engagement

10. Information Items

10.A. Bond 2020 Oversight Status Update

School Board Meeting: Bond Oversight Update

February 23, 2026



Purpose of the Oversight Committee

- Work in an advisory capacity with Bryan ISD Administration.
- Review the status of capital projects, bond expenditures, project schedules, and the timelines for construction projects.
- Confirm the fidelity of the actual work and expenditures to the projects presented to and approved by the voters.
- Report status and findings to the Bryan ISD Board of Trustees on a periodic basis.
- Advise the administration regarding allocation and project decisions for bond savings and contingency funds.



Bond Oversight



Committee Membership	Meeting Schedule	Meeting Schedule
<ul style="list-style-type: none"> • Community Members • Parents • School Staff/Administration • Bryan ISD Board Members (Advisory) • District Leaders (Ad Hoc) 	<ul style="list-style-type: none"> • March 4, 2021 - Zoom • June 22, 2021 - Zoom • September 21, 2021 - Zoom • December 14, 2021 - Zoom • March 24, 2022 - In person • June 23, 2022 - Cancelled • September 27, 2022 - Hybrid • December 15, 2022 - Rescheduled • January 18, 2023 - In person • April 18, 2023 -In person • October 30, 2023 - Sadberry 	<ul style="list-style-type: none"> • February 2024 – cancelled • May 7, 2024 - BISD Admin • September 3, 2024 - Haliburton • December 3, 2024 - cancelled • March 4, 2025 - BISD Admin • June 4, 2025 - Sadberry Library • November 5, 2025 - BISD Admin • December 11, 2025 - BISD Admin • February 5, 2026 - BISD Admin • April 9, 2026 - BISD Admin

2020 Bond



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

2020 Bond Project Update



Elementary Renovations, Phase III

- Proposals Accepted
- Recommendation for Award at Feb 23 Board Meeting
(work to be performed this summer)

Hardware and Signage Packages

- Expected to be completed by the end of this school year.

Agenda from February 2 Bond Oversight Meeting



- Update on Design Development for Phase III Elementary Renovations
- 2020 Bond Project Update
- Financial Update and Projections
- Update on Architect and Engineering Services
- Current Needs and Possible Reallocations

Current Needs and Possible Reallocations Bond 2020



Current Needs and Possible Reallocations			
Department	Project	Category	Est. Amount
BCHS	New Classrooms, 2025-26	Reclass	\$11,510
Fine Arts	Shyanne Uniforms	Reclass	\$28,000
Fine Arts	Uniforms and Equipment	2025 Bond	\$739,638
Grounds Maintenance	Trailers, 4 total	New Project	\$35,000
Maintenance	Fire Suppression, Administration Basement	New Project	\$50,000
Navarro	Washer/Dryer Campus Hook-Up	New Project	\$15,000
Ross	Additional PreK Classrooms, 2 total	Reclass	\$40,814
Safety & Security	Graphic Window Film	2025 Bond	\$1,679,616
Safety & Security	Security Camera and Monitoring System	2025 Bond	\$836,390
Safety & Security	Replacement of Damaged Playground Equipment (Fannin and Houston)	Reclass	\$31,985
Safety & Security	ADA Pathway at Johnson Elementary	New Project	\$15,000
Technology	Phone System	2025 Bond	\$2,927,036
Technology	Campus Public Address System	2025 Bond	\$3,633,766
Technology	Interactive Displays	2025 Bond	\$1,000,000
Transportation	New Buses and Vehicles	2025 Bond	\$2,000,000
Transportation	Technology and Security Systems	2025 Bond	\$405,000
Total			\$13,448,755



TRAVIS B. BRYAN HIGH SCHOOL

PRIDE OF BRYAN

BRYAN VIKING BAND





JAMES EARL RUDDER HIGH SCHOOL

RUDDER REGIMENT



"RANGERS LEAD THE WAY!"



BRYAN, TEXAS

Bond Oversight



Questions?

11. Call to Order Public Hearing

11.A. Public Hearing for the Targeted Improvement Plans for Sadberry Intermediate, Long Intermediate, Rayburn Intermediate, and SFA Middle School

Response Summary:



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Targeted Improvement Plan (TIP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026**.

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1	N/A
CDCN 2	N/A
CDCN 3	N/A
CDCN 4	N/A
CDCN 5	N/A
CDCN 6	N/A
CDCN 7	N/A
CDCN 8	N/A
CDCN 9	N/A
CDCN 10	N/A

1.2. Please enter your first and last name.

Jill Morris

1.3. Please enter your email.

jill.morris@bryanisd.org

1.4. Please select your role:

- District Coordinator of School Improvement

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked "Yes."

If any of these items are marked "No," you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as "Yes."

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

- No

2. Needs Assessment and Stakeholder Engagement

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Intensive Curriculum & Instruction Improvements

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Instructional Leadership (LASO 3)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Our school system does not intend to apply for a grant to support this strategy

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- ESCs

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: K-5 Math

- STEMscopes Texas Math

5.2. Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

- Yes

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.7. Please select the adopted curriculum: K-5 RLA

- Other:
HMH, Pearson, Springboard

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.13. Please select the adopted curriculum for: 6-8 Math

- STEMscopes Texas Math

5.14. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

- Yes

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.19. Please select the adopted curriculum for: 6-8 RLA

- District created

5.20. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

- Yes

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

- Not applicable

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

169

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

The campus will monitor student progress, evaluate instructional effectiveness, and support continuous improvement in alignment with TEA requirements through a comprehensive assessment system. Students will participate in screeners, district-based assessments (DBAs), campus-based assessments (CBAs), formative instructional checks, and the annual STAAR assessment. Universal screeners will be used to identify students requiring Tier II or Tier III intervention. Formative checks—including quizzes, exit tickets, and other quick measures—will monitor daily learning and identify misconceptions in real time. DBAs and CBAs, administered every few weeks, will track mastery of the TEKS and measure student progress toward established goals. STAAR will serve as the annual summative measure of TEKS mastery.

All assessment data will be analyzed during PLCs to inform instructional planning, intervention adjustments, and opportunities for student enrichment. Student progress will be communicated to parents regularly.

5.40. Will the campus(es) implement a PLC structure?

- Yes

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content—for example, 5th-grade math, 7th-grade ELA.

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Campus Administration and Instructional Coaches

5.44. Who is required to attend PLCs?

Instructional Coach for the content, assigned administrator, and all grade-level content teachers

5.45. Please describe the PLC protocol to be used.

We follow a structured PLC protocol using the agenda below:

PLC Agenda:

Announcements & Reminders

Important Items of Discussion

Lesson Reflections

This Week's Upcoming Lessons

Planning for the Next Unit

Data and Student Progress

In addition, teams use a detailed planning document that includes the following components:

TEKS (scaffolding to the verb)

Topic/Focus of the Day

Academic Vocabulary

Essential Question

I Can Statement

I Will Statement

Bellringer (Question or Link)

Agenda for Class

Student Engagement (ACE)

Stations or Blended Learning

Mastery Check (Question or Link)

Critical Thinking Questions (OTR)

Reteach/Conferencing Plan

Possible Grades

Additional Notes for Team

Para/ICS Support

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Bryan ISD is participating in Texas Instructional Leadership through LASO 3 and Texas Strategic Leadership with Region 6.

Capacity Building

Summer 2025: All instructional leaders participate in Texas Instructional Leadership (TIL) training provided through the LASO Cycle 3 grant, focusing on Observation & Feedback

Fall 2025: TIL practices embedded into coaching cycles, walkthroughs, and PLC facilitation.

Resource/Tool Deployment

August 2025: PLC templates and observation tools aligned to TIL training.

Fall 2025: Implement tools to support targeted feedback conversations with teachers.

Implementation Checkpoints

September 2025: BOY observations conducted; data analyzed to identify trends and professional development needs.

Every 6–9 weeks: DBAs/CBAs reviewed during PLCs, with follow-up classroom observations for instructional refinement.

December 2025 & March 2026: Leadership conducts fidelity checks to ensure observation and feedback protocols are consistently applied.

Coaching Touchpoints

Biweekly: TIL-aligned coaching and observation cycles with teachers.

Monthly: ILT/CIT meetings include TIL progress tracking and adjustments to TIP action steps.

Bi-monthly: Coaching support from ESC staff.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

The district has assigned a dedicated Campus Support Coordinator to work with these campuses. She and the DCSI are primarily responsible for monitoring the implementation of the plan at the district level. At the campus level, the principal will work with the Campus Support Coordinator and the Principal Manager to monitor progress.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

ESC 6 coach, Principal Managers, Campus Support Coordinator, DCSI

13.3. How frequently will progress toward milestones be reviewed?

- Bi-Weekly (Meets Expectation)

13.4. How will milestone progress data be collected?

Data will be collected by the campuses and submitted to the Campus Support Monitor and the ESC Coach. Data may include walkthroughs, observation/feedback cycle, student work samples, student performance on assessments, coaching conversations, etc.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

At least once a month, but usually more often, a summary of the progress is shared with district leadership. The method varies, but includes face-to-face meetings, zoom meetings, written reports, etc.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Expenses: Contracted services through Region 6 - \$62920

LASO Grant Funds still remaining:

Contracted services: \$3580

Payroll - \$8000

Supplies - \$1500

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Local funds will be used if the costs exceed the amount of the LASO 3 grant.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

Embedded Data:

<i>SelectedCampuses</i>	JANE LONG-021902045; O W SADBERRY SR INT-021902049; SAM RAYBURN-021902046; STEPHEN F AUSTIN-021902041
<i>SelectedDistrict</i>	BRYAN ISD-021902
<i>SelectedRegion</i>	6



Targeted Improvement Plans

Long, Rayburn, Sadberry, & SFA

February 2026

Reasons for Targeted Improvement Plans

- ✓ **Participating in Learning Acceleration Support Opportunities (LASO) Grant**

- SFA, Sadberry, Long, and Rayburn



- ✓ **Comprehensive Support and Improvement – Progress (CSI – Progress):**

- Second year of a two-year process based on 2024 Domain 3 scores. (SFA and Sadberry)
- Exiting: Campus must rank above the lower 5% of its school type for two consecutive years and have a higher Domain 3 score than when it was first identified
- Consequences of not exiting: Schools that fail to meet the criteria to exit comprehensive support and improvement status for at least three consecutive years are subject to more rigorous interventions, including but not limited to the development of a turnaround plan.

Learning Acceleration Support Opportunities Grant

- ✓ **Goal:** To help LEAs accelerate student learning by supporting teachers through evidence-based strategies.
- ✓ **Key Focus:** Texas Instructional Leadership (TIL) Observation and Feedback.
- ✓ **Eligible Campuses:** Jane Long, Sam Rayburn, O.W. Sadberry, and Stephen F. Austin.
- ✓ **Amount Awarded:** \$76,000 (at least 70% must be spent on our partnership with Region 6).



Strategic Partnership: ESC Region 6

- ✔ **Certified Training:** Region 6 delivers the TIL Observation & Feedback training, ensuring our leaders observe and provide actionable feedback to teachers.
- ✔ **Calibration Walks:** ESC specialists conduct joint campus walks with our district and campus administrators, calibrating scoring to ensure equity and consistency.
- ✔ **Implementation Coaching:** We receive monthly, dedicated coaching from Region 6 experts to review data, troubleshoot barriers, and refine our feedback cycles. Principal managers also receive dedicated coaching to better support campus administrators.



The Observation-Feedback Cycle



Observe

Campus leaders conduct frequent, instructional walkthroughs in classrooms.



Feedback

Leaders provide actionable feedback to teachers in face-to-face meetings within 48 hours of the observation.



Practice

Teachers practice the specific skill during the meeting to build muscle memory before implementing it in class.



Follow-up

Campus leaders conduct a follow-up walkthroughs after practice to ensure successful implementation.

The Observation-Feedback cycle supported by district leaders and Region 6 are the foundation of the Targeted Improvement Plans that have been developed for each campus.

Expected Strategic Impact



- ✓ **Accelerated Teacher Growth:** Creates improvement in instructional quality by providing continuous coaching and feedback to teachers.
- ✓ **Instructional Alignment:** Ensures curriculum is delivered effectively and consistently across all classrooms.
- ✓ **Cultural Shift:** Builds a culture of public practice and support, directly improving teacher retention and job satisfaction.
- ✓ **Student Outcomes:** Increases in student academic performance as a result of improved instructional quality.



Targeted Improvement Plans

Long, Rayburn, Sadberry, & SFA

February 2026

11.B. Adjourn Public Hearing

12. Consent Agenda

12.A. Consider approval of the meeting minutes for February 2, 2026



BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, February 2, 2026

The Bryan ISD Board of Trustees met for a Special on Monday, February 2, 2026 at 6:00 PM in the Boardroom, 801 South Ennis Street, Bryan, TX 77803.

Board members present:

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

1. Call to Order

Board President, Joel Bryan, called the meeting to order at 6:01 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

Board President Mr. Joel Bryan welcomed everyone and extended a special thank you to the Henderson Elementary Choir for singing as people arrived for the board meeting.

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

Henderson Elementary students stayed to recite the United States and Texas pledges.

4. Spotlight

4.A. Bryan-College Station Chamber of Commerce Community Partnership Award pertaining to Junior Leadership Brazos

This spotlight was postponed due to a scheduling conflict. The students will be recognized at a future meeting.

4.B. Celebrating Bryan Collegiate High School's recognition as a National Finalist for AVID Site Team of the Year

Director of Advanced Academics, Dr. Christina Richardson, recognized Bryan Collegiate High School for being named a National Finalist for AVID Site Team of the Year.

5. Public Comment on Agenda Items

No public comments

6. Board Member Reports

6.A. Finance Board Committee Report on Budget Forecasting

Mrs. David Stasny reported on the Finance Board Committee meeting held on January 23, 2026. Board members in attendance were Mr. Stasny, Mr. Stennis, and Dr Julie Harlin-Wolf, and staff members were Ms. Carrabine, Ms. Friddle, and Mr. Roberts.

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, February 2, 2026

6.B. Intergovernmental Committee Report on Community Related Matters
Board Secretary, Ms Ruthie Waller, reported on the Intergovernmental Board Committee that was held on January 20th, 2026. Board members present were Ms Ruthie Waller and Ms Felicia Benford, and staff members were Mr. Hugo Ibarra and Mr. Dereck Rush.

6.C. Executive Board Committee Report on Bond 2025 Procurement Timeline and the Status of Budget Development
Board Secretary, Ms. Ruthie Waller, reported on the Executive Board Committee meeting held on January 14th, 2026. Board members in attendance were Mr. Joel Bryan, Ms. Felicia Benford, and Ms. Ruthie Waller. The staff members were Ms. Ginger Carrabine, Dr. Brian Merrill, and Mr. Tommy Roberts.

7. Information Items

7.A. Campus Improvement Plan Updates: Bryan Collegiate High School, MC Harris High School, Sadberry Intermediate, and Rudder High School
Principals from Bryan Collegiate High School, MC Harris High School, Sadberry Intermediate School, and Rudder High School provided a high-level overview of their major priorities and initiatives, centered around student achievement and growth.

7.B. Bilingual Programming Update

Director of Bilingual Education, Dr. Molina, provided a Bilingual Programming update and an overview of stakeholder feedback on bilingual program considerations for the 2026-2027 school year.

7.C. Budget Development Series — Related to School Bonds

Chief Financial Officer Norma Friddle provided a high-level overview of school bonds and explained how school district bond programs are regulated under state and federal law.

8. Consent Agenda

I move approval of all the items listed on the consent agenda. This motion, made by Julie Harlin and seconded by Ruthie Waller, Passed.

Felicia Benford: Absent

Joel Bryan: Yea

Julie Harlin: Yea

Tim Pavlas: Yea

David Stasny: Yea

David Stennis: Yea

Ruthie Waller: Yea

Yea: 6, Nay: 0, Absent: 1

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

8.B. Consider approval of the 2026-2027 Bryan Collegiate High School Calendar

9. Action Items

9.A. Authorize the Superintendent to negotiate and enter into a contract for Architectural Services related to the 2025 Bond Referendum
Deputy Superintendent Dr. Brian Merrell and Director of Construction Services Bobby Griffin requested approval to authorize the Superintendent to negotiate and enter into a contract for Architectural Services related to the 2025 Bond Referendum.

I move approval of the superintendent to negotiate and enter into a contract for Architectural Services related to the 2025 Bond Referendum with SZS, Architex Studios, PAC Design Group, GLS, VLK, PBK Sports, and Arcadis, as presented, as these firms represent the top seven firms based on the evaluation scoring. This motion, made by David Stennis and seconded by David Stasny, Passed.

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, February 2, 2026

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

Yea: 6, Nay: 0, Absent: 1

9.B. Authorize the Superintendent to negotiate and enter into a contract for Engineering Services related to the 2025 Bond Referendum

[Deputy Superintendent Dr. Brian Merrell and Director of Construction Services Bobby Griffin requested approval to authorize the Superintendent to negotiate and enter into a contract for Engineering Services related to the 2025 Bond Referendum.](#)

I move approval of the superintendent to negotiate and enter into a contract for Engineering Services related to the 2025 Bond Referendum with E3 and Clary Zimmerman, as presented, as these firms represent the top two firms based on the evaluation scoring. This motion, made by Julie Harlin and seconded by David Stasny, Passed.

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

Yea: 6, Nay: 0, Absent: 1

9.C. Consider Approval of the Purchase over \$50,000 for the Replacement of Kitchen and Cafeteria Equipment

[Assistant Director of School Nutrition Services, Sandra Baxter, asked the board to consider approval of a purchase over \\$50,000 for the replacement of kitchen and cafeteria equipment.](#)

I move approval for the replacement of the Kitchen and Cafeteria Equipment listed to Kommercial Kitchens in the amount of \$141,350, as presented. This motion, made by Julie Harlin and seconded by Tim Pavlas, Passed.

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

Yea: 6, Nay: 0, Absent: 1

9.D. Consider Approval of the Purchase over \$50,000 for the Purchase of Fine Arts Band Trailers

I move approval of the purchase of 2 Fine Arts Band Trailers in the amount of \$282,000 from Stadium Creations, as presented. This motion, made by Tim Pavlas

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, February 2, 2026

and seconded by Julie Harlin, Passed.

Felicia Benford: Absent

Joel Bryan: Yea

Julie Harlin: Yea

Tim Pavlas: Yea

David Stasny: Yea

David Stennis: Yea

Ruthie Waller: Yea

Yea: 6, Nay: 0, Absent: 1

10. Closed Session

Board President Joel Bryan called for a closed session at 7:48 p.m., as authorized by Texas Government Code Chapter 551.074 and 551.072, for the subjects allowed.

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

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

11. Reconvene in Open Session


The Board reconvened in open session at 8:34 p.m. No action was taken in closed session.

12. Adjourn

Board President, Mr. Joel Bryan, adjourned the meeting at 8:35 PM



President



Secretary

12.B. Consider approval of the Targeted Improvement Plans for Sadberry Intermediate, Long Intermediate, Rayburn Intermediate, and SFA Middle School

Response Summary:



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Targeted Improvement Plan (TIP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026**.

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example:Campus 235467 should be entered as 00235467

CDCN 1	N/A
CDCN 2	N/A
CDCN 3	N/A
CDCN 4	N/A
CDCN 5	N/A
CDCN 6	N/A
CDCN 7	N/A
CDCN 8	N/A
CDCN 9	N/A
CDCN 10	N/A

1.2. Please enter your first and last name.

Jill Morris

1.3. Please enter your email.

jill.morris@bryanisd.org

1.4. Please select your role:

- District Coordinator of School Improvement

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked "Yes."

If any of these items are marked "No," you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as "Yes."

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

- No

2. Needs Assessment and Stakeholder Engagement

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Intensive Curriculum & Instruction Improvements

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Instructional Leadership (LASO 3)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Our school system does not intend to apply for a grant to support this strategy

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- ESCs

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: K-5 Math

- STEMscopes Texas Math

5.2. Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

- Yes

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.7. Please select the adopted curriculum: K-5 RLA

- Other:
HMH, Pearson, Springboard

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.13. Please select the adopted curriculum for: 6-8 Math

- STEMscopes Texas Math

5.14. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

- Yes

5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.19. Please select the adopted curriculum for: 6-8 RLA

- District created

5.20. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

- Yes

5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?

56

5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

56

5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

- Not applicable

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

169

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

The campus will monitor student progress, evaluate instructional effectiveness, and support continuous improvement in alignment with TEA requirements through a comprehensive assessment system. Students will participate in screeners, district-based assessments (DBAs), campus-based assessments (CBAs), formative instructional checks, and the annual STAAR assessment. Universal screeners will be used to identify students requiring Tier II or Tier III intervention. Formative checks—including quizzes, exit tickets, and other quick measures—will monitor daily learning and identify misconceptions in real time. DBAs and CBAs, administered every few weeks, will track mastery of the TEKS and measure student progress toward established goals. STAAR will serve as the annual summative measure of TEKS mastery.

All assessment data will be analyzed during PLCs to inform instructional planning, intervention adjustments, and opportunities for student enrichment. Student progress will be communicated to parents regularly.

5.40. Will the campus(es) implement a PLC structure?

- Yes

5.41. How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content—for example, 5th-grade math, 7th-grade ELA.

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Campus Administration and Instructional Coaches

5.44. Who is required to attend PLCs?

Instructional Coach for the content, assigned administrator, and all grade-level content teachers

5.45. Please describe the PLC protocol to be used.

We follow a structured PLC protocol using the agenda below:

PLC Agenda:

Announcements & Reminders

Important Items of Discussion

Lesson Reflections

This Week's Upcoming Lessons

Planning for the Next Unit

Data and Student Progress

In addition, teams use a detailed planning document that includes the following components:

TEKS (scaffolding to the verb)

Topic/Focus of the Day

Academic Vocabulary

Essential Question

I Can Statement

I Will Statement

Bellringer (Question or Link)

Agenda for Class

Student Engagement (ACE)

Stations or Blended Learning

Mastery Check (Question or Link)

Critical Thinking Questions (OTR)

Reteach/Conferencing Plan

Possible Grades

Additional Notes for Team

Para/ICS Support

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Bryan ISD is participating in Texas Instructional Leadership through LASO 3 and Texas Strategic Leadership with Region 6.

Capacity Building

Summer 2025: All instructional leaders participate in Texas Instructional Leadership (TIL) training provided through the LASO Cycle 3 grant, focusing on Observation & Feedback

Fall 2025: TIL practices embedded into coaching cycles, walkthroughs, and PLC facilitation.

Resource/Tool Deployment

August 2025: PLC templates and observation tools aligned to TIL training.

Fall 2025: Implement tools to support targeted feedback conversations with teachers.

Implementation Checkpoints

September 2025: BOY observations conducted; data analyzed to identify trends and professional development needs.

Every 6–9 weeks: DBAs/CBAs reviewed during PLCs, with follow-up classroom observations for instructional refinement.

December 2025 & March 2026: Leadership conducts fidelity checks to ensure observation and feedback protocols are consistently applied.

Coaching Touchpoints

Biweekly: TIL-aligned coaching and observation cycles with teachers.

Monthly: ILT/CIT meetings include TIL progress tracking and adjustments to TIP action steps.

Bi-monthly: Coaching support from ESC staff.

13. Performance Management

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

The district has assigned a dedicated Campus Support Coordinator to work with these campuses. She and the DCSI are primarily responsible for monitoring the implementation of the plan at the district level. At the campus level, the principal will work with the Campus Support Coordinator and the Principal Manager to monitor progress.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

ESC 6 coach, Principal Managers, Campus Support Coordinator, DCSI

13.3. How frequently will progress toward milestones be reviewed?

- Bi-Weekly (Meets Expectation)

13.4. How will milestone progress data be collected?

Data will be collected by the campuses and submitted to the Campus Support Monitor and the ESC Coach. Data may include walkthroughs, observation/feedback cycle, student work samples, student performance on assessments, coaching conversations, etc.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

At least once a month, but usually more often, a summary of the progress is shared with district leadership. The method varies, but includes face-to-face meetings, zoom meetings, written reports, etc.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

Expenses: Contracted services through Region 6 - \$62920

LASO Grant Funds still remaining:

Contracted services: \$3580

Payroll - \$8000

Supplies - \$1500

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Local funds will be used if the costs exceed the amount of the LASO 3 grant.

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

Embedded Data:

<i>SelectedCampuses</i>	JANE LONG-021902045; O W SADBERRY SR INT-021902049; SAM RAYBURN-021902046; STEPHEN F AUSTIN-021902041
<i>SelectedDistrict</i>	BRYAN ISD-021902
<i>SelectedRegion</i>	6



Targeted Improvement Plans

Long, Rayburn, Sadberry, & SFA

February 2026

Learning Acceleration Support Opportunities Grant

- ✓ **Goal:** To help LEAs accelerate student learning by supporting teachers through evidence-based strategies.
- ✓ **Key Focus:** Texas Instructional Leadership (TIL) Observation and Feedback.
- ✓ **Eligible Campuses:** Jane Long, Sam Rayburn, O.W. Sadberry, and Stephen F. Austin
- ✓ **Amount Awarded:** \$76,000 (at least 75% must be spent on our partnership with Region 6)



Strategic Partnership: ESC Region 6

- ✔ **Certified Training:** Region 6 delivers the TIL Observation & Feedback training, ensuring our leaders observe and provide actionable feedback to teachers.
- ✔ **Calibration Walks:** ESC specialists conduct joint campus walks with our district and campus administrators, calibrating scoring to ensure equity and consistency.
- ✔ **Implementation Coaching:** We receive monthly, dedicated coaching from Region 6 experts to review data, troubleshoot barriers, and refine our feedback cycles. Principal managers also receive dedicated coaching to better support campus administrators.



The Observation-Feedback Cycle



Observe

Campus leaders conduct frequent, instructional walkthroughs in classrooms.



Feedback

Leaders provide actionable feedback to teachers in face-to-face meetings within 48 hours of the observation.



Practice

Teachers practice the specific skill during the meeting to build muscle memory before implementing it in class.



Follow-up

Campus leaders conduct a follow-up walkthroughs after practice to ensure successful implementation.

The Observation-Feedback cycle supported by district leaders and Region 6 are the foundation of the Targeted Improvement Plans that have been developed for each campus.

Expected Strategic Impact

- ✓ **Accelerated Teacher Growth:** Creates improvement in instructional quality by providing continuous coaching and feedback to teachers.
- ✓ **Instructional Alignment:** Ensures curriculum is delivered effectively and consistently across all classrooms.
- ✓ **Cultural Shift:** Builds a culture of public practice and support, directly improving teacher retention and job satisfaction.
- ✓ **Student Outcomes:** Increases in student academic performance as a result of improved instructional quality.





Targeted Improvement Plans

Long, Rayburn, Sadberry, & SFA

February 2026

12.C. Consider approval of the Quarterly Investment Report for the quarter ending December 31, 2025

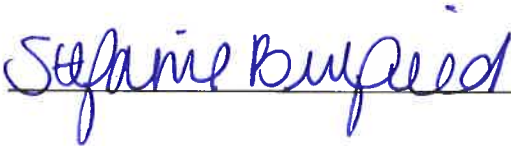
February 23, 2026

**BRYAN INDEPENDENT SCHOOL DISTRICT
QUARTERLY INVESTMENT REPORT – COMPLIANCE STATEMENT
FOR THE QUARTER ENDING December 31, 2025:**

We, the approved Investment Officers of Bryan ISD, hereby certify that the following Investment Report represents the investment position of the District at December 31, 2025 and the activity for the quarter then ended. All investments were purchased in compliance with the Board approved Investment Policy.



Norma Friddle
Assistant Superintendent of Business Services



Stefanie Brumfield
Director of Financial Services

Bryan Independent School District

Investment Report for the period October 1, 2025 through December 31, 2025

Investment Type	Fund	10/1/2025 Balance	Additions (Deposits or Investments)	Deletions (Withdrawals or Investments Matured/Called)	12/31/2025 Balance	Yield	Maturity Date	# Days Current Period	Current Earnings	10/1/2025 Market Value	12/31/2025 Market Value
Investment Pools:											
See the attached detail	All	85,750,532	66,599,891	(45,442,229)	106,908,194	4.589%		92	976,881	85,750,539	106,908,201
Total Investment Pools		85,750,532	66,599,891	(45,442,229)	106,908,194				976,881	85,750,539	106,908,201
Money Market Fund:											
Charles Schwab (formerly TD Ameritrade)-MAPP	Gen'l	46,697	1,288,357	(1,329,562)	5,492	0.010%		92	503	46,697	5,492
Total Money Market Funds		46,697	1,288,357	(1,329,562)	5,492				503	46,697	5,492
Agency, Disc. Notes & Municipals - Held in Frost Safekeeping Account											
	Gen'l	0	0	0	0	0.000%		0	0	0	0
TD Ameritrade-MAPP-Sched Attached	Gen'l	5,954,000	1,323,000	(1,195,000)	6,082,000	Various-See Sched Attached			64,819	5,977,189	6,103,316
Total Muni & Govt Sec		5,954,000	1,323,000	(1,195,000)	6,082,000				64,819	5,977,189	6,103,316
Total Investments		91,751,229	69,211,248	(47,966,791)	112,995,686				1,042,203	91,774,425	113,017,009

Summary by Fund

General Fund	41,671,069	55,369,936	(43,435,491)	53,605,514
Debt Service Fund	6,625,361	9,633,259	(550)	16,258,070
Construction Fund	36,611,440	378,139	(865,283)	36,124,296
School Nutrition Fund	6,544,956	3,827,414	(3,528,439)	6,843,931
Internal Service Fund	298,402	2,500	(137,028)	163,875
	91,751,229	69,211,248	(47,966,791)	112,995,686

Bryan Independent School District

Investment Report for the period October 1, 2025 through December 31, 2025

Investment Pool	Fund	10/1/2025 Balance	Additions (Deposits or Investments)	Deletions (Withdrawals or Investments Matured/Called)	12/31/2025 Balance	Yield	Maturity Date	# Days Current Period	Current Earnings	10/1/2025 Market Value	12/31/2025 Market Value
TexPool	Gen'l	35,253,652	52,754,232	(40,910,929)	47,096,955	4.653%		92	437,151	35,253,653	47,096,956
	Debt	6,625,352	9,633,259	(550)	16,258,061	4.653%		92	90,951	6,625,353	16,258,062
	Fd Serv	6,544,954	3,827,414	(3,528,439)	6,843,929	4.653%		92	64,565	6,544,955	6,843,930
	Constr	36,611,436	378,139	(865,283)	36,124,292	4.653%		92	377,368	36,611,437	36,124,293
	W Comp	298,401	2,500	(137,028)	163,873	4.653%		92	2,500	298,402	163,874
TXClass	Gen'l	416,602	4,345	-	420,948	4.491%		92	4,345	416,603	420,949
TexStar	Gen'l	137	1	-	138	4.364%		92	1	137	138
Total Investment Pools		85,750,533	66,599,891	(45,442,229)	106,908,195				976,881	85,750,540	106,908,201

Bryan Independent School District

Investment Report for the period October 1, 2025 through December 31, 2025

Agency, Disc. Notes, Municipals and CD's - Held in Charles Schwab (formerly TD Ameritrade) Acct-TCG Advisors MAPP											
Investment Type	Fund	10/1/2025 Balance	Additions (Deposits or Investments)	Deletions (Matured or Called)	12/31/2025 Balance	Yield	Maturity Date	# Days Current Period	Current Earnings	10/1/2025 Market Value	12/31/2025 Market Value
United States Treasury Notes (12/04/23)	Gen'l	625,000	0	(625,000)	0	4.875%	12/01/25	62	5,354	625,684	-
Federal Home Loan Bank (01/31/24)	Gen'l	570,000	0	(570,000)	0	4.750%	12/12/25	73	5,791	570,752	-
United States Treasury Notes (04/2/24)	Gen'l	560,000	0	0	560,000	4.500%	03/31/26	92	6,570	561,706	561,181
United States Treasury Notes (05/2/24)	Gen'l	580,000	0	0	580,000	4.875%	04/30/26	92	7,156	583,421	582,379
Federal Home Loan Bank (07/03/24)	Gen'l	670,000	0	0	670,000	4.875%	06/12/26	92	6,562	675,113	673,361
United States Treasury Notes (09/06/24)	Gen'l	660,000	0	0	660,000	3.750%	08/31/26	92	6,229	659,974	660,696
United States Treasury Notes (02/24/25)	Gen'l	846,000	0	0	846,000	4.250%	11/30/26	92	8,993	851,056	851,122
Federal Home Loan Bank (06/12/25)	Gen'l	636,000	0	0	636,000	4.125%	02/15/27	92	6,706	639,677	640,099
United States Treasury Notes (08/04/25)	Gen'l	807,000	0	0	807,000	3.875%	05/31/27	92	8,023	809,806	811,161
United States Treasury Notes (12/02/25)	Gen'l		688,000		688,000	3.625%	08/31/27	29	1,938		689,532
United States Treasury Notes (12/16/25)	Gen'l		635,000		635,000	3.375%	11/30/27	15	1,496		633,785
Total Muni & Govt Sec & CD/s-TD Ameritrade-MAPP		5,954,000	1,323,000	(1,195,000)	6,082,000				64,819	5,977,189	6,103,316

12.D. Consider a resolution setting the payment parameters for the closing of the district on January 26, 2026, due to inclement weather.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE BRYAN INDEPENDENT SCHOOL DISTRICT
DECLARING A NON-MAKEUP WEATHER DAY**

WHEREAS, the Bryan Independent School District Board of Trustees ("Board") recognizes that the City of Bryan and Brazos County, including territory in the Bryan Independent School District ("District") experienced severe weather conditions on January 26, 2026; and,

WHEREAS, in light of inclement weather forecasts, the dangerous weather conditions which were created by the weather events that occurred on January 26, 2026, the District was closed on January 26, 2026 to protect the safety of students and staff; and

WHEREAS, the Board believes it is in the best interests of the District that the employee work calendar remains in effect as originally adopted and that the closure day not be made up; and

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled and those required to work during emergency closings;

WHEREAS, employees who are instructed not to report to work may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that compensating employees, contractual and noncontractual, salaried and non-salaried, who suffer a loss in pay due to the one-day emergency closing which is not being made up through a revised employee work calendar serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

WHEREAS, as to nonexempt employees who are called on to work during an emergency closing, the Board further concludes that payment of these employees as provided in DEA(LOCAL), serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff.

IT IS THEREFORE,

RESOLVED, that the Board of Trustees of the Bryan Independent School District hereby authorizes the administration to compensate employees for the one (1) school day when the District was closed, as detailed in the attached memorandum from the Bryan Independent School District Superintendent; and

FURTHER RESOLVED, that nonexempt employees who were required to work during the one-day emergency closing shall be paid at the rate described in DEA (LOCAL).

SIGNED this 23rd day of February 2026.

By: _____
Joel Bryan, President, Board of Trustees

ATTEST:

Ruthie Waller, Secretary, Board of Trustees



January 29, 2026

To: Bryan ISD Principals
Bryan ISD District Leadership Team

From: Ginger Carrabine
CC: Board of Trustees

Re: Compensation for Personnel during the district/campus closure on January 26, 2026

As you are aware, Bryan ISD was closed on Monday, January 26, 2026 due to inclement weather. With the additional number of minutes built into the instructional calendar it was decided that these days would not be made up.

It has been decided that it is in the best interest of the district to not adjust the employee work calendar resulting in those days not being made up across the district.

The information below is provided for payroll reporting purposes for January 26, 2026. This information is in accordance with district policy and supported by our Board of Trustees through a resolution passed on February 23, 2026.

Non-Exempt Employees

- All non-exempt (hourly) employees will be paid their regular hourly rate based on their percent of employment but not to exceed 8 hours.
- Non-exempt (hourly) staff that **were** requested to work will be compensated for their work time based on the number of hours physically worked as provided in DEA (LOCAL) .

Exempt Employees

- All exempt employees will be compensated for January 26, 2026 at their regular daily rate.

Employees on leave

- Employees (exempt or non-exempt) who were scheduled to be absent on January 26, 2026 due to personal illness, family illness, personal leave, nonduty days or longevity will not be charged leave time for that day.
- Employees on Family Medical Leave (FML), Temporary Disability Leave (TDL), Emergency Paid Sick Leave (EPSL) or workers compensation will not be charged for a day of leave towards their protected leave status.
- Employees on unpaid leave on January 26, 2026 will remain on an unpaid leave status.

Exceptions

- Non-benefit eligible employees.

For questions, please contact Ms. Brandy Green, Payroll Supervisor (979) 209-1018

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE BRYAN INDEPENDENT SCHOOL DISTRICT
DECLARING A NON-MAKEUP WEATHER DAY**

WHEREAS, the Bryan Independent School District Board of Trustees ("Board") recognizes that the City of Bryan and Brazos County, including territory in the Bryan Independent School District ("District") experienced severe weather conditions on January 26, 2026; and,

WHEREAS, in light of inclement weather forecasts, the dangerous weather conditions which were created by the weather events that occurred on January 26, 2026, the District was closed on January 26, 2026 to protect the safety of students and staff; and

WHEREAS, the Board believes it is in the best interests of the District that the employee work calendar remains in effect as originally adopted and that the closure day not be made up; and

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled and those required to work during emergency closings;

WHEREAS, employees who are instructed not to report to work may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that compensating employees, contractual and noncontractual, salaried and non-salaried, who suffer a loss in pay due to the one-day emergency closing which is not being made up through a revised employee work calendar serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

WHEREAS, as to nonexempt employees who are called on to work during an emergency closing, the Board further concludes that payment of these employees as provided in DEA(LOCAL), serves the public purposes of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff.

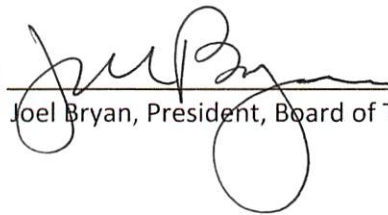
IT IS THEREFORE,

RESOLVED, that the Board of Trustees of the Bryan Independent School District hereby authorizes the administration to compensate employees for the one (1) school day when the District was closed, as detailed in the attached memorandum from the Bryan Independent School District Superintendent; and

FURTHER RESOLVED, that nonexempt employees who were required to work during the one-day emergency closing shall be paid at the rate described in DEA (LOCAL).

SIGNED this 23rd day of February 2026.

By: _____


Joel Bryan, President, Board of Trustees

ATTEST:


Ruthie Waller, Secretary, Board of Trustees

12.E. Consider approval of the financial statements and the purchasing report for January 2026

Bryan ISD Monthly Update - Budgeted Funds

General Fund

January 2026

	Adopted Budget	Amended Budget	January Actual	YTD 2026	FY 58% %	Estimated Budget Remaining
Revenues:						
Local and Intermediate Sources	84,458,520	87,991,362	17,406,896	41,439,690	47%	46,551,672
State Programs	92,685,430	89,703,340	736,694	78,766,254	88%	10,937,086
Federal Programs	775,000	775,000	-	251,848	32%	523,152
Other Resources	-	-	-	4,892		(4,892)
Total Revenues	177,918,950	178,469,702	18,143,590	120,462,684	67%	58,007,018
Expenditures:						
11 Instructional	108,611,760	108,570,047	8,739,961	47,073,047	43%	61,497,000
12 Instructional Resources	1,728,628	1,728,628	139,476	852,449	49%	876,179
13 Instructional Staff Development	4,195,269	4,198,835	116,091	947,991	23%	3,250,844
21 Instructional Leadership	3,510,012	3,502,017	330,041	2,215,183	63%	1,286,834
23 Campus Administration	12,142,569	12,145,469	955,586	6,229,095	51%	5,916,374
31 Guidance and Counseling	8,060,686	8,060,986	719,429	4,490,509	56%	3,570,477
32 Social Work Services	348,200	348,200	19,654	128,276	37%	219,924
33 Health Services	2,265,913	2,265,913	190,644	1,041,034	46%	1,224,879
34 Student Transportation	8,383,922	8,488,922	707,813	5,043,973	59%	3,444,949
35 Food Services	2,500	438,252	0	69,360	16%	368,892
36 Cocurricular / Extracurricular	3,803,120	3,807,120	323,504	2,359,095	62%	1,448,025
41 General Administration	5,360,408	5,360,408	369,604	2,841,632	53%	2,518,776
51 Plant Maint. And Operations	19,115,228	19,125,228	648,054	10,391,754	54%	8,733,474
52 Security and Monitoring	2,106,971	2,106,971	127,050	1,362,768	65%	744,203
53 Data Processing Services	2,698,778	2,698,778	164,694	1,799,815	67%	898,963
61 Community Services	107,746	107,746	26,716	42,314	39%	65,432
71 Debt Services	835,000	835,000	-	417,302	50%	417,698
95 Juvenile Justice AEP	60,000	60,000	-	12,023	20%	47,977
99 Intergovernmental Charges	1,325,000	1,325,000	335,036	664,488	50%	660,512
Total Expenditures	184,661,710	185,173,520	13,248,864	87,982,108	48%	97,191,412
Net Effect on Fund Balance	(6,742,760)	(6,703,818)				

Bryan ISD Monthly Update - Budgeted Funds
Debt Service
January 2026

	Adopted Budget	January Actual	YTD 2026	58% %	Estimated Budget Remaining
Revenues:					
Local and Intermediate Sources	36,999,168	6,896,145	16,052,518	43%	20,946,650
State Programs	3,092,464	-	1,846,914	60%	1,245,550
Total Revenues	40,091,632	6,896,145	17,899,432	45%	22,192,200
Expenditures:					
71 Debt Services	40,091,632	-	3,846,845	10%	36,244,787
Total Expenditures	40,091,632	-	3,846,845	10%	36,244,787
Net Effect on Fund Balance	0	-	-		-

Bryan ISD Monthly Update - Budgeted Funds
School Nutrition Services
January 2026

	Adopted Budget	January Actual	YTD 2026	58% %	Estimated Budget Remaining
Revenues:					
Total Revenues*	13,580,000	1,270,930	7,797,807	57%	5,782,193
Expenditures:					
35 Food Services	13,531,858	1,129,872	7,323,248	54%	6,208,610
51 Plant Maint. And Operations	550,000	550,000	550,000	100%	-
Total Expenditures	14,081,858	1,679,872	7,873,248	56%	6,208,610
Net Effect on Fund Balance	(501,858)	-	-		-

Bryan ISD Monthly Update - Non-Budgeted Funds
Special Revenue Funds
January 2026

	Grant Budget	January Actual	YTD 2026	Estimated Budget Remaining
Revenues:				
Local and Intermediate Sources		369,398	2,811,500	-
State Programs	-	16,604	897,975	-
Federal Programs	-	732,110	5,904,153	-
Other	-	-		-
Total Revenues	-	1,118,112	9,613,628	-
Expenditures:				
11 Instructional	4,914,768	355,726	4,904,049	10,720
12 Instructional Resources	4,000	10,681	13,218	(9,218)
13 Instructional Staff Development	3,115,494	372,123	1,969,737	1,145,757
21 Instructional Leadership	654,680	52,466	493,643	161,038
23 Campus Administration	594,562	51,276	353,784	240,778
31 Guidance and Counseling	2,053,283	147,889	1,005,479	1,047,804
32 Social Work Services	592,743	38,514	320,093	272,650
33 Health Services	-	-	31,992	(31,992)
34 Student Transportation	-	-	-	-
35 Food Services	-	-		-
36 Cocurricular / Extracurricular	759,888	58,641	274,096	485,791
41 General Administration	143,432	18,738	120,693	22,739
51 Plant Maint. And Operations		-	-	-
52 Security and Monitoring	-	-	560	(560)
53 Data Processing Services	-	-	41,735	(41,735)
61 Community Services	209,504	12,058	84,550	124,954
71 Debt Services	-	-		-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	-	-	-	-
97 Tax Incremental Financing	-	-		-
99 Intergovernmental Charges	-	-		-
Subtotal Expenditures	13,042,353	1,118,112	9,613,628	3,428,725
Other Uses	-	-	-	-
Total Expenditures	13,042,353	1,118,112	9,613,628	3,428,725
Net Effect on Fund Balance			-	-

These items do not require budgets to be adopted by the Board of Trustees

12.F. Consider approval of the continuation of the Memorandum of Understanding between Bryan ISD and Prairie View A&M University



**Memorandum of Understanding (MOU) Between
Prairie View A & M University & Bryan Independent School District**

This Memorandum of Understanding ("Agreement") is entered into as of the date of last signature below between Bryan ISD (hereinafter "District") and Prairie View A & M University, a member of The Texas A&M University System, an agency of the State of Texas (hereinafter "University") for the purposes stated herein.

I. Purpose.

1. The purpose of this Agreement is to facilitate a learning-centered partnership between the District and the University's Educator Preparation Program ("EPP")

II. Collaborative Goals.

1. To provide clinical teachers with professional instructional coaching, supervise the work and activities of clinical teachers, and engage in co-teaching models throughout the clinical teaching placement period.
2. Establish a mentor teacher support program that provides the mentor teacher with the skills and resources to assist teacher candidates in becoming highly competent in their subject areas and pedagogy.
3. To establish a framework for sharing de-identified District performance data among the District and the University to monitor and evaluate the preparation and effectiveness of university teacher candidates.

III. Definitions.

1. Clinical Teaching - A supervised teacher candidate assignment through an EPP at a public school accredited by the Texas Education Agency ("TEA") or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as "student teaching."
2. Clinical Teacher District - a public school contracting with a university to implement a clinical teaching assignment.
3. Mentor Teacher/Cooperating Teacher - a certified teacher that models proficient/exemplary teaching and provides clinical teachers with professional instructional coaching and advisement; primarily responsible for supervising the work and activities of clinical teachers and engaging in co-teaching models throughout the clinical teaching placement period.
4. Teacher Candidate - a university student who has met all the University and state requirements to be admitted into an EPP.
5. Course Instructor – either a university faculty member or a faculty associate hired by the university to provide instruction in the Clinical Teaching Program.
6. Field Supervisor - a university faculty member working with the District to coach and evaluate clinical teachers; co-select, support, and train mentor teachers; and ensure clear, timely, and consistent communications between the District and the University.

7. Educator Preparation Program ("EPP") - a professional preparation program for educator certification as determined and identified by the standards of the Texas State Board of Education.
8. Professional Development - learning opportunities designed to support and improve mentor teachers'/cooperating teachers' instructional coaching effectiveness and thereby increase the learning and success of teacher candidates and PK-12 students.
9. Professional Improvement Plan ("PIP") - a detailed improvement and accountability plan of action developed to assist a clinical teacher performing below the EPP's and District's standards.

IV. School District Obligations.

According to the terms of this Agreement, the District shall:

1. Collaborate with the EPP in identifying and selecting high-quality Mentor/Cooperating Teachers using agreed-upon criteria in a number agreeable to both parties.
2. Share and co-analyze de-identified PK-12 performance data with the university to specifically prepare teacher candidates to positively impact PK-12 student learning and for the continuous improvement of the EPP. Data sharing will not violate the data sharing policies of the District or applicable law.
 - a. General Guidelines: The Parties acknowledge and agree that certain federal and state laws protect the privacy interests of students and parents concerning educational records maintained by the District, including, without limitation, the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g. The District has determined that the University has a legitimate educational interest in the educational records, as that term is defined under FERPA, of the District's students, and that the University is the agent of the District solely for this Agreement. University and University's personnel shall maintain the confidentiality of Student Data, as defined below, and comply with the requirements of FERPA and all other applicable law concerning the privacy of Student Data. University's obligations under this Section shall survive the termination or expiration of this Agreement.
 - b. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), the District designates the WRGCOE Dean: ("FERPA Designee") as a school official with a legitimate educational interest in any educational records (as defined in FERPA) to the extent the FERPA Designee requires access to those records to fulfill its obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.
 - c. Definition of "Student Data": "Student Data" includes all Personally Identifiable Information ("PII") and other non-public information and includes, but is not limited to, student data, metadata, and user content.
 - d. Collection and Use of Student Data: University will only collect Student Data necessary to fulfill its duties as outlined in this Agreement. University will use Student Data only to fulfil its duties and provide services under this Agreement, and for improving services under this Agreement. University is prohibited from mining Student Data for any purposes other than those agreed to by the Parties.

Data mining or scanning of user content for advertising or marketing to students or their parents is prohibited.

- e. Data De-Identification: The University may use de-identified Student Data for product development, research, or other purposes. De-identified Student Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, name, ID numbers, date of birth, demographic information, location information, and school ID. Furthermore, the University agrees not to attempt to re-identify de-identified Student Data and not to transfer de-identified Student Data to any party unless that party agrees not to attempt re-identification.
 - f. Marketing and Advertising: The University will not use any Student Data to advertise or market to students or their parents.
 - g. Modification of Terms of Service: The University will not change how Student Data is collected, used, or shared under the terms of this Agreement in any way without advance notice to and consent from the district.
 - h. Student Data Sharing: Student Data cannot be shared with any additional parties without prior written consent of the district, except as required by law.
 - i. Access and Transfer or Destruction: Any Student Data held by the University will be made available to the District upon request by the District. The University will ensure that all Student Data in its possession and in the possession of any subcontractors or agents to which the University may have transferred Student Data are destroyed or transferred to the District when the Student Data is no longer needed for its specified purpose, at the request of the District.
3. Facilitate the participation of Mentor Teacher/Cooperating Teacher training related to the supervision, mentoring, coaching, and evaluation of teacher candidates.
 4. Actively supervise, mentor, coach, and evaluate teacher candidates using EPP processes, reporting requirements, and performance assessment tools.
 5. Actively participate in program evaluation to support PK-12 student performance, in-service, and preservice program effectiveness.
 6. Support the University in the distribution of program/graduate effectiveness surveys to District personnel.
 7. Support teacher candidates in the administration of PK-12 student perception surveys for professional learning. Information identifying individual students will be shared with the teacher candidates, mentor/cooperating teachers, and site coordinators.
 8. Provide opportunities for teacher candidates to attend District-level and school-level
 9. professional development.
 10. Expect University and its teacher candidates to comply with the district standards and policies. University shall comply with District technology standards for antivirus, Internet filtering system, operating system setup, and software installation protocols and rules.
 11. Supply facility resources such as a room at a school site, to be used for mentor trainings,
 12. collaborative meetings, and by teacher candidates for coursework and conferencing. The said room is to be equipped with furnishings and technology (such as a projector, document camera, Wi-Fi, etc.) to support programmatic, partnership usage

13. Participate in ongoing collaborative assessment of the University's educator preparation program through the examination of clinical teacher data, Mentor/Cooperating teacher feedback, and all other data sources, as applicable.
14. Permit teacher candidates to video record themselves in compliance with all District policies as they deliver instruction for licensure, self-reflection, and personal professional development. Signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy.
15. Ensure teacher candidates and PK-12 students are in the presence of a certified teacher of record, to the maximum extent possible.
16. Provide teacher candidates with wireless internet access in a manner that is mutually acceptable to the University and the District.

V. University Obligations.

Pursuant to this Agreement, the University shall:

1. Collaborate with the District to select University Site Coordinators/Field Supervisors for the Clinical Teaching/Educator Preparation Program.
2. Provide programming ensuring that teacher candidates meet state and federal guidelines for quality educator preparation.
3. To the extent not in conflict with university policies and procedures, comply with District policies and procedures and ensure that all University Course Instructors, Site Coordinators/Field Supervisors, and Clinical Teachers are aware of these policies.
4. Provide a Site Coordinator who is a university faculty member, working within the district, to coach and evaluate clinical teachers/teacher candidates, assist in the selection of Mentor Teachers, support Mentor/Cooperating Teachers, and ensure timely collaborative meetings and communications between District and University.
5. Assist any teacher candidate falling below the EPP's academic and/or professional standards with a detailed improvement and accountability plan of action developed to ensure improved performance by the teacher candidate.
6. Facilitate quarterly collaborative meetings among the District and EPP at which the effectiveness of the EPP is continually reviewed.
7. Collaboratively identify and select high quality Mentor/Cooperating teacher using agreed-upon criteria.
8. Collaboratively develop and deliver a mentor teacher training and support program.

VI. Mutual Obligations.

Pursuant to this Agreement, the parties shall in good faith:

1. Collaboratively recruit prospective future teachers to the Educator Preparation Program.
2. Encourage District and University faculty to jointly conduct and disseminate research.
3. Direct employees, under the party's control, to perform the obligations under this Agreement.

VII. Term.

1. This Agreement shall begin upon execution by the parties and shall conclude in three years (the "Term"), unless terminated earlier pursuant to the terms of this Agreement.

The Agreement may be renewed for two additional one-year terms upon the mutual written consent of the parties. This Agreement shall not exceed five years, including any renewal terms.

VIII. Termination.

1. Except as otherwise provided, this Agreement may only be terminated by six (6) months' prior written notification of termination by either party for any reason. The parties agree to use their best efforts to allow sufficient opportunity for students enrolled in the teacher education program to graduate before the effective date of termination. Upon termination, unless otherwise expressly provided, property purchased in furtherance of this Agreement shall remain the property of the party that purchased such property, and each party shall immediately deliver to the other party all property in its possession or under its care and control belonging to the other party.

IX. Miscellaneous.

1. Public Information.
 - a. The parties acknowledge that each party is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
 - b. Upon a party's written request, the other party will provide specified public information exchanged or created under this Agreement that is not otherwise excepted from disclosure under chapter 552, Texas Government Code, to the requesting party in a non-proprietary format acceptable to the requesting. As used in this provision, "public information" has the meaning assigned Section 552.002, Texas Government Code, but only includes information to which the party has a right of access.
 - c. Each party acknowledges that the other party may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a) (1), Texas Government Code.
 - d. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this agreement and the District agrees that the agreement can be terminated if the District knowingly or intentionally fails to comply with a requirement of that subchapter.
2. Fees: There shall be no fees required or exchanged between the parties in relation to this Agreement.
3. Governing Law and Venue: The validity of this Agreement and all matters pertaining to it, shall be governed and determined by the laws of the State of Texas. Pursuant to Section 85.18, Texas Education Code, venue for any suit filed against the University shall be in the county in which the primary office of the chief executive officer of the University is located.
4. Non-Waiver. Each party expressly acknowledges that the other party is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or

relinquishment by either party of its right to claim such exemptions, privileges, and immunities as may be provided by law.

5. No Waiver of Immunity. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, BOTH PARTIES ACKNOWLEDGE, STIPULATE, AND AGREE THAT NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS A WAIVER OF ANY DEFENSE AVAILABLE TO THE OTHER PARTY, INCLUDING BUT NOT LIMITED TO ANY SOVEREIGN, STATUTORY, AND/OR GOVERNMENTAL IMMUNITY AVAILABLE TO THE OTHER PARTY UNDER APPLICABLE LAW.
6. Dispute Resolution. To the extent applicable, the dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by the University and the District to attempt to resolve any claim for breach of contract made by the District that cannot be resolved in the ordinary course of business. District shall submit written notice of a claim of breach of contract under this Chapter to the University's Senior Vice President for Business Affairs & Chief Financial Officer, who shall examine District's claim and any counterclaim and negotiate with District in an effort to resolve the claim.
7. Limitations. THE PARTIES ARE AWARE THAT THERE ARE CONSTITUTIONAL AND STATUTORY LIMITATIONS ON THE AUTHORITY OF THE DISTRICT (A PUBLIC SCHOOL) TO ENTER INTO CERTAIN TERMS AND CONDITIONS OF AN AGREEMENT, INCLUDING, BUT NOT LIMITED TO, TERMS AND CONDITIONS RELATING TO LIENS ON THE DISTRICTS PROPERTY; DISCLAIMERS AND LIMITATIONS OF WARRANTIES; DISCLAIMERS AND LIMITATIONS OF LIABILITY FOR DAMAGES; WAIVERS, DISCLAIMERS AND LIMITATIONS OF LEGAL RIGHTS, REMEDIES, REQUIREMENTS AND PROCESSES; LIMITATIONS OF PERIODS TO BRING LEGAL ACTION; GRANTING CONTROL OF LITIGATION OR SETTLEMENT TO ANOTHER PARTY; LIABILITY FOR ACTS OR OMISSIONS OF THIRD PARTIES; PAYMENT OF ATTORNEYS' FEES; DISPUTE RESOLUTION; INDEMNITIES; AND CONFIDENTIALITY (COLLECTIVELY, THE "LIMITATIONS"), AND TERMS AND CONDITIONS RELATED TO THE LIMITATIONS WILL NOT BE BINDING ON THE DISTRICT EXCEPT TO THE EXTENT AUTHORIZED BY THE LAWS AND CONSTITUTION OF THE STATE OF TEXAS.
8. Conflict of Interest. By executing this Agreement, District and each person signing on behalf of District certifies, and in the case of a sole proprietorship, partnership or corporation, each party thereto certifies as to its own organization, that to the best of their knowledge and belief, no member of The Texas A&M University System or the A&M System Board of Regents, nor any employee, or person, whose salary is payable in whole or in part by the A&M System, has direct or indirect financial interest in the award of this Agreement, or in the services to which this Agreement relates, or in any of the profits, real or potential, thereof.
9. Relationship of the Parties. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, District is an independent contractor and is not a state employee, partner, joint venture, or agent of the University. District will not bind nor attempt to bind the University to any agreement or contract. As an independent contractor, District is solely responsible for all taxes, withholdings, and other statutory or

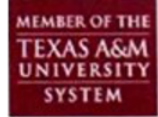
contractual obligations of any sort, including but not limited to workers' compensation insurance.

10. Force Majeure. Neither Party shall be held liable or responsible to the other Party nor be deemed to have defaulted under or breached this Agreement for failure or delay in fulfilling or performing any obligation under this Agreement if and to the extent such failure or delay is caused by or results from causes beyond the affected Party's reasonable control, including, but not limited to, acts of God, strikes, riots, flood, fire, epidemics, pandemics, natural disaster, embargoes, war, insurrection, terrorist acts or any other circumstances of like character; provided, however, that the affected Party has not caused such force majeure event(s), shall use reasonable commercial efforts to avoid or remove such causes of nonperformance, and shall continue performance hereunder with reasonable dispatch whenever such causes are removed. Either Party shall provide the other Party with prompt written notice of any delay or failure to perform that occurs by reason of force majeure, including describing the force majeure event(s) and the actions taken to minimize the impact of such event(s).
11. Not Eligible for Rehire. District is responsible for ensuring that its employees involved in any work being performed for the University under any resultant agreement have not been designated as "Not Eligible for Rehire" as defined in System policy 32.02, Discipline and Dismissal of Employees, Section 4 ("NEFR Employee"). In the event University becomes aware that the District has a NEFR Employee involved in any work being performed under this Agreement, University will have the sole right to demand removal of such NEFR Employee from work being performed under this agreement. Non-conformance to this requirement may be grounds for termination of the resultant agreement by the University.
12. Survival. Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.
13. Compliance with Laws. Each Party hereto shall comply with all federal, state, and local laws, rules, and regulations applicable to the performance of its obligations under this Agreement.
14. Entire Agreement. This agreement contains the entire understanding of the parties with respect to its clinical teaching program and supersedes all other written and oral agreements between the parties with respect to the clinical teaching program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this agreement unless expressly stated in writing.
15. Legal Authority. The person signing on behalf of each party represents and warrants and certifies that they have full legal authority to execute this Agreement on behalf of said party and has authority to bind said party to all the terms, conditions, provisions and obligations contained herein.



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System



University

Name: Dr. RoSusan Bartee

Title: Dean, Whitlowe R. Green, College of Education

Signature: _____

Date: _____

District

Name: Ginger Carrabine

Title: Superintendent, Bryan ISD

Signature: _____

Date: _____



**Memorandum of Understanding (MOU) Between
Prairie View A & M University & Bryan Independent School District**

This Memorandum of Understanding ("Agreement") is entered into as of the date of last signature below between Bryan ISD (hereinafter "District") and Prairie View A & M University, a member of The Texas A&M University System, an agency of the State of Texas (hereinafter "University") for the purposes stated herein.

I. Purpose.

1. The purpose of this Agreement is to facilitate a learning-centered partnership between the District and the University's Educator Preparation Program ("EPP")

II. Collaborative Goals.

1. To provide clinical teachers with professional instructional coaching, supervise the work and activities of clinical teachers, and engage in co-teaching models throughout the clinical teaching placement period.
2. Establish a mentor teacher support program that provides the mentor teacher with the skills and resources to assist teacher candidates in becoming highly competent in their subject areas and pedagogy.
3. To establish a framework for sharing de-identified District performance data among the District and the University to monitor and evaluate the preparation and effectiveness of university teacher candidates.

III. Definitions.

1. Clinical Teaching - A supervised teacher candidate assignment through an EPP at a public school accredited by the Texas Education Agency ("TEA") or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as "student teaching."
2. Clinical Teacher District - a public school contracting with a university to implement a clinical teaching assignment.
3. Mentor Teacher/Cooperating Teacher - a certified teacher that models proficient/exemplary teaching and provides clinical teachers with professional instructional coaching and advisement; primarily responsible for supervising the work and activities of clinical teachers and engaging in co-teaching models throughout the clinical teaching placement period.
4. Teacher Candidate - a university student who has met all the University and state requirements to be admitted into an EPP.
5. Course Instructor – either a university faculty member or a faculty associate hired by the university to provide instruction in the Clinical Teaching Program.
6. Field Supervisor - a university faculty member working with the District to coach and evaluate clinical teachers; co-select, support, and train mentor teachers; and ensure clear, timely, and consistent communications between the District and the University.

7. Educator Preparation Program ("EPP") - a professional preparation program for educator certification as determined and identified by the standards of the Texas State Board of Education.
8. Professional Development - learning opportunities designed to support and improve mentor teachers/cooperating teachers' instructional coaching effectiveness and thereby increase the learning and success of teacher candidates and PK-12 students.
9. Professional Improvement Plan ("PIP") - a detailed improvement and accountability plan of action developed to assist a clinical teacher performing below the EPP's and District's standards.

IV. School District Obligations.

According to the terms of this Agreement, the District shall:

1. Collaborate with the EPP in identifying and selecting high-quality Mentor/Cooperating Teachers using agreed-upon criteria in a number agreeable to both parties.
2. Share and co-analyze de-identified PK-12 performance data with the university to specifically prepare teacher candidates to positively impact PK-12 student learning and for the continuous improvement of the EPP. Data sharing will not violate the data sharing policies of the District or applicable law.
 - a. General Guidelines: The Parties acknowledge and agree that certain federal and state laws protect the privacy interests of students and parents concerning educational records maintained by the District, including, without limitation, the Family Educational Rights and Privacy Act ("FERPA"), 20 USC § 1232g. The District has determined that the University has a legitimate educational interest in the educational records, as that term is defined under FERPA, of the District's students, and that the University is the agent of the District solely for this Agreement. University and University's personnel shall maintain the confidentiality of Student Data, as defined below, and comply with the requirements of FERPA and all other applicable law concerning the privacy of Student Data. University's obligations under this Section shall survive the termination or expiration of this Agreement.
 - b. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), the District designates the WRGCOE Dean: ("FERPA Designee") as a school official with a legitimate educational interest in any educational records (as defined in FERPA) to the extent the FERPA Designee requires access to those records to fulfill its obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.
 - c. Definition of "Student Data": "Student Data" includes all Personally Identifiable Information ("PII") and other non-public information and includes, but is not limited to, student data, metadata, and user content.
 - d. Collection and Use of Student Data: University will only collect Student Data necessary to fulfill its duties as outlined in this Agreement. University will use Student Data only to fulfil its duties and provide services under this Agreement, and for improving services under this Agreement. University is prohibited from mining Student Data for any purposes other than those agreed to by the Parties.

Data mining or scanning of user content for advertising or marketing to students or their parents is prohibited.

- e. **Data De-Identification:** The University may use de-identified Student Data for product development, research, or other purposes. De-identified Student Data will have all direct and indirect personal identifiers removed. This includes, but is not limited to, name, ID numbers, date of birth, demographic information, location information, and school ID. Furthermore, the University agrees not to attempt to re-identify de-identified Student Data and not to transfer de-identified Student Data to any party unless that party agrees not to attempt re-identification.
 - f. **Marketing and Advertising:** The University will not use any Student Data to advertise or market to students or their parents.
 - g. **Modification of Terms of Service:** The University will not change how Student Data is collected, used, or shared under the terms of this Agreement in any way without advance notice to and consent from the district.
 - h. **Student Data Sharing:** Student Data cannot be shared with any additional parties without prior written consent of the district, except as required by law.
 - i. **Access and Transfer or Destruction:** Any Student Data held by the University will be made available to the District upon request by the District. The University will ensure that all Student Data in its possession and in the possession of any subcontractors or agents to which the University may have transferred Student Data are destroyed or transferred to the District when the Student Data is no longer needed for its specified purpose, at the request of the District.
3. Facilitate the participation of Mentor Teacher/Cooperating Teacher training related to the supervision, mentoring, coaching, and evaluation of teacher candidates.
 4. Actively supervise, mentor, coach, and evaluate teacher candidates using EPP processes, reporting requirements, and performance assessment tools.
 5. Actively participate in program evaluation to support PK-12 student performance, in-service, and preservice program effectiveness.
 6. Support the University in the distribution of program/graduate effectiveness surveys to District personnel.
 7. Support teacher candidates in the administration of PK-12 student perception surveys for professional learning. Information identifying individual students will be shared with the teacher candidates, mentor/cooperating teachers, and site coordinators.
 8. Provide opportunities for teacher candidates to attend District-level and school-level
 9. professional development.
 10. Expect University and its teacher candidates to comply with the district standards and policies. University shall comply with District technology standards for antivirus, Internet filtering system, operating system setup, and software installation protocols and rules.
 11. Supply facility resources such as a room at a school site, to be used for mentor trainings,
 12. collaborative meetings, and by teacher candidates for coursework and conferencing. The said room is to be equipped with furnishings and technology (such as a projector, document camera, Wi-Fi, etc.) to support programmatic, partnership usage

13. Participate in ongoing collaborative assessment of the University's educator preparation program through the examination of clinical teacher data, Mentor/Cooperating teacher feedback, and all other data sources, as applicable.
14. Permit teacher candidates to video record themselves in compliance with all District policies as they deliver instruction for licensure, self-reflection, and personal professional development. Signed permission from PK-12 students' parents/guardians will be secured as outlined and required by District policy.
15. Ensure teacher candidates and PK-12 students are in the presence of a certified teacher of record, to the maximum extent possible.
16. Provide teacher candidates with wireless internet access in a manner that is mutually acceptable to the University and the District.

V. University Obligations.

Pursuant to this Agreement, the University shall:

1. Collaborate with the District to select University Site Coordinators/Field Supervisors for the Clinical Teaching/Educator Preparation Program.
2. Provide programming ensuring that teacher candidates meet state and federal guidelines for quality educator preparation.
3. To the extent not in conflict with university policies and procedures, comply with District policies and procedures and ensure that all University Course Instructors, Site Coordinators/Field Supervisors, and Clinical Teachers are aware of these policies.
4. Provide a Site Coordinator who is a university faculty member, working within the district, to coach and evaluate clinical teachers/teacher candidates, assist in the selection of Mentor Teachers, support Mentor/Cooperating Teachers, and ensure timely collaborative meetings and communications between District and University.
5. Assist any teacher candidate falling below the EPP's academic and/or professional standards with a detailed improvement and accountability plan of action developed to ensure improved performance by the teacher candidate.
6. Facilitate quarterly collaborative meetings among the District and EPP at which the effectiveness of the EPP is continually reviewed.
7. Collaboratively identify and select high quality Mentor/Cooperating teacher using agreed-upon criteria.
8. Collaboratively develop and deliver a mentor teacher training and support program.

VI. Mutual Obligations.

Pursuant to this Agreement, the parties shall in good faith:

1. Collaboratively recruit prospective future teachers to the Educator Preparation Program.
2. Encourage District and University faculty to jointly conduct and disseminate research.
3. Direct employees, under the party's control, to perform the obligations under this Agreement.

VII. Term.

1. This Agreement shall begin upon execution by the parties and shall conclude in three years (the "Term"), unless terminated earlier pursuant to the terms of this Agreement.

The Agreement may be renewed for two additional one-year terms upon the mutual written consent of the parties. This Agreement shall not exceed five years, including any renewal terms.

VIII. Termination.

1. Except as otherwise provided, this Agreement may only be terminated by six (6) months' prior written notification of termination by either party for any reason. The parties agree to use their best efforts to allow sufficient opportunity for students enrolled in the teacher education program to graduate before the effective date of termination. Upon termination, unless otherwise expressly provided, property purchased in furtherance of this Agreement shall remain the property of the party that purchased such property, and each party shall immediately deliver to the other party all property in its possession or under its care and control belonging to the other party.

IX. Miscellaneous.

1. Public Information.
 - a. The parties acknowledge that each party is obligated to strictly comply with the Public Information Act, Chapter 552, Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
 - b. Upon a party's written request, the other party will provide specified public information exchanged or created under this Agreement that is not otherwise excepted from disclosure under chapter 552, Texas Government Code, to the requesting party in a non-proprietary format acceptable to the requesting. As used in this provision, "public information" has the meaning assigned Section 552.002, Texas Government Code, but only includes information to which the party has a right of access.
 - c. Each party acknowledges that the other party may be required to post a copy of the fully executed Agreement on its Internet website in compliance with Section 2261.253(a) (1), Texas Government Code.
 - d. The requirements of Subchapter J, Chapter 552, Texas Government Code, may apply to this agreement and the District agrees that the agreement can be terminated if the District knowingly or intentionally fails to comply with a requirement of that subchapter.
2. Fees: There shall be no fees required or exchanged between the parties in relation to this Agreement.
3. Governing Law and Venue: The validity of this Agreement and all matters pertaining to it, shall be governed and determined by the laws of the State of Texas. Pursuant to Section 85.18, Texas Education Code, venue for any suit filed against the University shall be in the county in which the primary office of the chief executive officer of the University is located.
4. Non-Waiver. Each party expressly acknowledges that the other party is an agency of the State of Texas and nothing in this Agreement will be construed as a waiver or

relinquishment by either party of its right to claim such exemptions, privileges, and immunities as may be provided by law.

5. **No Waiver of Immunity. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, BOTH PARTIES ACKNOWLEDGE, STIPULATE, AND AGREE THAT NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS A WAIVER OF ANY DEFENSE AVAILABLE TO THE OTHER PARTY, INCLUDING BUT NOT LIMITED TO ANY SOVEREIGN, STATUTORY, AND/OR GOVERNMENTAL IMMUNITY AVAILABLE TO THE OTHER PARTY UNDER APPLICABLE LAW.**
6. **Dispute Resolution. To the extent applicable, the dispute resolution process provided in Chapter 2260, Texas Government Code, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by the University and the District to attempt to resolve any claim for breach of contract made by the District that cannot be resolved in the ordinary course of business. District shall submit written notice of a claim of breach of contract under this Chapter to the University's Senior Vice President for Business Affairs & Chief Financial Officer, who shall examine District's claim and any counterclaim and negotiate with District in an effort to resolve the claim.**
7. **Limitations. THE PARTIES ARE AWARE THAT THERE ARE CONSTITUTIONAL AND STATUTORY LIMITATIONS ON THE AUTHORITY OF THE DISTRICT (A PUBLIC SCHOOL) TO ENTER INTO CERTAIN TERMS AND CONDITIONS OF AN AGREEMENT, INCLUDING, BUT NOT LIMITED TO, TERMS AND CONDITIONS RELATING TO LIENS ON THE DISTRICTS PROPERTY; DISCLAIMERS AND LIMITATIONS OF WARRANTIES; DISCLAIMERS AND LIMITATIONS OF LIABILITY FOR DAMAGES; WAIVERS, DISCLAIMERS AND LIMITATIONS OF LEGAL RIGHTS, REMEDIES, REQUIREMENTS AND PROCESSES; LIMITATIONS OF PERIODS TO BRING LEGAL ACTION; GRANTING CONTROL OF LITIGATION OR SETTLEMENT TO ANOTHER PARTY; LIABILITY FOR ACTS OR OMISSIONS OF THIRD PARTIES; PAYMENT OF ATTORNEYS' FEES; DISPUTE RESOLUTION; INDEMNITIES; AND CONFIDENTIALITY (COLLECTIVELY, THE "LIMITATIONS"), AND TERMS AND CONDITIONS RELATED TO THE LIMITATIONS WILL NOT BE BINDING ON THE DISTRICT EXCEPT TO THE EXTENT AUTHORIZED BY THE LAWS AND CONSTITUTION OF THE STATE OF TEXAS.**
8. **Conflict of Interest. By executing this Agreement, District and each person signing on behalf of District certifies, and in the case of a sole proprietorship, partnership or corporation, each party thereto certifies as to its own organization, that to the best of their knowledge and belief, no member of The Texas A&M University System or the A&M System Board of Regents, nor any employee, or person, whose salary is payable in whole or in part by the A&M System, has direct or indirect financial interest in the award of this Agreement, or in the services to which this Agreement relates, or in any of the profits, real or potential, thereof.**
9. **Relationship of the Parties. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, District is an independent contractor and is not a state employee, partner, joint venture, or agent of the University. District will not bind nor attempt to bind the University to any agreement or contract. As an independent contractor, District is solely responsible for all taxes, withholdings, and other statutory or**

contractual obligations of any sort, including but not limited to workers' compensation insurance.

10. **Force Majeure.** Neither Party shall be held liable or responsible to the other Party nor be deemed to have defaulted under or breached this Agreement for failure or delay in fulfilling or performing any obligation under this Agreement if and to the extent such failure or delay is caused by or results from causes beyond the affected Party's reasonable control, including, but not limited to, acts of God, strikes, riots, flood, fire, epidemics, pandemics, natural disaster, embargoes, war, insurrection, terrorist acts or any other circumstances of like character; provided, however, that the affected Party has not caused such force majeure event(s), shall use reasonable commercial efforts to avoid or remove such causes of nonperformance, and shall continue performance hereunder with reasonable dispatch whenever such causes are removed. Either Party shall provide the other Party with prompt written notice of any delay or failure to perform that occurs by reason of force majeure, including describing the force majeure event(s) and the actions taken to minimize the impact of such event(s).
11. **Not Eligible for Rehire.** District is responsible for ensuring that its employees involved in any work being performed for the University under any resultant agreement have not been designated as "Not Eligible for Rehire" as defined in System policy 32.02, Discipline and Dismissal of Employees, Section 4 ("NEFR Employee"). In the event University becomes aware that the District has a NEFR Employee involved in any work being performed under this Agreement, University will have the sole right to demand removal of such NEFR Employee from work being performed under this agreement. Non-conformance to this requirement may be grounds for termination of the resultant agreement by the University.
12. **Survival.** Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.
13. **Compliance with Laws.** Each Party hereto shall comply with all federal, state, and local laws, rules, and regulations applicable to the performance of its obligations under this Agreement.
14. **Entire Agreement.** This agreement contains the entire understanding of the parties with respect to its clinical teaching program and supersedes all other written and oral agreements between the parties with respect to the clinical teaching program. It is acknowledged that other contracts may be executed. Such other agreements are not intended to change or alter this agreement unless expressly stated in writing.
15. **Legal Authority.** The person signing on behalf of each party represents and warrants and certifies that they have full legal authority to execute this Agreement on behalf of said party and has authority to bind said party to all the terms, conditions, provisions and obligations contained herein.



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System



University

Name: Dr. RoSusan Bartee
Title: Dean, Whitlowe R. Green, College of Education
Signature: _____
Date: _____

District

Name: Ginger Carrabine
Title: Superintendent, Bryan ISD
Signature: *Ginger Carrabine*
Date: 2-23-26

12.G. Consider approval of the continuation of the Memorandum of Understanding between Bryan ISD and Sam Houston State University.

Memorandum of Understanding SHSU Clinical Teaching

Parties. This Memorandum of Understanding (MOU) is entered into as of the date of full and final execution below (the Effective Date), by and between Sam Houston State University (SHSU or University), an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Bryan Independent School District (hereinafter Bryan ISD or the District), individually, Bryan ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

WHEREAS, the parties to this MOU desire to continue their support of SHSUCOE Teacher Candidates, serving elementary and secondary grade-levels, for the completion of the clinical/student teaching experience required by the State of Texas and the State Board for Educator Certification for the certification of teachers.

Purpose. The purpose of this MOU is to articulate the goals of the collaboration and to specify each Party's expected responsibilities associated with implementing SHSUCOE Clinical/Student Teaching and improving educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain a teacher workforce that is prepared to meet the needs of students in schools within Bryan ISD.

Goal 2

Support in-service educators in Bryan ISD in their professional learning goals and in their development as teacher leaders.

Goal 3

Develop and sustain district-university partnerships that support novice teachers' induction experiences.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining

materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or site supervisor, assigned as required by TAC §228.63(c), may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE RESPONSIBILITIES

- 1) Recommend for placement only those Teacher Candidates who have earned a satisfactory record and have met the requirements established by the University.
- 2) Request specific placement consideration for Teacher Candidates in certain fields (e.g., music, art, dance, agriculture, family and consumer science) due to the specialized nature of those disciplines.
- 3) Provide Bryan ISD the right to refuse placement for any Teacher Candidate based on any information obtained during the application process that does not meet with Bryan ISD standards.
- 4) Inform the Teacher Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
- 5) Dedicate and support Field Supervisors to serve as a support system to Teacher Candidates who complete Clinical Teaching in Bryan ISD. On a day-to-day basis, the Field Supervisor will provide support to Teacher Candidates placed in Bryan ISD schools and collaborate with building administrators and Cooperating Teachers.
- 6) Recruit and screen talented, committed Teacher Candidates prepared to teach in high-needs areas.
- 7) Provide Teacher Candidates coursework leading to the conferral of a bachelor's degree in education.
- 8) Use Teacher Candidates' assessment data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Assessment data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates instructional practice is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA and all other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of teacher candidates' instruction will be captured under the district media permission in the following manner:

- a. Capture of video. SHSUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Bryan ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Bryan ISD administrators the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. SHSUCOE will:
 - i. Restrict only authorized individuals to access videos (cooperating teachers, field supervisors, site-coordinators, and pertinent SHSUCOE faculty and staff). Access authorization will be established by the Director of Innovative Partnerships with concurrence from the dean;
 - ii. Prepare all Teacher Candidates to utilize a password protected, FERPA compliant video capture system for any recording associated with SHSUCOE course assignments or performance assessments; and
 - iii. Coordinate maintenance of video on the secure platform for a period of ten (10) years from time of capture.
 - c. Use of video for instructional purposes. SHSUCOE will upload video to the secure system:
 - i. For purpose of Teacher Candidates' self-observation and self-evaluation of instructional practices;
 - ii. To be used by SHSUCOE faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skills;
 - iii. To be used for purposes of program evaluation;
 - iv. To be used by SHSU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community in accordance with applicable law; and
 - v. In no case will images of Bryan ISD students appear in a public forum for purposes of self, candidate, program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
 - d. Capture of video for instructional purposes as described in this section may also apply to candidates obtaining observations during pre-clinical field experience.
- 9) Train and require Teacher Candidates to abide by the rules of conduct contained within the SHSUCOE Guidelines for Clinical Teaching, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, responsibilities for participation in clinical teaching, and the Bryan ISD Policies and Procedures. In the event of student misconduct that violates criminal law or requires disciplinary action, all applicable Bryan ISD and SHSUCOE policies will be followed.
 - 10) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
 - 11) Conduct observations of Teacher Candidates using the T-TESS Observation Instrument. Copies of each observation will be provided to the observed Teacher Candidate and Cooperating Teacher.
 - 12) To the extent SHSUCOE has access to student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.

- 13) Recommend for placement in Clinical Teaching only those Teacher Candidates who have earned a satisfactory record and met the requirements established by SHSU.
- 14) Request Teacher Candidate placements that align with the certification area and grade span of the Teacher Candidate.
- 15) Inform all Teacher Candidates that they must complete all appropriate paperwork and applications for placement with Bryan ISD and return them in accordance with all deadlines set by Bryan ISD.
- 16) Provide Teacher Candidates, Field Supervisors, Cooperating Teachers, Bryan ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the Teacher Candidates during clinical teaching.

D. BRYAN ISD RESPONSIBILITIES

- 1) Bryan ISD will inform parents of the use of video capture technology in Bryan ISD classrooms and explain the measures taken to specifically avoid video capturing their students. Bryan ISD will incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of SHSUCOE Teacher Candidates.
- 2) Allow SHSUCOE personnel to conduct observations of Teacher Candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
- 3) Allow Teacher Candidates to attend Bryan ISD campus and district orientations and trainings.
- 4) Provide access to Bryan ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
- 5) Formally determine and publish that SHSUCOE is a “school official”, as this term is defined under FERPA.
- 6) Provide a Cooperating Teacher for each Teacher Candidate who meets the requirements outlined in Section B of this MOU.
- 7) Train each Cooperating Teacher according to TEA/SBEC rules outlined in TAC 228.101.
- 8) Keep the University informed of Teacher Candidate performance and notify SHSUCOE any time the Teacher Candidate fails to make satisfactory progress.
- 9) Direct Cooperating Teachers to complete all assessments of Teacher Candidates as required by SHSUCOE in the platform designated by SHSUCOE.

E. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet two (2) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.
- 2) Select, train, support, and evaluate Bryan ISD teachers serving as Cooperating Teachers.
- 3) Dismiss, reassign, or take other appropriate action against a Teacher Candidate if it is deemed to be in Bryan ISD’s and SHSUCOE’s best interest.
- 4) Collaborate with SHSUCOE to identify schools, principals, and Cooperating Teachers to participate in the Program’s teacher preparation initiative, and support fidelity of implementation.
- 5) Collaborate to provide appropriate Teacher Candidate placements that allow the Teacher Candidate to meet all certification requirements.
- 6) Approve all Teacher Candidate placements.
- 7) Establish ongoing, open communication between the University staff and the District to ensure understanding of the expectations and roles of both institutions.
- 8) Comply with all state and federal laws and regulations.
- 9) For the purpose of the Agreement, pursuant to FERPA, the University hereby designates the District as a school official with a legitimate educational interest in the educational records of

Student Teachers who participate in educational programs with the District to the extent that such records are required or provided to the District to facilitate this Agreement. The District agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

- 10) No participating faculty member or Teacher Candidate shall for any reason be deemed to be an employee, agent, ostensible or apparent agent, or servant of the District.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

SHSUCOE

Dr. Angie Taylor
Director of Innovative Partnerships
Sam Houston State University
ataylor@shsu.edu
(936) 294-1041

Bryan ISD

Ginger Carrabine
Superintendent
Bryan ISD
superintendent@bryanisd.org
979-209-1002

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to SHSU: Sam Houston State University
Attn.: Dr. Angie Taylor
PO Box 2119
Huntsville, Texas 77341
ataylor@shsu.edu

If to ISD: Bryan ISD
Attn.: Ginger Carrabine
Address: 801 S. Ennis Street
Bryan, TX 77803
superintendent@bryanisd.org

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires five (5) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party. Either Party may immediately terminate this MOU for cause in the event that the other Party (a) fails to satisfactorily perform its obligations under this MOU; (b) commits an act or omission that adversely affects a student; (c) becomes insolvent or commits acts of bankruptcy; and/or (d) in the event that the other Party loses its academic accreditation. In the event of breach or default subject to the ability to cure, the Party alleging the breach will provide the other Party written notice of such breach and will provide that Party twenty (20) calendar days in which to cure or otherwise comply. If the Party alleged to have committed a breach fails to cure within such twenty (20) day

period or otherwise fails to comply in a manner that is satisfactory to the Party alleging the breach, the Party alleging the breach has the right to terminate the MOU immediately at any time thereafter and the right to seek any other remedy available to the Party for such breach. The District shall have the right to terminate this MOU in the event of any material changes in the degree programs or the academic or admission standards applicable thereto. The term of this MOU may be amended in writing upon approval of the Parties. After the initial term ending on June 1, 2029, the MOU may be renewed annually for one (1)-year periods upon written agreement for up to three (3) years.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each Party shall be solely responsible for data in its possession. Each Party will maintain the records created and maintained by that Party applicable to its performance under this MOU and in accordance with applicable law. Each Party will share records and documents that may be required for the other Party to undertake its obligations under the MOU. Except as required by applicable law, neither Party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The Parties agree to abide by all federal, state, or local laws, regulations, executive orders, and interpreting authorities, and SHSU, TSUS, and SHSUCOE and Bryan ISD Policies and Procedures as applicable to performance under this MOU. Applicable law includes, but is not limited to, FERPA and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither Party will disclose data to another party for any reason unless required by law.

J. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Walker County, Texas will be the proper place for venue for any disputes involving this MOU.

K. LIMITATION ON LIABILITY

It is understood and agreed that the Parties will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed to the other Party or to any third party. Neither Party waives or relinquishes any immunity or defense on behalf of itself, its trustees, regents, officers, employees, volunteers, or agents as a result of the execution of this MOU or its performance under this MOU. Nothing herein constitutes a waiver of the constitutional, statutory or common law rights, privileges, immunities or defenses of the Parties.

L. NOT EXCLUSIVE

The Parties acknowledge and agree that this MOU is non-exclusive and either Party may enter into similar arrangements with other institutions and entities for similar or identical scopes of work.

M. PUBLIC INFORMATION ACT

The Parties strictly adhere to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the Texas Public Information Act, Chapter 552, Texas Government Code. The Parties are required to make any information created or exchanged with the State pursuant to this MOU, that is not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the State. The following format(s) shall be deemed to be in compliance with this provision: electronic files in Word, PDF, or similar generally accessible format.

N. NONDISCRIMINATION

The Parties hereto are committed to providing an inclusive education and work environment that offers equal opportunity and access to all qualified persons. In their execution of this MOU, the Parties, and others acting by or through them shall comply with all federal and State policies and laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state

**ADDENDUM #1 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU YEARLONG CLINICAL TEACHING BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Yearlong Clinical Teaching program to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for Teacher Candidates to receive a more intensive yearlong clinical teaching experience than with a single placement. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) Site Coordinator: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Teaches courses in the Teacher Preparation Program

- c. Plans/facilitates data-driven, quarterly trainings for Cooperating Teachers
 - d. Plans/facilitates data-driven, quarterly governance meetings
 - e. Conducts walkthrough observations/coaching
 - f. Conducts formal observations/coaching
 - g. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Teacher Candidate data, Cooperating Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement within the Yearlong Clinical Teaching Program by the educator preparation program (EPP) and campus administrator in Bryan ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators (“SHSU Site Coordinator”).
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Bryan ISD need.
- 3) Share program and Teacher Candidate data with Bryan ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative’s Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students’ backgrounds, strengths, and interests.
 - c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. BRYAN ISD RESPONSIBILITIES

- 1) If space is available, provide a school-based classroom to be used for SHSU Teacher Candidate coursework that is sufficient in size to hold up to twenty-four (24) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building.
- 2) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.
- 3) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Cooperating Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.
- 4) Video-capture of Teacher Candidates' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered by the Teacher Candidate and data is entered by the Teacher Candidate into a secure survey portal, Qualtrics. The survey is administered two times during the school year (i.e., once in September and once in April) by each Cooperating Teacher/Teacher Candidate pair (see Joint responsibilities, Section E). Teacher Candidates with a spring-to-fall placement will administer the survey during the fall semester (only).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Cooperating Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter (de-identified) students' responses into Qualtrics in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique alpha code. This code will allow students' responses to be linked to demographic variables and past achievement results. Student names are de-identified in the survey. These results will be viewable only by the Cooperating Teacher, the

Appendix A Description of the CEI-SPS



THE
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Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:

Student Learning

How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

Student-Centered Environment

How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

Classroom Community

How teachers cultivate a classroom learning community where student differences are valued.

Classroom Management

How teachers foster a respectful and predictable learning environment.

There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducation.org/studentperceptionsurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what **YOU think** about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**
Anecdotal Note? ():

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

**ADDENDUM #2 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU RESIDENCY BETWEEN**

SAM HOUSTON STATE UNIVERSITY & BRYAN ISD

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Residency Program for Clinical Teaching and to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Residents") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for Residents to receive a more intensive clinical teaching experience than with a single placement. Upon successful completion of the program, Residents will be exempt from the Pedagogy and Professional Responsibilities EC-12 TExES exam. Upon graduation and certification, these Residents will receive an Enhanced Standard Certificate and then be eligible to teach in Bryan ISD.

B. DEFINITIONS

1) Site Coordinator or Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe Residents, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Resident being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Resident by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and host teachers) if possible (see DISTRICT RESPONSIBILITIES)

- b. Teaches courses in the Teacher Preparation Program
 - c. Plans/facilitates data-driven, quarterly trainings for Host Teachers
 - d. Plans/facilitates data-driven, quarterly governance meetings
 - e. Conducts informal observations/coaching
 - f. Conducts formal observations/coaching
 - g. Collaborates with the Resident, campus supervisor, and the Host Teacher throughout the residency, including regular meetings and/or collaborative support at least three times each semester with the campus supervisor and twice monthly with the Host Teacher.
 - h. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Resident data, Host Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Residency: A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.
- 4) Resident: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for residency; and who is collaboratively assigned to a residency placement within the Residency Program by the educator preparation program (EPP) and campus administrator in Bryan ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators (“SHSU Site Coordinator”).

- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Bryan ISD need.
- 3) Share program and Resident data with Bryan ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
 - c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. BRYAN ISD RESPONSIBILITIES

- 1) Agree to host and pay Residents according to the laws of Texas House Bill 2 of the 89th Texas Legislature regarding allotments for educator preparation.
- 2) Agree to host Residents for a minimum of one full school year, including the first and last instructional days with students. The residency must meet a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include district or campus closures or disruptions (e.g. inclement weather, holidays). A resident must experience a full range of professional responsibilities during the residency and be held accountable as an educator in the district for the duration of the residency.
- 3) If space is available, provide a school-based classroom to be used for SHSU Resident coursework that is sufficient in size to hold up to twenty-four (24) Residents and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 4) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Residents are placed. The space should be secure, and adequate for administrative duties and conferences with individual Residents. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Host Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Residents to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Residents' courses. At no time will student-level results be reported in an identifiable manner.
- 6) Video-capture of Residents' observations is addressed in the MOU For SHSU Clinical Teaching.

Appendix A Description of the CEI-SPS



THE
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INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always, most of the time, some of the time, and never*. The survey is organized by four elements²:

Student Learning

How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

Student-Centered Environment

How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

Classroom Community

How teachers cultivate a classroom learning community where student differences are valued.

Classroom Management

How teachers foster a respectful and predictable learning environment.

There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/studentssurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade (): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what **YOU think about each statement!**



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



***Teacher Use Only**
 Anecdotal Note? ():

Recording K-I SPS Scores

Q. Answer Key:

A - Always
 S- Sometimes
 N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

**ADDENDUM #3 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR ADVANCED CERTIFICATIONS BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Parties' expected responsibilities associated with implementing SHSUCOE Practicum/Internship and improving educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain an educator workforce that is prepared to meet the needs of students in schools within Bryan ISD.

Goal 2

Support in-service educators in Bryan ISD in their professional learning goals and in their development.

Goal 3

Develop and sustain district-university partnerships that support educator growth and development.

B. DEFINITIONS

1. Candidate: An SHSU student admitted to the educator preparation program but not yet a practicum or intern student.
2. Practicum or intern candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for practicum or internship; and who is collaboratively assigned to a practicum/internship placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
3. Practicum: A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.
4. Internship: A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
5. Site Supervisor or Mentor: For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum

candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

6. Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or Site Supervisor, assigned as required by TAC §228.101, may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Clinical Teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE Responsibilities

1. Recommend for placement only those Candidates who have earned a satisfactory record and have met the requirements established by the University.
2. Inform Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
 - c. Become familiar with and comply with applicable District policies and requirements for candidates, unless otherwise prohibited by law.
 - d. Become familiar with and comply with applicable departmental policies and requirements for candidates.
3. Provide departmental personnel to liaise with Bryan ISD and timely facilitate candidate's internship and/or clinical rotations at the site.
4. Dedicate and support Field Supervisors to serve as a support system to practicum or intern candidates who complete practicum or internship in Bryan ISD. On a day-to-day basis, the Field Supervisor will provide support to practicum or intern candidates placed in Bryan ISD schools and collaborate with building administrators and site supervisors.
5. Recruit and screen talented, committed Candidates prepared to work in high-needs schools.
6. Provide Candidates coursework that meets the requirements for educator certification.
7. Train and require practicum and internship students to abide by the rules of conduct contained within the SHSUCOE Student Handbook, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, and the Bryan ISD Policies and Procedures. In the event of misconduct that violates criminal law or requires disciplinary action, all applicable Bryan ISD and SHSUCOE policies will be followed.
8. Brief all staff involved in the practicum or internship candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
9. Conduct observations of practicum or internship candidates. Copies of each observation will be provided to the observed candidate and site supervisor.

10. To the extent SHSUCOE has access to Bryan ISD student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.
11. Recommend for placement in practicum or internship only those candidates who have earned a satisfactory record and met the requirements established by SHSU.
12. Provide Bryan ISD the right to refuse placement for any practicum or intern candidate based on any information obtained during the application process that does not meet Bryan ISD standards.
13. Provide practicum and intern candidates, Field Supervisors, site supervisors, Bryan ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the practicum or internship.

D. Bryan ISD Responsibilities

1. Allow SHSUCOE personnel to conduct observations of practicum or internship candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
2. Allow practicum or intern candidates to attend Bryan ISD campus and district orientations and training relevant to the certification the candidate is seeking.
3. Provide access to Bryan ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
4. Provide a site supervisor for each practicum or intern candidate who meets the requirements outlined in Section B of this Addendum.
5. Keep the University informed of practicum or intern candidate performance and notify SHSUCOE any time the practicum or intern candidate fails to make satisfactory progress. Inform designated liaisons of changes in District policy, procedures, and personnel that might affect the clinical experience.
6. Direct site supervisors to complete all assessments of practicum or intern candidates as required by SHSUCOE in the platform designated by SHSUCOE.
7. Support continuing education and professional growth and development of those staff who are responsible for candidate supervision.
8. Video-capture of candidate observations is addressed in the MOU for SHSU Clinical Teaching.
9. For Districts supporting candidates seeking advanced certification in School Counseling, the District agrees to:
 - a. Provide an experience pertinent and meaningful for the candidate's degree program. This includes the following:
 1. Work with candidates to obtain required direct and indirect hours of service that meet definition set forth by department clinical experience handbook:
 - a) direct k-12 student/parent contact as a school counselor 40 hours semester with 60 hours minimum indirect hours in practicum
 - b) for each of the 2 internship semesters, 100 direct k-12 student/parent contact and 150 minimum indirect hours
 - c) Over the course of the 3 semesters the total is 600 hours with 40% being direct contact hours (e.g., counseling, coordination, consultation, classroom guidance, small groups)
 2. Ensure that cases and client load do not exceed reasonable frequency and match appropriate skill level.
 3. Ensure use of office space for private counseling, available equipment, office supplies, and clerical assistance as needed.
 4. Ensure candidates are either not left alone to conduct work or are provided safe procedures for conducting services.

**ADDENDUM #4 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ParaPath PROGRAM BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE ParaPath program to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Collaborate with Bryan ISD to produce effective teachers in the areas of core, bilingual and special education through the SHSU ParaPath Program. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate

**ADDENDUM #5 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ALTERNATIVE CERTIFICATION PROGRAM (ACP) INTERNSHIP
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Alternative Certification Program (ACP) Internship and to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are ACP Interns preparing to be teachers to become highly competent in their subject-area, and pedagogy to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for ACP Interns to receive a more intensive ACP Internship experience with a single placement as a supervised intern. Upon completion of the program and certification, these Interns will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) University Site Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A University Site Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A University Site Supervisor shall be an accomplished educator as shown by student learning. A University Site Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A University Site Supervisor shall not be employed by the same school where the ACP Intern being supervised is completing his or her internship. The University Site Supervisor shall not be related to the ACP Intern by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The University Site Supervisor role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Plans/facilitates data-driven, ACP governance meetings every semester
- c. Conducts walkthrough mentoring/coaching
- d. Conducts formal observations/coaching

- e. Serves as ACP liaison to the district liaison.

- 2) ACP Governance Committee Meeting: A committee meeting held every semester, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
- b. Continually assesses the effectiveness of the program by: reviewing ACP Intern data, Cooperating Teacher feedback, providing support
- c. Coordinates calendars between the University and the District and seeks opportunities for professional development

C. BRYAN ISD RESPONSIBILITIES

- 1) If space is available, provide a school-based classroom to be used for SHSU ACP Internship coursework that is sufficient in size to hold up to twenty-four (24) ACP Interns and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 2) Provide office space for the SHSU University Site Coordinator on at least one campus where SHSU ACP Interns are placed. The space should be secure, and adequate for administrative duties and conferences with individual Interns. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.

D. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.

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

 Stacey Edmonson, Ed.D. Date
 Dean, College of Education
 Sam Houston State University

 Ginger Carrabine Date
 Superintendent
 Bryan ISD

 Sumanth Yenduri, Ph.D. Date
 Provost and Senior Vice President for
 Academic Affairs
 Sam Houston State University

Memorandum of Understanding SHSU Clinical Teaching

Parties. This Memorandum of Understanding (MOU) is entered into as of the date of full and final execution below (the Effective Date), by and between Sam Houston State University (SHSU or University), an agency authorized under the laws of the State of Texas, and member institution of the Texas State University System (TSUS), through its College of Education at Sam Houston State University (SHSUCOE), and Bryan Independent School District (hereinafter Bryan ISD or the District), individually, Bryan ISD and SHSUCOE may be referred to as Party, and collectively as Parties.

WHEREAS, the parties to this MOU desire to continue their support of SHSUCOE Teacher Candidates, serving elementary and secondary grade-levels, for the completion of the clinical/student teaching experience required by the State of Texas and the State Board for Educator Certification for the certification of teachers.

Purpose. The purpose of this MOU is to articulate the goals of the collaboration and to specify each Party's expected responsibilities associated with implementing SHSUCOE Clinical/Student Teaching and improving educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain a teacher workforce that is prepared to meet the needs of students in schools within Bryan ISD.

Goal 2

Support in-service educators in Bryan ISD in their professional learning goals and in their development as teacher leaders.

Goal 3

Develop and sustain district-university partnerships that support novice teachers' induction experiences.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining

materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or site supervisor, assigned as required by TAC §228.63(c), may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE RESPONSIBILITIES

- 1) Recommend for placement only those Teacher Candidates who have earned a satisfactory record and have met the requirements established by the University.
- 2) Request specific placement consideration for Teacher Candidates in certain fields (e.g., music, art, dance, agriculture, family and consumer science) due to the specialized nature of those disciplines.
- 3) Provide Bryan ISD the right to refuse placement for any Teacher Candidate based on any information obtained during the application process that does not meet with Bryan ISD standards.
- 4) Inform the Teacher Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
- 5) Dedicate and support Field Supervisors to serve as a support system to Teacher Candidates who complete Clinical Teaching in Bryan ISD. On a day-to-day basis, the Field Supervisor will provide support to Teacher Candidates placed in Bryan ISD schools and collaborate with building administrators and Cooperating Teachers.
- 6) Recruit and screen talented, committed Teacher Candidates prepared to teach in high-needs areas.
- 7) Provide Teacher Candidates coursework leading to the conferral of a bachelor's degree in education.
- 8) Use Teacher Candidates' assessment data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Assessment data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates instructional practice is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA and all other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of teacher candidates' instruction will be captured under the district media permission in the following manner:

- a. Capture of video. SHSUCOE will:
 - i. Center the Teacher Candidate as the focal point of the video;
 - ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Bryan ISD students' faces, though some incidental exposure is likely; and
 - iii. Direct its Teacher Candidates to determine with Bryan ISD administrators the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The student exception will be documented by the Teacher Candidate.
 - b. Handling and storage of video capture. SHSUCOE will:
 - i. Restrict only authorized individuals to access videos (cooperating teachers, field supervisors, site-coordinators, and pertinent SHSUCOE faculty and staff). Access authorization will be established by the Director of Innovative Partnerships with concurrence from the dean;
 - ii. Prepare all Teacher Candidates to utilize a password protected, FERPA compliant video capture system for any recording associated with SHSUCOE course assignments or performance assessments; and
 - iii. Coordinate maintenance of video on the secure platform for a period of ten (10) years from time of capture.
 - c. Use of video for instructional purposes. SHSUCOE will upload video to the secure system:
 - i. For purpose of Teacher Candidates' self-observation and self-evaluation of instructional practices;
 - ii. To be used by SHSUCOE faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skills;
 - iii. To be used for purposes of program evaluation;
 - iv. To be used by SHSU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community in accordance with applicable law; and
 - v. In no case will images of Bryan ISD students appear in a public forum for purposes of self, candidate, program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).
 - d. Capture of video for instructional purposes as described in this section may also apply to candidates obtaining observations during pre-clinical field experience.
- 9) Train and require Teacher Candidates to abide by the rules of conduct contained within the SHSUCOE Guidelines for Clinical Teaching, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, responsibilities for participation in clinical teaching, and the Bryan ISD Policies and Procedures. In the event of student misconduct that violates criminal law or requires disciplinary action, all applicable Bryan ISD and SHSUCOE policies will be followed.
 - 10) Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
 - 11) Conduct observations of Teacher Candidates using the T-TESS Observation Instrument. Copies of each observation will be provided to the observed Teacher Candidate and Cooperating Teacher.
 - 12) To the extent SHSUCOE has access to student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.

- 13) Recommend for placement in Clinical Teaching only those Teacher Candidates who have earned a satisfactory record and met the requirements established by SHSU.
- 14) Request Teacher Candidate placements that align with the certification area and grade span of the Teacher Candidate.
- 15) Inform all Teacher Candidates that they must complete all appropriate paperwork and applications for placement with Bryan ISD and return them in accordance with all deadlines set by Bryan ISD.
- 16) Provide Teacher Candidates, Field Supervisors, Cooperating Teachers, Bryan ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the Teacher Candidates during clinical teaching.

D. BRYAN ISD RESPONSIBILITIES

- 1) Bryan ISD will inform parents of the use of video capture technology in Bryan ISD classrooms and explain the measures taken to specifically avoid video capturing their students. Bryan ISD will incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of SHSUCOE Teacher Candidates.
- 2) Allow SHSUCOE personnel to conduct observations of Teacher Candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
- 3) Allow Teacher Candidates to attend Bryan ISD campus and district orientations and trainings.
- 4) Provide access to Bryan ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
- 5) Formally determine and publish that SHSUCOE is a "school official", as this term is defined under FERPA.
- 6) Provide a Cooperating Teacher for each Teacher Candidate who meets the requirements outlined in Section B of this MOU.
- 7) Train each Cooperating Teacher according to TEA/SBEC rules outlined in TAC 228.101.
- 8) Keep the University informed of Teacher Candidate performance and notify SHSUCOE any time the Teacher Candidate fails to make satisfactory progress.
- 9) Direct Cooperating Teachers to complete all assessments of Teacher Candidates as required by SHSUCOE in the platform designated by SHSUCOE.

E. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet two (2) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.
- 2) Select, train, support, and evaluate Bryan ISD teachers serving as Cooperating Teachers.
- 3) Dismiss, reassign, or take other appropriate action against a Teacher Candidate if it is deemed to be in Bryan ISD's and SHSUCOE's best interest.
- 4) Collaborate with SHSUCOE to identify schools, principals, and Cooperating Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation.
- 5) Collaborate to provide appropriate Teacher Candidate placements that allow the Teacher Candidate to meet all certification requirements.
- 6) Approve all Teacher Candidate placements.
- 7) Establish ongoing, open communication between the University staff and the District to ensure understanding of the expectations and roles of both institutions.
- 8) Comply with all state and federal laws and regulations.
- 9) For the purpose of the Agreement, pursuant to FERPA, the University hereby designates the District as a school official with a legitimate educational interest in the educational records of

Student Teachers who participate in educational programs with the District to the extent that such records are required or provided to the District to facilitate this Agreement. The District agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.

- 10) No participating faculty member or Teacher Candidate shall for any reason be deemed to be an employee, agent, ostensible or apparent agent, or servant of the District.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

SHSUCOE

Dr. Angie Taylor
Director of Innovative Partnerships
Sam Houston State University
ataylor@shsu.edu
(936) 294-1041

Bryan ISD

Ginger Carrabine
Superintendent
Bryan ISD
superintendent@bryanisd.org
979-209-1002

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to SHSU: Sam Houston State University
Attn.: Dr. Angie Taylor
PO Box 2119
Huntsville, Texas 77341
ataylor@shsu.edu

If to ISD: Bryan ISD
Attn.: Ginger Carrabine
Address: 801 S. Ennis Street
Bryan, TX 77803
superintendent@bryanisd.org

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires five (5) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party. Either Party may immediately terminate this MOU for cause in the event that the other Party (a) fails to satisfactorily perform its obligations under this MOU; (b) commits an act or omission that adversely affects a student; (c) becomes insolvent or commits acts of bankruptcy; and/or (d) in the event that the other Party loses its academic accreditation. In the event of breach or default subject to the ability to cure, the Party alleging the breach will provide the other Party written notice of such breach and will provide that Party twenty (20) calendar days in which to cure or otherwise comply. If the Party alleged to have committed a breach fails to cure within such twenty (20) day

period or otherwise fails to comply in a manner that is satisfactory to the Party alleging the breach, the Party alleging the breach has the right to terminate the MOU immediately at any time thereafter and the right to seek any other remedy available to the Party for such breach. The District shall have the right to terminate this MOU in the event of any material changes in the degree programs or the academic or admission standards applicable thereto. The term of this MOU may be amended in writing upon approval of the Parties. After the initial term ending on June 1, 2029, the MOU may be renewed annually for one (1)-year periods upon written agreement for up to three (3) years.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each Party shall be solely responsible for data in its possession. Each Party will maintain the records created and maintained by that Party applicable to its performance under this MOU and in accordance with applicable law. Each Party will share records and documents that may be required for the other Party to undertake its obligations under the MOU. Except as required by applicable law, neither Party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The Parties agree to abide by all federal, state, or local laws, regulations, executive orders, and interpreting authorities, and SHSU, TSUS, and SHSUCOE and Bryan ISD Policies and Procedures as applicable to performance under this MOU. Applicable law includes, but is not limited to, FERPA and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither Party will disclose data to another party for any reason unless required by law.

J. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Walker County, Texas will be the proper place for venue for any disputes involving this MOU.

K. LIMITATION ON LIABILITY

It is understood and agreed that the Parties will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed to the other Party or to any third party. Neither Party waives or relinquishes any immunity or defense on behalf of itself, its trustees, regents, officers, employees, volunteers, or agents as a result of the execution of this MOU or its performance under this MOU. Nothing herein constitutes a waiver of the constitutional, statutory or common law rights, privileges, immunities or defenses of the Parties.

L. NOT EXCLUSIVE

The Parties acknowledge and agree that this MOU is non-exclusive and either Party may enter into similar arrangements with other institutions and entities for similar or identical scopes of work.

M. PUBLIC INFORMATION ACT

The Parties strictly adhere to all statutes, court decisions and the opinions of the Texas Attorney General with respect to disclosure of public information under the Texas Public Information Act, Chapter 552, Texas Government Code. The Parties are required to make any information created or exchanged with the State pursuant to this MOU, that is not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to the State. The following format(s) shall be deemed to be in compliance with this provision: electronic files in Word, PDF, or similar generally accessible format.

N. NONDISCRIMINATION

The Parties hereto are committed to providing an inclusive education and work environment that offers equal opportunity and access to all qualified persons. In their execution of this MOU, the Parties, and others acting by or through them shall comply with all federal and State policies and laws prohibiting discrimination, harassment, and sexual misconduct. To the extent not in conflict with federal or state

**ADDENDUM #1 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU YEARLONG CLINICAL TEACHING BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Yearlong Clinical Teaching program to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for Teacher Candidates to receive a more intensive yearlong clinical teaching experience than with a single placement. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) Site Coordinator: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Teaches courses in the Teacher Preparation Program

- c. Plans/facilitates data-driven, quarterly trainings for Cooperating Teachers
 - d. Plans/facilitates data-driven, quarterly governance meetings
 - e. Conducts walkthrough observations/coaching
 - f. Conducts formal observations/coaching
 - g. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Teacher Candidate data, Cooperating Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement within the Yearlong Clinical Teaching Program by the educator preparation program (EPP) and campus administrator in Bryan ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators ("SHSU Site Coordinator").
- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Bryan ISD need.
- 3) Share program and Teacher Candidate data with Bryan ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
 - c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. BRYAN ISD RESPONSIBILITIES

- 1) If space is available, provide a school-based classroom to be used for SHSU Teacher Candidate coursework that is sufficient in size to hold up to twenty-four (24) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building.
- 2) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.
- 3) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Cooperating Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.
- 4) Video-capture of Teacher Candidates' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.
- 2) Administer the CEI-SPS survey. The CEI-SPS will be administered by the Teacher Candidate and data is entered by the Teacher Candidate into a secure survey portal, Qualtrics. The survey is administered two times during the school year (i.e., once in September and once in April) by each Cooperating Teacher/Teacher Candidate pair (see Joint responsibilities, Section E). Teacher Candidates with a spring-to-fall placement will administer the survey during the fall semester (only).
- 3) For each administration of the CEI-SPS, the following steps will be followed:
 - a. Under the supervision of the Cooperating Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter (de-identified) students' responses into Qualtrics in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
 - b. To complete the electronic survey, 3rd- 12th grade students will login to a secure URL using a unique alpha code. This code will allow students' responses to be linked to demographic variables and past achievement results. Student names are de-identified in the survey. These results will be viewable only by the Cooperating Teacher, the

Appendix A Description of the CEI-SPS



THE
COLORADO
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Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:

Student Learning

How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

Student-Centered Environment

How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

Classroom Community

How teachers cultivate a classroom learning community where student differences are valued.

Classroom Management

How teachers foster a respectful and predictable learning environment.

There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 -12 can be found at www.coloradoeducationinitiative.org/studentsurvey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

My teacher tells us what we are learning and why.
My teacher asks questions to be sure we are following along.
My teacher talks to me about my work to help me understand my mistakes.
My teacher writes notes on my work that help me do better next time.
The schoolwork we do is interesting.
Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*
My teacher wants us to share what we think.
My teacher teaches us to respect people's differences.
My teacher knows what makes me excited about learning.
My teacher talks about things we learn in other classes, subjects, and years.
If I am sad or angry, my teacher helps me feel better.
My teacher would notice if something was bothering me.
The people we learn and read about in this class are like me.
My teacher knows what my life is like outside of school.
My teacher knows what is important to me.
Students feel comfortable sharing their ideas in this class.
Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*
My teacher cares about me.
In this class, I feel like I fit in.
I feel like an important part of my classroom community.
I ask for help when I need it.
I feel like I do a good job in this class.
Classroom Management: *How teachers foster a respectful and predictable learning environment.*
Our class stays busy and does not waste time.
Students in my class are respectful to our teacher.
My classmates behave the way my teacher wants them to.
All of the kids in my class know what they are supposed to be doing and learning.

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Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade (): K 1

Student Name:

Directions: The sentences below will be read aloud to you! Circle the word that tells what YOU think about each statement!



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



*Teacher Use Only
Anecdotal Note? ():

Recording K-1 SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

**ADDENDUM #2 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU RESIDENCY BETWEEN**

SAM HOUSTON STATE UNIVERSITY & BRYAN ISD

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Residency Program for Clinical Teaching and to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are undergraduate students preparing to be teachers ("Residents") to become highly competent in their subject-area, pedagogy and, by the third (3rd) year of teaching, to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for Residents to receive a more intensive clinical teaching experience than with a single placement. Upon successful completion of the program, Residents will be exempt from the Pedagogy and Professional Responsibilities EC-12 TExES exam. Upon graduation and certification, these Residents will receive an Enhanced Standard Certificate and then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) Site Coordinator or Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe Residents, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Site Coordinator shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Site Coordinator shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Site Coordinator shall be an accomplished educator as shown by student learning. A Site Coordinator with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Site Coordinator shall not be employed by the same school where the Resident being supervised is completing his or her clinical teaching, internship, or practicum. The Site Coordinator shall not be related to the Resident by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The site coordinator role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and host teachers) if possible (see DISTRICT RESPONSIBILITIES)

- b. Teaches courses in the Teacher Preparation Program
 - c. Plans/facilitates data-driven, quarterly trainings for Host Teachers
 - d. Plans/facilitates data-driven, quarterly governance meetings
 - e. Conducts informal observations/coaching
 - f. Conducts formal observations/coaching
 - g. Collaborates with the Resident, campus supervisor, and the Host Teacher throughout the residency, including regular meetings and/or collaborative support at least three times each semester with the campus supervisor and twice monthly with the Host Teacher.
 - h. Serves as liaison to the district liaison.
- 2) Governance Committee Meeting: A committee meeting held quarterly, comprised of representatives/key stakeholders that may include the following parties:
- a. School site representatives
 - b. District representatives
 - c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
 - b. Continually assesses the effectiveness of the program by: reviewing Resident data, Host Teacher feedback, providing support
 - c. Coordinates calendars between the University and the District and seeks opportunities for professional development
- 3) Residency: A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate.
- 4) Resident: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for residency; and who is collaboratively assigned to a residency placement within the Residency Program by the educator preparation program (EPP) and campus administrator in Bryan ISD.

C. SHSUCOE RESPONSIBILITIES

- 1) Dedicate and support one or more Site Coordinators (“SHSU Site Coordinator”).

- 2) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Bryan ISD need.
- 3) Share program and Resident data with Bryan ISD personnel through quarterly governance meetings.
- 4) Secure any district-required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool (see Appendix A and Appendix B). The CEI-SPS collects information about four (4) relevant educational constructs:
 - a. Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
 - b. Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.
 - c. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
 - d. Classroom Management: How teachers foster a respectful and predictable learning environment.

The CEI-SPS survey instrument does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

D. BRYAN ISD RESPONSIBILITIES

- 1) Agree to host and pay Residents according to the laws of Texas House Bill 2 of the 89th Texas Legislature regarding allotments for educator preparation.
- 2) Agree to host Residents for a minimum of one full school year, including the first and last instructional days with students. The residency must meet a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include district or campus closures or disruptions (e.g. inclement weather, holidays). A resident must experience a full range of professional responsibilities during the residency and be held accountable as an educator in the district for the duration of the residency.
- 3) If space is available, provide a school-based classroom to be used for SHSU Resident coursework that is sufficient in size to hold up to twenty-four (24) Residents and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 4) Provide office space for the SHSU Site Coordinator on at least one campus where SHSU Residents are placed. The space should be secure, and adequate for administrative duties and conferences with individual Residents. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.
- 5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Host Teacher, SHSU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Residents to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Residents' courses. At no time will student-level results be reported in an identifiable manner.
- 6) Video-capture of Residents' observations is addressed in the MOU For SHSU Clinical Teaching, 50

Appendix A Description of the CEI-SPS



THE
COLORADO
EDUCATION
INITIATIVE

Colorado's Student Perception Survey - Grades 3-5

Colorado's Student Perception Survey is a 34 question¹ instrument that measures elements of student experience that have been demonstrated to correlate most closely to a teacher's ability to positively impact student growth. Students are asked to indicate how frequently they experience each item with a response scale of *always*, *most of the time*, *some of the time*, and *never*. The survey is organized by four elements²:

Student Learning

How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

Student-Centered Environment

How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

Classroom Community

How teachers cultivate a classroom learning community where student differences are valued.

Classroom Management

How teachers foster a respectful and predictable learning environment.

There are two versions of Colorado's Student Perception Survey: one for grades 3 - 5 and another for grades 6 -12. The survey items for grades 3 - 5 are listed below and the version for grades 6 - 12 can be found at www.coloradoeducationinitiative.org/student-survey/.

Student Learning: *How teachers use content and pedagogical knowledge to help students learn, understand, and improve.*

The schoolwork we do helps me learn.

What I learn in this class is useful to me in my real life.

In this class, we learn a lot almost every day.

My teacher makes sure that we think hard about things we read and write.

When the work is too hard, my teacher helps me keep trying.

In this class, it is more important to understand the lesson than to memorize the answers.

My teacher uses a lot of different ways to explain things.

My teacher knows when we understand the lesson and when we do not.

Our classroom materials and supplies have a special place and things are easy to find.

In this class, we learn to correct our mistakes.

¹ A number of items on the Colorado SPS were adapted from items made available for non-commercial use through the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation.

² For administration purposes, survey items should be in the order that is outlined in our [administration materials](#) not by survey element.

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My teacher tells us what we are learning and why.

My teacher asks questions to be sure we are following along.

My teacher talks to me about my work to help me understand my mistakes.

My teacher writes notes on my work that help me do better next time.

The schoolwork we do is interesting.

Student-Centered Environment: *How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.*

My teacher wants us to share what we think.

My teacher teaches us to respect people's differences.

My teacher knows what makes me excited about learning.

My teacher talks about things we learn in other classes, subjects, and years.

If I am sad or angry, my teacher helps me feel better.

My teacher would notice if something was bothering me.

The people we learn and read about in this class are like me.

My teacher knows what my life is like outside of school.

My teacher knows what is important to me.

Students feel comfortable sharing their ideas in this class.

Classroom Community: *How teachers cultivate a classroom learning community where student differences are valued.*

My teacher cares about me.

In this class, I feel like I fit in.

I feel like an important part of my classroom community.

I ask for help when I need it.

I feel like I do a good job in this class.

Classroom Management: *How teachers foster a respectful and predictable learning environment.*

Our class stays busy and does not waste time.

Students in my class are respectful to our teacher.

My classmates behave the way my teacher wants them to.

All of the kids in my class know what they are supposed to be doing and learning.

Appendix B
Developmentally Appropriate CEI-SPS

K-1 Student Perception Survey

**Pre-fill prior to making hard copies!*

Teacher Candidate Name:

Date:

Grade(): K 1

Student Name:

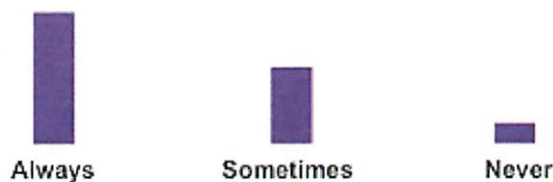
**Directions: The sentences below will be read aloud
to you! Circle the word that tells what **YOU think**
about each statement!**



1. Students treat our teacher with respect. *(They look, listen, & follow directions)*



2. My classmates behave the way my teacher wants them to.



3. Our class stays busy and doesn't waste time.





4. In this class, we learn a lot almost every day.



5. In this class, we learn how to correct our own mistakes.



6. My teacher cares about me.



*Teacher Use Only
Anecdotal Note? ():

Recording K-I SPS Scores

Q. Answer Key:

A - Always

S- Sometimes

N- Never

Student Name	Gender	Race	Q1	Q2	Q3	Q4	Q5	Q6
1-								
2-								
3-								
4-								
5-								
6-								
7-								
8-								
9-								
10-								
11-								
12-								
13-								
14-								
15-								
16-								
17-								
18-								
19-								
20-								
21-								
22-								
23-								

**ADDENDUM #3 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR ADVANCED CERTIFICATIONS BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Parties' expected responsibilities associated with implementing SHSUCOE Practicum/Internship and improving educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOALS

Goal 1

Recruit, support, and retain an educator workforce that is prepared to meet the needs of students in schools within Bryan ISD.

Goal 2

Support in-service educators in Bryan ISD in their professional learning goals and in their development.

Goal 3

Develop and sustain district-university partnerships that support educator growth and development.

B. DEFINITIONS

1. Candidate: An SHSU student admitted to the educator preparation program but not yet a practicum or intern student.
2. Practicum or intern candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for practicum or internship; and who is collaboratively assigned to a practicum/internship placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
3. Practicum: A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.
4. Internship: A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate.
5. Site Supervisor or Mentor: For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum

candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.

6. Field Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or Site Supervisor, assigned as required by TAC §228.101, may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Clinical Teacher by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE Responsibilities

1. Recommend for placement only those Candidates who have earned a satisfactory record and have met the requirements established by the University.
2. Inform Candidates of their responsibilities, which shall include:
 - a. Providing their own transportation to and from their assigned campus as well as any meals or snacks required during the Program.
 - b. Provide any information necessary for completion of the District's hiring process, which shall include, but is not limited to: criminal background checks, health information, and an interview.
 - c. Become familiar with and comply with applicable District policies and requirements for candidates, unless otherwise prohibited by law.
 - d. Become familiar with and comply with applicable departmental policies and requirements for candidates.
3. Provide departmental personnel to liaise with Bryan ISD and timely facilitate candidate's internship and/or clinical rotations at the site.
4. Dedicate and support Field Supervisors to serve as a support system to practicum or intern candidates who complete practicum or internship in Bryan ISD. On a day-to-day basis, the Field Supervisor will provide support to practicum or intern candidates placed in Bryan ISD schools and collaborate with building administrators and site supervisors.
5. Recruit and screen talented, committed Candidates prepared to work in high-needs schools.
6. Provide Candidates coursework that meets the requirements for educator certification.
7. Train and require practicum and internship students to abide by the rules of conduct contained within the SHSUCOE Student Handbook, SHSU policies, and TSUS policies, Texas Educator Code of Ethics, FERPA, and the Bryan ISD Policies and Procedures. In the event of misconduct that violates criminal law or requires disciplinary action, all applicable Bryan ISD and SHSUCOE policies will be followed.
8. Brief all staff involved in the practicum or internship candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.
9. Conduct observations of practicum or internship candidates. Copies of each observation will be provided to the observed candidate and site supervisor.

10. To the extent SHSUCOE has access to Bryan ISD student education records, SHSU shall not use such education records for any purpose other than in the performance of the Agreement and in accordance with FERPA.
11. Recommend for placement in practicum or internship only those candidates who have earned a satisfactory record and met the requirements established by SHSU.
12. Provide Bryan ISD the right to refuse placement for any practicum or intern candidate based on any information obtained during the application process that does not meet Bryan ISD standards.
13. Provide practicum and intern candidates, Field Supervisors, site supervisors, Bryan ISD personnel access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials necessary to effectively facilitate and support the practicum or internship.

D. Bryan ISD Responsibilities

1. Allow SHSUCOE personnel to conduct observations of practicum or internship candidates either in-person, by synchronous virtual technology or via video capture technology, as approved by TEA.
2. Allow practicum or intern candidates to attend Bryan ISD campus and district orientations and training relevant to the certification the candidate is seeking.
3. Provide access to Bryan ISD resources including but not limited to curriculum documents, emails, online resources, libraries, forms, student records, and professional development opportunities.
4. Provide a site supervisor for each practicum or intern candidate who meets the requirements outlined in Section B of this Addendum.
5. Keep the University informed of practicum or intern candidate performance and notify SHSUCOE any time the practicum or intern candidate fails to make satisfactory progress. Inform designated liaisons of changes in District policy, procedures, and personnel that might affect the clinical experience.
6. Direct site supervisors to complete all assessments of practicum or intern candidates as required by SHSUCOE in the platform designated by SHSUCOE.
7. Support continuing education and professional growth and development of those staff who are responsible for candidate supervision.
8. Video-capture of candidate observations is addressed in the MOU for SHSU Clinical Teaching.
9. For Districts supporting candidates seeking advanced certification in School Counseling, the District agrees to:
 - a. Provide an experience pertinent and meaningful for the candidate's degree program. This includes the following:
 1. Work with candidates to obtain required direct and indirect hours of service that meet definition set forth by department clinical experience handbook:
 - a) direct k-12 student/parent contact as a school counselor 40 hours semester with 60 hours minimum indirect hours in practicum
 - b) for each of the 2 internship semesters, 100 direct k-12 student/parent contact and 150 minimum indirect hours
 - c) Over the course of the 3 semesters the total is 600 hours with 40% being direct contact hours (e.g., counseling, coordination, consultation, classroom guidance, small groups
 2. Ensure that cases and client load do not exceed reasonable frequency and match appropriate skill level.
 3. Ensure use of office space for private counseling, available equipment, office supplies, and clerical assistance as needed.
 4. Ensure candidates are either not left alone to conduct work or are provided safe procedures for conducting services.

**ADDENDUM #4 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ParaPath PROGRAM BETWEEN
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE ParaPath program to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Collaborate with Bryan ISD to produce effective teachers in the areas of core, bilingual and special education through the SHSU ParaPath Program. Upon graduation and certification, these Teacher Candidates will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) Candidate: An SHSU student admitted to the teacher preparation program.
- 2) Teacher Candidate: A supervised educator who has been admitted to an educator preparation program (EPP); who has completed all the prerequisite requirements established by SHSUCOE for clinical teaching; and who is collaboratively assigned to a clinical teaching placement by the educator preparation program (EPP) and campus administrator in Bryan ISD.
- 3) Clinical Teaching: A supervised educator assignment through an educator preparation program (EPP) at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate; also referred to as student teaching.
- 4) Cooperating Teacher: For a Teacher Candidate, an educator who is collaboratively assigned by the educator preparation program (EPP) and campus administrator; who has at least three (3) years of successful teaching experience; who is an accomplished educator as shown by student learning; who has completed Cooperating Teacher training, including training in how to coach and mentor teacher candidates, by the EPP within three (3) weeks of being assigned to a Teacher Candidate; who is currently certified in the certification category for the Clinical Teaching assignment for which the Teacher Candidate is seeking certification; who guides, assists, and supports the candidate during the candidate's Clinical Teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the candidate's progress to that candidate's field supervisor. The Cooperating Teacher shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.
- 5) Field Supervisor or University Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A Field Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A Field Supervisor shall be an accomplished educator as shown by student learning. A Field Supervisor shall be trained annually by the EPP in coaching and co-teaching strategies and candidate evaluation. A Field Supervisor with experience as a campus-level administrator and who holds a current certificate

that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A Field Supervisor shall not be employed by the same school where the Teacher Candidate being supervised is completing his or her clinical teaching, internship, or practicum. A Mentor, Cooperating Teacher, or site supervisor, assigned as required by TAC §228.63(c), may not also serve as a Teacher Candidate's Field Supervisor. The Field Supervisor shall not be related to the Teacher Candidate by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

C. SHSUCOE RESPONSIBILITIES

- 1) Provide cohort that specifically trains teachers to certify in high needs areas such as core, bilingual, and special education.
- 2) Provide more than 50% of cohort classes either on-site or in close proximity to Bryan ISD.
- 3) Provide remaining classes through a combination of online and/or distance learning.

D. BRYAN ISD RESPONSIBILITIES


- 1) Work collaboratively with SHSU stakeholders to assist with program/candidate needs.
- 2) Conduct Support Surveys with Teacher Candidates to determine effectiveness of support already in place and to identify additional support that may be needed.
- 3) Work collaboratively with principals to set progress monitoring meetings with Teacher Candidates to ensure they have opportunities needed to complete projects and requirements.
- 4) District recruitment staff will visit the cohort to train on interview and resume skills and assist with placement once certification and degree is complete.
- 5) Ensure that Teacher Candidates have met initial Program requirements, such as achieving "Core Complete" prior to entering cohort.
- 6) Provide release time for Teacher Candidates to fulfill degree and certification requirements.
- 7) Video-capture of Teacher Candidates' observations is addressed in the MOU For SHSU Clinical Teaching.

E. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Conduct quarterly meetings with university personnel and Teacher Candidates to ensure ongoing alignment of coursework and certification specialization.
- 2) Conduct test preparation sessions to be held in collaboration with SHSU to prepare candidates for required certification exams.

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

 Stacey Edmonson, Ed.D. Date
 Dean, College of Education
 Sam Houston State University



 Ginger Carrabine Date
 Superintendent
 Bryan ISD

 Sumanth Yenduri, Ph.D. Date
 Provost and Senior Vice President
 Sam Houston State University

**ADDENDUM #5 TO MEMORANDUM OF UNDERSTANDING (MOU)
FOR SHSU ALTERNATIVE CERTIFICATION PROGRAM (ACP) INTERNSHIP
SAM HOUSTON STATE UNIVERSITY & BRYAN ISD**

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

Purpose. The purpose of this Addendum is to supplement the terms of the MOU by adding each Party's expected responsibilities associated with implementing the SHSUCOE Alternative Certification Program (ACP) Internship and to improve educator preparation, with the end goal of improving Bryan ISD student achievement.

A. COLLABORATIVE GOAL

Design and implement within Bryan ISD, a district-based, clinically intensive teacher education program with the aim of mentoring SHSUCOE students who are ACP Interns preparing to be teachers to become highly competent in their subject-area, and pedagogy to produce student achievement gain scores greater than the district average.

The advantage of this initiative for Bryan ISD is that it will enable SHSU to create an opportunity for ACP Interns to receive a more intensive ACP Internship experience with a single placement as a supervised intern. Upon completion of the program and certification, these Interns will then be eligible to teach in Bryan ISD.

B. DEFINITIONS

- 1) University Site Supervisor: A currently certified educator, hired by the educator preparation program (EPP), who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A University Site Supervisor shall have at least three (3) years of experience and current certification in the class (teacher, principal, reading specialist, educational diagnostician, superintendent, school librarian, etc.) in which supervision is provided. A University Site Supervisor shall be an accomplished educator as shown by student learning. A University Site Supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A University Site Supervisor shall not be employed by the same school where the ACP Intern being supervised is completing his or her internship. The University Site Supervisor shall not be related to the ACP Intern by blood (consanguinity) within the third degree or by marriage (affinity) within the second degree.

The University Site Supervisor role includes the following responsibilities:

- a. "Housed" in district (Relationships with administration and mentor teachers) if possible (see DISTRICT RESPONSIBILITIES)
- b. Plans/facilitates data-driven, ACP governance meetings every semester
- c. Conducts walkthrough mentoring/coaching
- d. Conducts formal observations/coaching

e. Serves as ACP liaison to the district liaison.

2) ACP Governance Committee Meeting: A committee meeting held every semester, comprised of representatives/key stakeholders that may include the following parties:

- a. School site representatives
- b. District representatives
- c. University representatives

Responsibilities of the Governance Committee may include the following:

- a. Governs aspects of the program
- b. Continually assesses the effectiveness of the program by: reviewing ACP Intern data, Cooperating Teacher feedback, providing support
- c. Coordinates calendars between the University and the District and seeks opportunities for professional development

C. BRYAN ISD RESPONSIBILITIES

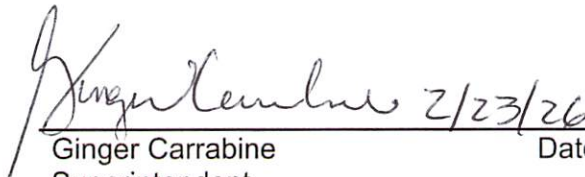
- 1) If space is available, provide a school-based classroom to be used for SHSU ACP Internship coursework that is sufficient in size to hold up to twenty-four (24) ACP Interns and equipped with all the technologies commonly available in most classrooms within designated school buildings.
- 2) Provide office space for the SHSU University Site Coordinator on at least one campus where SHSU ACP Interns are placed. The space should be secure, and adequate for administrative duties and conferences with individual Interns. If no space can be provided at a campus, then a similar space can be utilized at a Bryan ISD administrative office location.

D. JOINT SHSUCOE AND BRYAN ISD RESPONSIBILITIES

- 1) Representatives of Bryan ISD and SHSUCOE will meet annually to review Program data, discuss implementation of the Program, and plan for future needs of Bryan ISD.

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

 Stacey Edmonson, Ed.D. Date
 Dean, College of Education
 Sam Houston State University


 _____ 2/23/26 Date
 Ginger Carrabine
 Superintendent
 Bryan ISD

 Sumanth Yenduri, Ph.D. Date
 Provost and Senior Vice President for
 Academic Affairs
 Sam Houston State University

12.H. Consider approval of an Interlocal Agreement with Brazos County for the Transfer of Fiber Optic Cable

STATE OF TEXAS

COUNTY OF BRAZOS

INTERLOCAL AGREEMENT FOR THE TRANSFER OF FIBER OPTIC CABLE

This Interlocal Agreement (“Agreement”) is made and entered into on this the 23rd day of February, 2026, by and between Brazos County, Texas (“County”), a political subdivision of the State of Texas, and the Bryan Independent School District (“BISD”).

WHEREAS, the parties to this agreement are both political subdivisions of the State of Texas, empowered by the Texas Government Code, Ch. 263.152(a)(1), to enter into an Interlocal Agreement; and

WHEREAS, BISD is the owner of certain salvage property, specifically fiber optic cable described on Exhibit “A” and Exhibit “B” attached hereto and made a part hereof; and

WHEREAS, BISD intends to abandon the Cable; and

WHEREAS, County utilizes the Cable to provide internet to the Brazos County Tax Office, the Texas AgriLife Extension Office and other County facilities:

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. The County Commissioners’ Court has authorized the Acting County Judge to execute this Agreement to receive ownership and possession of the Cable for the sum of ONE AND NO/100THS DOLLARS (\$1.00).
2. The BISD Board of Trustees has authorized the President of the Board to execute this agreement to convey ownership and possession of the Cable to the County for the sum of ONE AND NO/100THS DOLLARS (\$1.00).
3. This Agreement shall commence when executed by all parties, on the date the last party signs and it ends when the transfer of possession of the Cable is complete.
4. County shall assume responsibility for the maintenance of the Cable and hold harmless BISD from any liability arising out of, or related to, County’s use of the Cable.
5. If any provision of this Agreement is held by a court of competent jurisdiction to be illegal, invalid, or unenforceable under present or future laws effective while this Agreement is in effect, such provision shall be automatically deleted from the Agreement and the legality, validity and enforceability of the remaining portions of this Agreement shall not be affected thereby and in lieu of such deleted provision, there shall be added as part of this Agreement a provision that is legal,

valid and enforceable and that is as similar as possible in terms and substance to the deleted provision.

6. This Agreement constitutes the sole and only Agreement of the Parties hereto respecting the subject matter covered by this Agreement and supersedes any prior understandings or written or oral agreements between the parties. No amendment, modification or alteration of the terms hereof shall be binding unless the same shall be in writing and dated subsequent to the date hereof and duly executed by the parties hereto.
7. This Agreement shall be construed under and in accordance with the laws of the State of Texas and the obligations of the parties created hereunder are performable by the parties in the City of Bryan, Brazos County, Texas. Venue for any litigation arising under this Agreement shall be in a court of appropriate jurisdiction in Brazos County, Texas.
8. The determinations recited and declared in the preambles to this Agreement are hereby incorporated herein as part of the Agreement.

Executed to be effective as of the last date signed below.

BRAZOS COUNTY, TEXAS
SCHOOL DISTRICT

BRYAN INDEPENDENT

Kyle Kacal
Acting County Judge

Joel Bryan
President, Board of Trustees

Exhibit "A"

BISD Fiber path descriptions

Mary Branch Elementary to Palasota Dr./Beck St. to BTU:



The fiber optic cable travels from the Mary Branch Elementary School Telco room underground to a pole in the easement on the west side of W. Villa Maria Road and then turns north. It then follows W. Villa Maria Road on poles in the easement on the west side of the road, goes underground from pole P163457 to P106678, then continues until it turns north at the intersection of W Villa Maria Road and the southbound 2818 off ramp. The path continues north on the west side of the southbound 2818 off ramp easement until it meets up with and continues onto the 2818 west side easement and then crosses Leonard Road. After crossing Leonard Road, the path heads east (turns right) crossing 2818 using the poles in the easement on the north side of Leonard Road until it reaches the intersection with Bittle Lane, where it crosses over Leonard Road on the south side of Bittle Lane. Leonard Road changes names to become Groesbeck Street at this intersection and bends north. The path continues north in the easement on the east side of Groesbeck Street until it crosses over Groesbeck Street just south of Richard Street. The path then continues north using the easement on the west side of Groesbeck Street until it reaches Palasota Drive where it heads west using the south easement of Palasota Drive. The path continues on the south side of Palasota Drive until it turns east (right), south of the intersection with Beck Street. The path continues

north-east in the easement on the south side of Beck Street until the bend in Beck Street where it crosses Beck Street to the easement on the north side of the road. The path continues in the Beck Street north easement as Beck Street changes its name to S Bryan Avenue, and the road bends north. The path continues north on the west side of S Bryan Avenue until it turns east (right) and enters the easement on the south side of E 28th Street. It follows E 28th Street east in the south easement, crossing the railroad tracks until it crosses and turns south on the east side of S Tabor Avenue. After a block, the path then crosses E 29th Street and moves to the easement on the west side of S Tabor Road until it crosses E 30th Street at an angle to a pole on the south easement of E 30th Street and ends.

E 30th Street/S Tabor Avenue to E 30th Street/30th Street to E 30th Street/S Hutchins Street to E 29th Street/E Villa Maria Road:



The fiber optic cable path starts near the intersection of E 30th Street and S Tabor Avenue and heads east on poles in the south easement of E 30th Street. The path crosses under Texas Avenue to the north easement of E 30th Street and continues in that path in the north easement to the corner of 30th Street and S Houston Avenue. The cable then turns south, crosses over 30th Street and E 30th Street to the south easement of E 30th Street at the southern corner of E30th Street and S Houston Avenue. The cable then travels in the south easement of E 30th Street until it reaches S Hutchins Street. From there the cable continues south in the south easement of E 30th Street until it crosses E Dodge St where the cable path turns east (left) across E 30th Street to the south easement of E Dodge Street. The path continues for a short distance along E Dodge Street in the south easement until it turns south (right) to a pole path that runs along the back of houses in the neighborhood. It runs in that path for four blocks

crossing S Coulter Drive, Gordon Street, Mills Street, and Walker Street until it turns east (left) running on poles in the south easement of Walker Street to the south easement of E29th Street. Then the path turns south again (right) and follows the south easement of E 29th Street just north of the intersection E 29th Street and E Villa Maria Road.

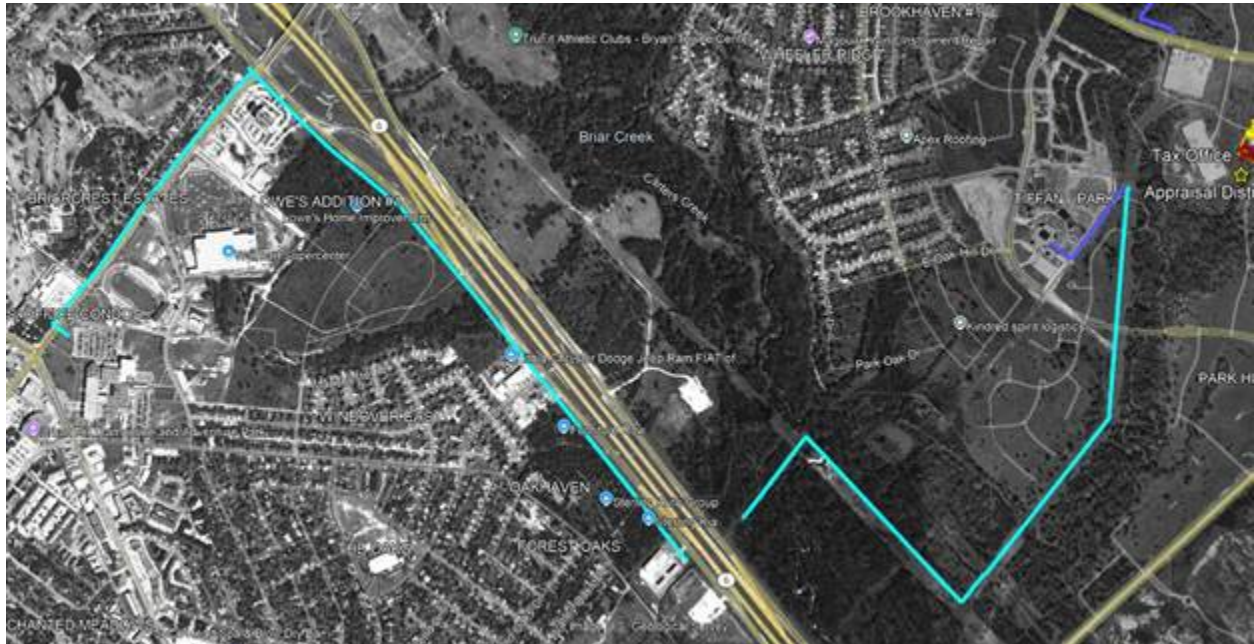
E Villa Maria Road/Osler Boulevard to E Villa Maria Road/Dona Drive to E 29th Street/Goessler Road:



The fiber optic cable path starts near the intersection of E Villa Maria Road and Osler Boulevard and heads south along the east easement of E Villa Maria Road until it turns east (left) at the easement between ANCO Investment services and Bryan Collegiate High School. The path continues east until it reaches Memorial Drive, where it turns south and travels in the west easement of Memorial Drive to Briarcrest Drive. It then turns east (left) and continues east in the north easement of Briarcrest Drive to the corner of Briarcrest Drive and Broadmoor Drive where the path turns north (left), traveling in the west easement, crossing Kent Street and continuing to 29th Street. At the intersection of Broadmoor Drive and 29th Street the path turns east (right) and

travels in the south easement of 29th Street, crosses Goessier Road and continues to the intersection of 29th Street and Briarcrest Drive.

Park Hudson Trail to Davis/Talk property to Hwy 6 west easement to Hwy 6 east easement to Hwy 6/Briarcrest Drive to Bryan High School – Silver Campus:



The fiber optic cable starts on poles in the easement between Bowen Elementary and Park Hudson Trail where the trail crosses the easement and heads south south-west along the easement to the easement that runs through the Davis/Talk properties where it turns north-west (right). The path then travels across the Davis/Talk properties until it crosses Carters Creek where the path turns south-west (left,) transitions to an underground path and crosses underneath Hwy 6 to the west easement of Hwy 6. The fiber optic cable then transitions back onto the poles in the west easement of Hwy 6 and travels north-west in the west easement of Hwy 6, crossing over Oak Hill Road, and Cambridge Road until it crosses over Briarcrest Drive and then goes into an underground path where it turns south-west (left). The fiber path continues underground in the north easement of Briarcrest Drive heading south-west and crosses over Cherry Creek Road and Country Club Drive before turning south-east (left) and enters the Silver Campus of Bryan High School.

Exhibit "B"

Pole List

PoleTag	Comment	Latitude	Longitude
P163458		30.62490	-96.38919
P163444		30.62673	-96.38784
P163478		30.62682	-96.38665
P163437		30.62699	-96.38566
P163477		30.62729	-96.38548
P163476		30.62723	-96.38547
P163457		30.62823	-96.38505
P106678		30.62934	-96.38291
P106680		30.62913	-96.38238
P106681		30.62933	-96.38234
P106686		30.62934	-96.38220
P164939		30.63006	-96.38185
P106685		30.63057	-96.38136
P106684		30.63035	-96.38102
P106682		30.63063	-96.38010
P106884		30.63059	-96.37992
P106889		30.63060	-96.37935
P106883		30.63078	-96.37876
P106880		30.63063	-96.37912
P106881		30.63059	-96.37884
P106882		30.63067	-96.37741
P135804		30.63069	-96.37740
P135803		30.63153	-96.37788

P135802	30.63155-96.37809
P135801	30.63172-96.37800
P163304	30.63176-96.37911
P163305	30.63292-96.37826
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STATE OF TEXAS

COUNTY OF BRAZOS

INTERLOCAL AGREEMENT FOR THE TRANSFER OF FIBER OPTIC CABLE

This Interlocal Agreement (“Agreement”) is made and entered into on this the 23rd day of February, 2026, by and between Brazos County, Texas (“County”), a political subdivision of the State of Texas, and the Bryan Independent School District (“BISD”).

WHEREAS, the parties to this agreement are both political subdivisions of the State of Texas, empowered by the Texas Government Code, Ch. 263.152(a)(1), to enter into an Interlocal Agreement; and

WHEREAS, BISD is the owner of certain salvage property, specifically fiber optic cable described on Exhibit “A” and Exhibit “B” attached hereto and made a part hereof; and

WHEREAS, BISD intends to abandon the Cable; and

WHEREAS, County utilizes the Cable to provide internet to the Brazos County Tax Office, the Texas AgriLife Extension Office and other County facilities:

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

1. The County Commissioners’ Court has authorized the Acting County Judge to execute this Agreement to receive ownership and possession of the Cable for the sum of ONE AND NO/100THS DOLLARS (\$1.00).
2. The BISD Board of Trustees has authorized the President of the Board to execute this agreement to convey ownership and possession of the Cable to the County for the sum of ONE AND NO/100THS DOLLARS (\$1.00).
3. This Agreement shall commence when executed by all parties, on the date the last party signs and it ends when the transfer of possession of the Cable is complete.
4. County shall assume responsibility for the maintenance of the Cable and hold harmless BISD from any liability arising out of, or related to, County’s use of the Cable.
5. If any provision of this Agreement is held by a court of competent jurisdiction to be illegal, invalid, or unenforceable under present or future laws effective while this Agreement is in effect, such provision shall be automatically deleted from the Agreement and the legality, validity and enforceability of the remaining portions of this Agreement shall not be affected thereby and in lieu of such deleted provision, there shall be added as part of this Agreement a provision that is legal, valid and

enforceable and that is as similar as possible in terms and substance to the deleted provision.

6. This Agreement constitutes the sole and only Agreement of the Parties hereto respecting the subject matter covered by this Agreement and supersedes any prior understandings or written or oral agreements between the parties. No amendment, modification or alteration of the terms hereof shall be binding unless the same shall be in writing and dated subsequent to the date hereof and duly executed by the parties hereto.
7. This Agreement shall be construed under and in accordance with the laws of the State of Texas and the obligations of the parties created hereunder are performable by the parties in the City of Bryan, Brazos County, Texas. Venue for any litigation arising under this Agreement shall be in a court of appropriate jurisdiction in Brazos County, Texas.
8. The determinations recited and declared in the preambles to this Agreement are hereby incorporated herein as part of the Agreement.

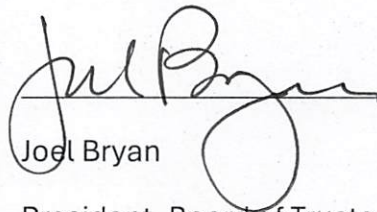
Executed to be effective as of the last date signed below.

BRAZOS COUNTY, TEXAS

BRYAN INDEPENDENT SCHOOL DISTRICT

Kyle Kacal

Acting County Judge



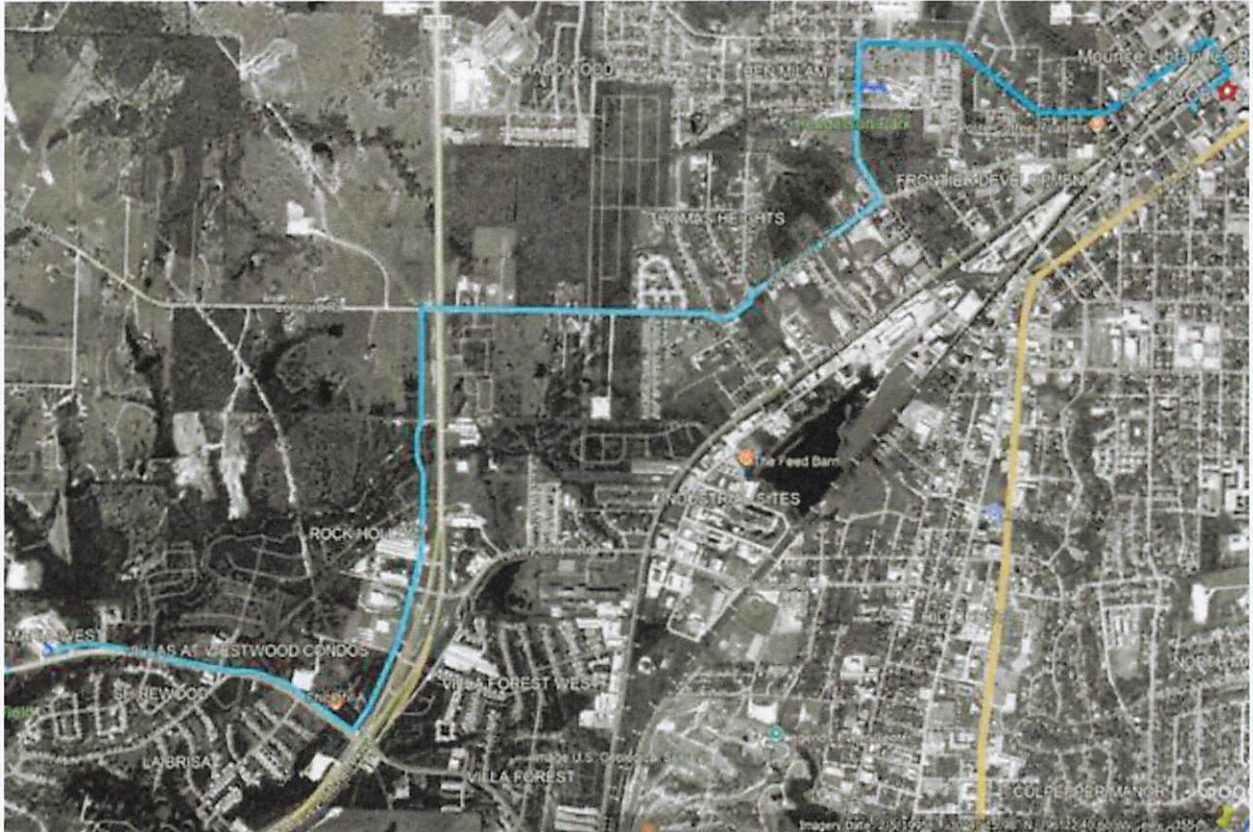
Joel Bryan

President, Board of Trustees

Exhibit "A"

BISD Fiber path descriptions

Mary Branch Elementary to Palasota Dr./Beck St. to BTU:



The fiber optic cable travels from the Mary Branch Elementary School Telco room underground to a pole in the easement on the west side of W. Villa Maria Road and then turns north. It then follows W. Villa Maria Road on poles in the easement on the west side of the road, goes underground from pole P163457 to P106678, then continues until it turns north at the intersection of W Villa Maria Road and the southbound 2818 off ramp. The path continues north on the west side of the southbound 2818 off ramp easement until it meets up with and continues onto the 2818 west side easement and then crosses Leonard Road. After crossing Leonard Road, the path heads east (turns right) crossing 2818 using the poles in the easement on the north side of Leonard Road until it reaches the intersection with Bittle Lane, where it crosses over Leonard Road on the south side of Bittle Lane. Leonard Road changes names to become Groesbeck Street at this intersection and bends north. The path continues north in the easement on the east side of Groesbeck Street until it crosses over Groesbeck Street just south of Richard Street. The path then continues north using the easement on the west side of Groesbeck Street until it reaches Palasota Drive where it heads west using the south easement of Palasota Drive. The path continues on the south side of Palasota Drive until it turns east (right), south of the

intersection with Beck Street. The path continues north-east in the easement on the south side of Beck Street until the bend in Beck Street where it crosses Beck Street to the easement on the north side of the road. The path continues in the Beck Street north easement as Beck Street changes it's name to S Bryan Avenue, and the road bends north. The path continues north on the west side of S Bryan Avenue until it turns east (right) and enters the easement on the south side of E 28th Street. It follows E 28th Street east in the south easement, crossing the railroad tracks until it crosses and turns south on the east side of S Tabor Avenue. After a block, the path then crosses E 29th Street and moves to the easement on the west side of S Tabor Road until it crosses E 30th Street at an angle to a pole on the south easement of E 30th Street and ends.

E 30th Street/S Tabor Avenue to E 30th Street/30th Street to E 30th Street/S Hutchins Street to E 29th Street/E Villa Maria Road:



The fiber optic cable path starts near the intersection of E 30th Street and S Tabor Avenue and heads east on poles in the south easement of E 30th Street. The path crosses under Texas Avenue to the north easement of E 30th Street and continues in that path in the north easement to the corner of 30th Street and S Houston Avenue. The cable then turns south, crosses over 30th Street and E 30th Street to the south easement of E 30th Street at the southern corner of E30th Street and S Houston Avenue. The cable then travels in the south easement of E 30th Street until it reaches S Hutchins Street. From there the cable continues south in the south easement of E 30th Street until it crosses E Dodge St where the cable path turns east (left) across E 30th Street to the south easement of E Dodge Street. The path continues for a short distance along E Dodge Street in the south easement until it turns south (right) to a pole path that runs along the back of houses in the

neighborhood. It runs in that path for four blocks crossing S Coulter Drive, Gordon Street, Mills Street, and Walker Street until it turns east (left) running on poles in the south easement of Walker Street to the south easement of E29th Street. Then the path turns south again (right) and follows the south easement of E 29th Street just north of the intersection E 29th Street and E Villa Maria Road.

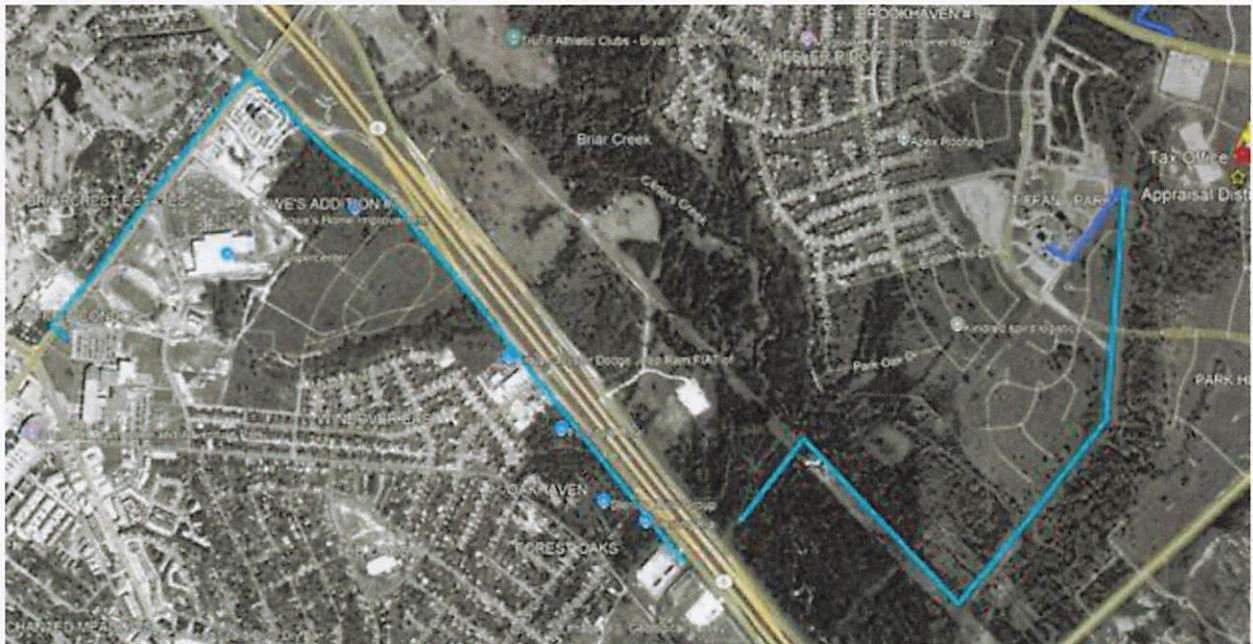
E Villa Maria Road/Osler Boulevard to E Villa Maria Road/Dona Drive to E 29th Street/Goessler Road:



The fiber optic cable path starts near the intersection of E Villa Maria Road and Osler Boulevard and heads south along the east easement of E Villa Maria Road until it turns east (left) at the easement between ANCO Investment services and Bryan Collegiate High School. The path continues east until it reaches Memorial Drive, where it turns south and travels in the west easement of Memorial Drive to Briarcrest Drive. It then turns east (left) and continues east in the north easement of Briarcrest Drive to the corner of Briarcrest Drive and Broadmoor Drive where the path turns north (left), traveling in the west easement, crossing Kent Street and continuing to 29th Street. At the intersection of

Broadmoor Drive and 29th Street the path turns east (right) and travels in the south easement of 29th Street, crosses Goessier Road and continues to the intersection of 29th Street and Briarcrest Drive.

Park Hudson Trail to Davis/Talk property to Hwy 6 west easement to Hwy 6 east easement to Hwy 6/Briarcrest Drive to Bryan High School – Silver Campus:



The fiber optic cable starts on poles in the easement between Bowen Elementary and Park Hudson Trail where the trail crosses the easement and heads south south-west along the easement to the easement that runs through the Davis/Talk properties where it turns north-west (right). The path then travels across the Davis/Talk properties until it crosses Carters Creek where the path turns south-west (left,) transitions to an underground path and crosses underneath Hwy 6 to the west easement of Hwy 6. The fiber optic cable then transitions back onto the poles in the west easement of Hwy 6 and travels north-west in the west easement of Hwy 6, crossing over Oak Hill Road, and Cambridge Road until it crosses over Briarcrest Drive and then goes into an underground path where it turns south-west (left). The fiber path continues underground in the north easement of Briarcrest Drive heading south-west and crosses over Cherry Creek Road and Country Club Drive before turning south-east (left) and enters the Silver Campus of Bryan High School.

Exhibit "B"

Pole List

PoleTag	Comment	Latitude	Longitude
P163458		30.62490	-96.38919
P163444		30.62673	-96.38784
P163478		30.62682	-96.38665
P163437		30.62699	-96.38566
P163477		30.62729	-96.38548
P163476		30.62723	-96.38547
P163457		30.62823	-96.38505
P106678		30.62934	-96.38291
P106680		30.62913	-96.38238
P106681		30.62933	-96.38234
P106686		30.62934	-96.38220
P164939		30.63006	-96.38185
P106685		30.63057	-96.38136
P106684		30.63035	-96.38102
P106682		30.63063	-96.38010
P106884		30.63059	-96.37992
P106889		30.63060	-96.37935
P106883		30.63078	-96.37876
P106880		30.63063	-96.37912
P106881		30.63059	-96.37884
P106882		30.63067	-96.37741
P135804		30.63069	-96.37740

P135803	30.63153 -96.37788
P135802	30.63155 -96.37809
P135801	30.63172 -96.37800
P163304	30.63176 -96.37911
P163305	30.63292 -96.37826
P163317	30.63320 -96.37867
P163303	30.63404 -96.37911
P163318	30.63407 -96.37881
P163321	30.63403 -96.37867
P163319	30.63518 -96.37952
P163393	30.63675 -96.37751
P163302	30.63743 -96.37990
P163075	30.63801 -96.37949
P163383	30.63714 -96.38106
P163382	30.63717 -96.38113
P163381	30.63724 -96.38130
P177032	30.63808 -96.38246
P163380	30.63839 -96.38280
P153868	30.63821 -96.38288
P153867	30.63841 -96.38280
P154480	30.63838 -96.38288
P153866	30.63844 -96.38301
P153865	30.63894 -96.38340
P153864	30.63885 -96.38345
P153863	30.63886 -96.38359

P161400	30.64316 -96.38623
P153860	30.64315 -96.38601
P153859	30.64307 -96.38556
P153858	30.64290 -96.38566
P153857	30.64314 -96.38573
P153856	30.64349 -96.38632
P153855	30.64280 -96.38635
P153854	30.64359 -96.38687
P153853	30.64404 -96.38734
P143926	30.64384 -96.38731
P118195	30.64359 -96.38898
P118194	30.64382 -96.38873
P118193	30.64433 -96.38829
P118192	30.64448 -96.38768
P118190	30.64467 -96.38749
P118182	30.64495 -96.38755
P118181	30.64458 -96.38728
P118175	30.64499 -96.38675
P104341	30.64497 -96.38675
P118174	30.64490 -96.38699
P118025	30.64477 -96.38721
P118024	30.64493 -96.38699
P118023	30.64999 -96.38546
P164779	30.64994 -96.38557
P118022	30.65097 -96.38716

P118021	30.65097 -96.38716
P118020	30.64789 -96.38432
P133881	30.64868 -96.38369
P133884	30.64871 -96.38381
P133885	30.64889 -96.38383
P148186	30.64912 -96.38368
P114082	30.64918 -96.38279
P114080	30.64941 -96.38303
P114079	30.64977 -96.38237
P114078	30.64979 -96.38223
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P114076	30.64982 -96.38204
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P106679	30.62938 -96.38288
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P163459	30.62474 -96.38892
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P159305	30.65642 -96.37926

P159304	30.65663 -96.37926
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P159418	30.65729 -96.37914
P159417	30.65757 -96.37912
P159406	30.65814 -96.37903
P159404	30.65830 -96.37900
P159403	30.65854 -96.37897
P154216	30.65875 -96.37894
P154221	30.65886 -96.37891
P104752	30.65892 -96.37901
P148742	30.65894 -96.37909
P119627	30.65902 -96.37949
P119634	30.65913 -96.38010
P119635	30.65927 -96.38100
P119636	30.65963 -96.38141
P119638	30.66004 -96.38185
P119637	30.66040 -96.38234
P159206	30.66051 -96.38250
P133264	30.66227 -96.38457
P133259	30.66199 -96.38422
P133257	30.66162 -96.38379
P133256	30.66142 -96.38350
P133251	30.66102 -96.38308
P159220	30.66078 -96.38273
P133265	30.66268 -96.38413

P133266	30.66285 -96.38396
P133267	30.66315 -96.38361
P133226	30.66332 -96.38343
P133227	30.66367 -96.38303
P133228	30.66398 -96.38268
P133229	30.66431 -96.38227
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P133231	30.66458 -96.38197
P154588	30.66663 -96.37560
P142256	30.66644 -96.37583
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P175222	30.66506 -96.37946
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P146001	30.67136 -96.37449
P177439	30.67175 -96.37385
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P107661	30.67166 -96.37257
P107660	30.67160 -96.37257
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P172851	30.67087 -96.37268
P107657	30.67081 -96.37223

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P159202	30.65332 -96.37967
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P174681	30.66115 -96.35733

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P124553		30.65844 -96.35115
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P116790		30.65064 -96.34533
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P116792		30.65074 -96.34765
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P158084	30.65580 -96.33986
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P137660		30.66054 -96.32712
P137661		30.66066 -96.32724
P137662		30.66093 -96.32751
P137663		30.66099 -96.32756
P137664		30.66136 -96.32791
P137665		30.66162 -96.32820

P137666		30.66197 -96.32854
P131762		30.65950 -96.32606
P131761		30.65906 -96.32553
P131760		30.65859 -96.32502
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P1112062	30.64887 -96.30419
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P1112066	30.65174 -96.30233
P1112067	30.65235 -96.30219
P124486	30.65929 -96.35473
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P122807	30.66226 -96.36070

P122806	30.66236 -96.36083
P110650	30.66303 -96.36163
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P138938	30.66458 -96.36344
P138939	30.66465 -96.36352
P138940	30.66484 -96.36374

12.I. Consider updates to Board Policy

Note: This local policy has been revised in accordance with the District's innovation plan. [See AF(LOCAL)]

Complaints

[Note Regarding Informal Resolution](#)

Other Complaint Processes

In this policy, the terms "complaint" and "grievance" shall have the same meaning.

[Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.](#)

Employee complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with DGBA after the relevant complaint process has been followed:

1. Complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or Section 504 (disability), shall be submitted in accordance with DIA.
2. Complaints alleging certain forms of harassment, including harassment by a supervisor and violation of Title VII, shall be submitted in accordance with DIA.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with DIA.
4. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
5. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
6. Complaints concerning the proposed nonrenewal of a term contract issued under Chapter 21 of the Education Code shall be submitted in accordance with DFBB.
7. Complaints concerning the proposed termination or suspension without pay of an employee on a probationary, term, or continuing contract issued under Chapter 21 of the Education Code during the contract term shall be submitted in accordance with DFAA, DFBA, or DFCA.

Notice to Employees

The District shall inform employees of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages employees to discuss their concerns with their supervisor, principal, or other appropriate administrator who

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	<p>has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.</p> <p>Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.</p>
<p>Direct Communication with Board Members</p>	<p>Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.</p>
<p>Formal Process</p>	<p>An employee may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.</p>
<p>Freedom from Retaliation</p>	<p>Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.</p>
<p>Whistleblower Complaints</p>	<p>Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level Three. Timelines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]</p>
<p>Complaints Against Supervisors</p>	<p>Complaints alleging a violation of law by a supervisor may be made to the Superintendent or designee. Complaint forms alleging a violation of law by the Superintendent may be submitted directly to the Board or designee.</p>
<p>General Provisions Filing</p>	<p>Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the</p>

PERSONNEL-MANAGEMENT RELATIONS
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(LOCAL)

	<p>appropriate administrator or designated representative no more than three days after the deadline.</p>
Scheduling Conferences	<p>The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the employee's absence.</p>
Response	<p>At Levels One, Two, and Three, "response" shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee's email address of record, or sent by U.S. Mail to the employee's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.</p>
Days	<p>"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."</p>
Representative	<p>"Representative" shall mean any person who or an organization that does not claim the right to strike and is designated by the employee to represent him or her in the complaint process.</p> <p>The employee may designate a representative through written notice to the District at any level of this process. The representative may participate in person or by telephone conference call. If the employee designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.</p>
Consolidating Complaints	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
Untimely Filings	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the employee, at any point during the complaint process. The employee may appeal the dismissal by seeking review in writing within 10 days from the date</p>

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of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Audio Recording

As provided by law, an employee shall be permitted to make an audio recording of a conference or hearing under this policy at which the substance of the employee's complaint is discussed. The employee shall notify all attendees present that an audio recording is taking place.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Level One

Complaint forms must be filed:

1. Within ~~15~~20 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, employees on a school campus shall file Level One complaints with the campus principal; other District employees shall file Level One complaints with their immediate supervisor.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Three following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the employee within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the employee a written response within 10 days following the conference. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a response has expired, the employee may request a conference with the Superintendent's designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The employee may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the employee at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Level Two administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference.

The Level Two administrator shall provide the employee a written response within 10 days following the conference. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Two response or, if no response was received, within 10 days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Superintendent or designee. The employee may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the Level Two administrator in reaching the Level Two decision.

The Superintendent or designee shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and Level Two and identified in the Level Three appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within 10 days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One and Level Two records, information provided at the Level

Three conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

Level Four

If the employee did not receive the relief requested at Level Three or if the time for a response has expired, the employee may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Three response or, if no response was received, within 10 days of the Level Three response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Three appeal. The employee may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. The written response issued at Level Three and any attachments.
5. All other documents relied upon by the Superintendent in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the employee notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the employee and

administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the employee or the employee's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

Note: This local policy has been revised in accordance with the District’s innovation plan. [See AF(LOCAL)]

Complaints

[Note Regarding Informal Resolution](#)

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

[Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.](#)

Other Complaint Processes

Complaints by members of the public shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with GF after the relevant complaint process:

1. Complaints concerning instructional resources shall be filed in accordance with the EF series.
2. Complaints concerning a commissioned peace officer who is an employee of the District shall be filed in accordance with the CKE series.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Guiding Principles

Informal Process

The Board encourages the public to discuss concerns with an appropriate administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

An individual may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, individuals are encouraged to seek informal resolution of their concerns. An individual whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any individual for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If the individual fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the individual’s absence.

Response

At Levels One and Two, “response” shall mean a written communication to the individual from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the individual’s email address of record, or sent by U.S. Mail to the individual’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

“Representative” shall mean any person who or organization that is designated by an individual to represent the individual in the complaint process.

The individual may designate a representative through written notice to the District at any level of this process. If the individual designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District’s counsel. The District may be represented by counsel at any level of the process.

PUBLIC COMPLAINTS

GF
(LOCAL)

Consolidating Complaints Complaints arising out of an event or a series of related events shall be addressed in one complaint. An individual shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the individual, at any point during the complaint process. The individual may appeal the dismissal by seeking review in writing within 10 days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the individual does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the individual unless the individual did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refileing is within the designated time for filing.

Notice of Complaint A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Level One

Complaint forms must be filed:

1. Within ~~45~~20 days of the date the individual first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the individual within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the individual a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the individual did not receive the relief requested at Level One or if the time for a response has expired, he or she may request a conference with the Superintendent's ~~or~~ designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The individual may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the individual at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The ~~Superintendent or designee~~ Level Two administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level One decision. The ~~Superintendent or designee~~ Level Two administrator may set reasonable time limits for the conference.

The ~~Superintendent or designee~~ Level Two administrator shall provide the individual a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the ~~Superintendent or designee~~ Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the ~~Superintendent or designee~~ Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the individual did not receive the relief requested at Level Two or if the time for a response has expired, he or she may request a conference with the Superintendent or designee to appeal the Level Two decision. ~~appeal the decision to the Board.~~

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Two response or, if no response was received, within 10 days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Superintendent or designee. The individual may request a copy of the Level Two record.

~~The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.~~

~~The Superintendent or designee shall provide the Board the record of the Level Two appeal. The individual may request a copy of the Level Two record.~~

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.

3. The written response issued at Level Two and any attachments.

4. All other documents relied upon by the Level Two administrator administration in reaching the Level Two decision.

The Superintendent or designee shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and Level Two and identified in the Level Three appeal notice. At the conference, the individual may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the individual a written response within 10 days following the conference. In reaching a decision, the Superintendent or designee may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

~~The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.~~

~~The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]~~

~~The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.~~

~~In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the individual or his or her representative, any presentation~~

~~from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.~~

~~The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.~~

Level Four

If the individual did not receive the relief requested at Level Three or if the time for a response has expired, the individual may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Three response or, if no response was received, within 10 days of the Level Three response deadline.

The Superintendent or designee shall inform the individual of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Three appeal. The individual may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. The written response issued at Level Three and any attachments.
5. All other documents relied upon by the Superintendent in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the individual notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the individual and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the individual or the individual's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

Note: This local policy has been revised in accordance with the District’s innovation plan. [See AF(LOCAL)]

Complaints

[Note Regarding Informal Resolution](#)

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

[Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.](#)

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process has been followed:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification,

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

STUDENT RIGHTS AND RESPONSIBILITIES
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The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student’s or parent’s absence.

Response

At Levels One, Two, and Three, “response” shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student’s or parent’s email address of record, or sent by U.S. Mail to the student’s or parent’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

“Days” shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is “day zero.” The following business day is “day one.”

Representative

“Representative” shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days’ notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if

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desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within 10 days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and
Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Notice of Complaint

A District employee against whom a complaint has been filed shall be provided notice of the complaint in accordance with administrative regulations. The employee shall have sufficient opportunity to submit a written response to the complaint that shall be included in the record of the complaint.

Level One

Complaint forms must be filed:

1. Within ~~45~~20 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and

2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Three following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within 10 days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent's designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level One response or, if no response was received, within 10 days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.

3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Level Two administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Level Two administrator may set reasonable time limits for the conference.

The Level Two administrator shall provide the student or parent a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Two administrator may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Level Two administrator believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level Two decision.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Two response or, if no response was received, within 10 days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two administrator shall prepare and forward a record of the Level Two appeal to the Level Three administrator. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the Level Two administrator in reaching the Level Two decision.

The Level Three administrator shall schedule a conference within 10 days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One and Level Two and identified in the Level Three appeal notice. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level Two decision. The Level Three administrator may set reasonable time limits for the conference.

The Level Three administrator shall provide the student or parent a written response within 10 days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Level Three administrator may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Level Three administrator believes will help resolve the complaint.

Recordings of the Level One, Level Two, and Level Three conferences, if any, shall be maintained with the Level One, Level Two, and Level Three records.

Level Four

If the student or parent did not receive the relief requested at Level Three or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within 10 days of the date of the written Level Three response or, if no response was received, within 10 days of the Level Three response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Three appeal. The student or parent may request a copy of the Level Three record.

The Level Three record shall include:

1. The Level One record.
2. The Level Two record.
3. The notice of appeal from Level Two to Level Three.
4. The written response issued at Level Three and any attachments.

5. All other documents relied upon by the administration in reaching the Level Three decision.

The appeal shall be limited to the issues and documents considered at Level Three, except that if at the Level Four hearing, the administration intends to rely on evidence not included in the Level Three record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Four presentation. The Level Four presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Three.

13. **Action Items**

13.A. Consider a Board Resolution reaffirming voluntary religious expression and the reading of religious texts



Bryan Independent School District Resolution of the Board of Trustees Regarding Voluntary Religious Expression and Religious Texts

WHEREAS, the Board of Trustees of the Bryan Independent School District is committed to supporting students and staff while upholding all applicable federal and state laws, including constitutional protections related to freedom of religion, speech, and expression; and

WHEREAS, the Board values and respects the diverse religious beliefs and perspectives represented within the District and affirms the importance of protecting individual rights in a manner that fosters mutual respect and inclusion; and

WHEREAS, in full compliance with current state and federal law, the Board affirms students' rights to voluntarily pray, read religious texts, express religious viewpoints, and organize religious groups before, during, and after the school day on the same basis as other noncurricular groups; and

WHEREAS, the District currently allows and supports the right of students and staff to engage in personal and individualized religious expression at appropriate times throughout the school day, when they feel the need for such expression, rather than limiting it to designated times or locations;

IT IS THEREFORE:

RESOLVED, that the Board of Trustees of the Bryan Independent School District reaffirms its commitment to supporting and valuing students and staff while upholding all constitutional and statutory protections related to religious expression in public schools; and

BE IT FURTHER RESOLVED, that the Board will continue to ensure students and staff may exercise voluntary religious expression, including prayer, in a lawful, nondisruptive, and flexible manner throughout the school day consistent with existing law and District policy, with the intent to provide opportunities which are personally meaningful.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District during a called meeting on February 23, 2026, a quorum of

the Board of Trustees being then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____

Nays: _____

Abstentions: _____

By:

Joel Bryan
President, Bryan ISD Board of Trustees

By:

Felicia Benford
Vice President, Bryan ISD Board of Trustees

By:

Ruthie Waller
Secretary, Bryan ISD Board of Trustees

By:

Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By:

Tim Pavlas
Member, Bryan ISD Board of Trustees

By:

David Stasny
Member, Bryan ISD Board of Trustees

By:

David Stennis
Member, Bryan ISD Board of Trustees



Board Resolution Reaffirming Voluntary Religious Expression and the reading of Religious Texts

February 23, 2026



Current Provisions

Well-established rights under federal and state law that are reflected in Board Policy.

Students may:

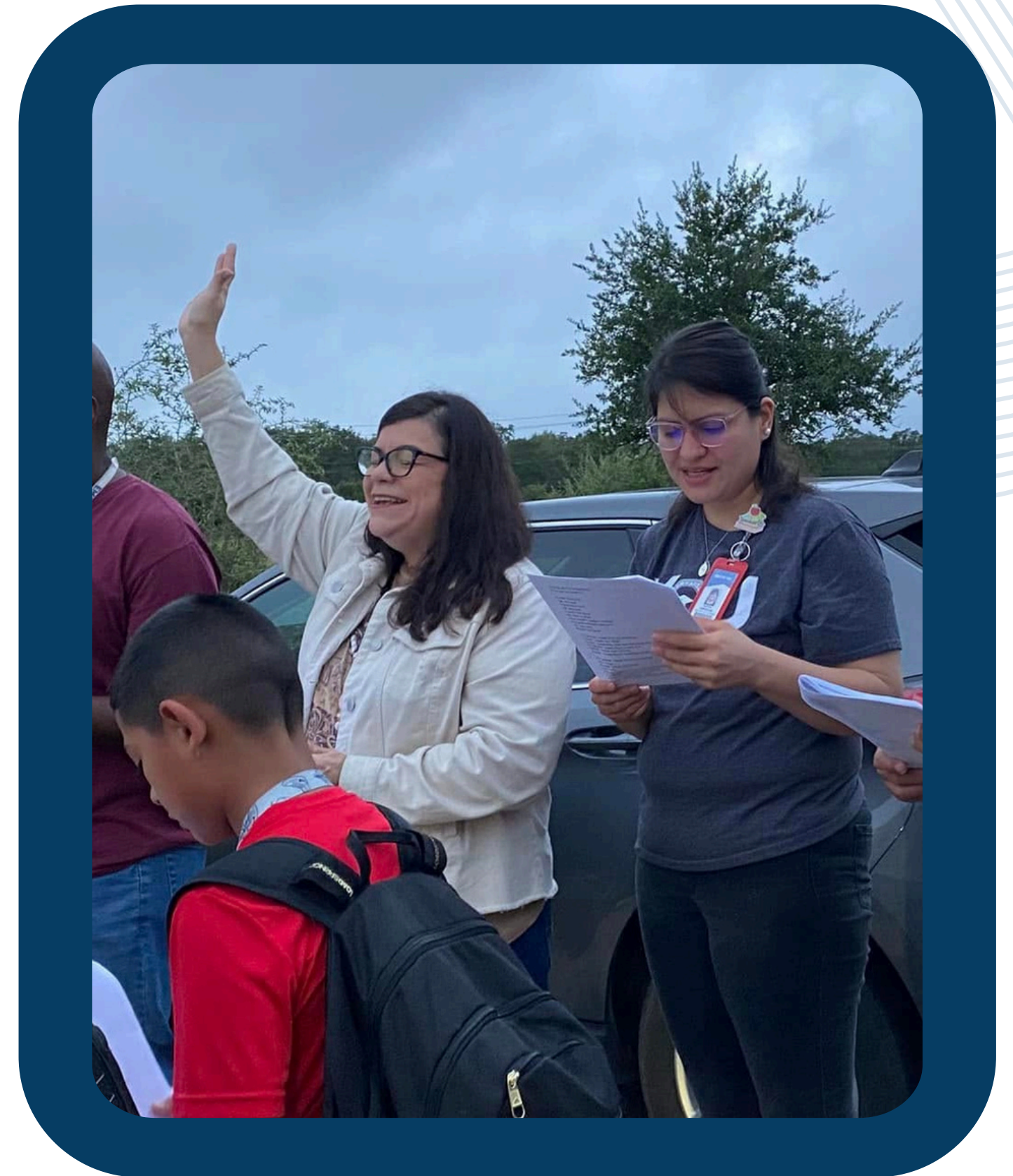
- Pray individually or in groups.
- Read religious texts.
- Organize religious clubs (Fellowship of Christian Athletes).
- Engage in religious expression before, during, and after school.
 - All religious expression must be voluntary and nondisruptive.
 - May not be school-sponsored or over a public address system.



Prayer is Not Limited to One Time per Day

Students may pray at appropriate times throughout the school day.

- Religious expression is not confined to a designated moment or event.
- Examples:
 - During the daily moment of silence, before a test, during lunch, between classes, during free time, etc.
 - See you at the Pole
 - Fields of Faith
 - Faith-Based Leadership



Resolution Reaffirming Voluntary Religious Expression and the Reading of Religious Texts



- This resolution for consideration pertains to current law and practices regarding prayer and the reading of religious texts.
- Reaffirms the commitment to supporting and valuing staff and students' rights to religious expression, in accordance with law and policy.



Bryan Independent School District Resolution of the Board of Trustees Regarding Voluntary Religious Expression and Religious Texts

WHEREAS, the Board of Trustees of the Bryan Independent School District is committed to supporting students and staff while upholding all applicable federal and state laws, including constitutional protections related to freedom of religion, speech, and expression; and

WHEREAS, the Board values and respects the diverse religious beliefs and perspectives represented within the District and affirms the importance of protecting individual rights in a manner that fosters mutual respect and inclusion; and

WHEREAS, in full compliance with current state and federal law, the Board affirms students' rights to voluntarily pray, read religious texts, express religious viewpoints, and organize religious groups before, during, and after the school day on the same basis as other noncurricular groups; and

WHEREAS, the District currently allows and supports the right of students and staff to engage in personal and individualized religious expression at appropriate times throughout the school day, when they feel the need for such expression, rather than limiting it to designated times or locations; and

IT IS THEREFORE:

RESOLVED, that the Board of Trustees of the Bryan Independent School District reaffirms its commitment to supporting and valuing students and staff while upholding all constitutional and statutory protections related to religious expression in public schools; and

BE IT FURTHER RESOLVED, that the Board will continue to ensure students and staff may exercise voluntary religious expression, including prayer, in a lawful, nondisruptive, and flexible manner throughout the school day consistent with existing law and District policy, and at times when such expression is personally meaningful and appropriate.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the



Board Resolution Reaffirming Voluntary Religious Expression and the reading of Religious Texts

February 23, 2026





Bryan Independent School District Resolution of the Board of Trustees Regarding Voluntary Religious Expression and Religious Texts

WHEREAS, the Board of Trustees of the Bryan Independent School District is committed to supporting students and staff while upholding all applicable federal and state laws, including constitutional protections related to freedom of religion, speech, and expression; and

WHEREAS, the Board values and respects the diverse religious beliefs and perspectives represented within the District and affirms the importance of protecting individual rights in a manner that fosters mutual respect and inclusion; and

WHEREAS, in full compliance with current state and federal law, the Board affirms students' rights to voluntarily pray, read religious texts, express religious viewpoints, and organize religious groups before, during, and after the school day on the same basis as other noncurricular groups; and

WHEREAS, the District currently allows and supports the right of students and staff to engage in personal and individualized religious expression at appropriate times throughout the school day, when they feel the need for such expression, rather than limiting it to designated times or locations;

IT IS THEREFORE:

RESOLVED, that the Board of Trustees of the Bryan Independent School District reaffirms its commitment to supporting and valuing students and staff while upholding all constitutional and statutory protections related to religious expression in public schools; and

BE IT FURTHER RESOLVED, that the Board will continue to ensure students and staff may exercise voluntary religious expression, including prayer, in a lawful, nondisruptive, and flexible manner throughout the school day consistent with existing law and District policy, with the intent to provide opportunities which are personally meaningful.


I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District during a called meeting on February 23, 2026, a quorum of

the Board of Trustees being then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: 6

Nays: 0

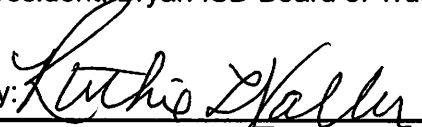
Abstentions: 0

By: 

Joel Bryan
President, Bryan ISD Board of Trustees

By: 

Felicia Benford
Vice President, Bryan ISD Board of Trustees

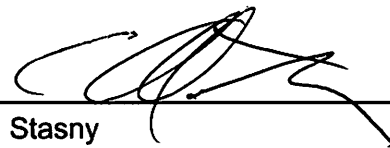
By: 

Ruthie Waller
Secretary, Bryan ISD Board of Trustees

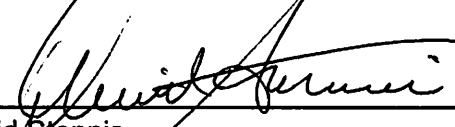
By: _____
Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By: 

Tim Pavlas
Member, Bryan ISD Board of Trustees

By: 

David Stasny
Member, Bryan ISD Board of Trustees

By: 

David Stennis
Member, Bryan ISD Board of Trustees

13.B. Consider a Board Resolution regarding Senate Bill 11



**Bryan Independent School District Resolution of the Board of Trustees Regarding
Senate Bill 11
Period of Prayer and Reading of the Bible or Other Religious Text**

The Bryan ISD shall adopt a policy requiring every campus of Bryan ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Education Code 25.0823.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District during a called meeting on February 23, 2026, a quorum of the Board of Trustees being then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____

Nays: _____

Abstentions: _____

By: _____

Joel Bryan
President, Bryan ISD Board of Trustees

By: _____

Felicia Benford
Vice President, Bryan ISD Board of Trustees

By: _____

Ruthie Waller
Secretary, Bryan ISD Board of Trustees

By: _____

Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By: _____

Tim Pavlas
Member, Bryan ISD Board of Trustees

By: _____

David Stasny
Member, Bryan ISD Board of Trustees

By: _____

David Stennis
Member, Bryan ISD Board of Trustees



Senate Bill II Considerations

February 23, 2026

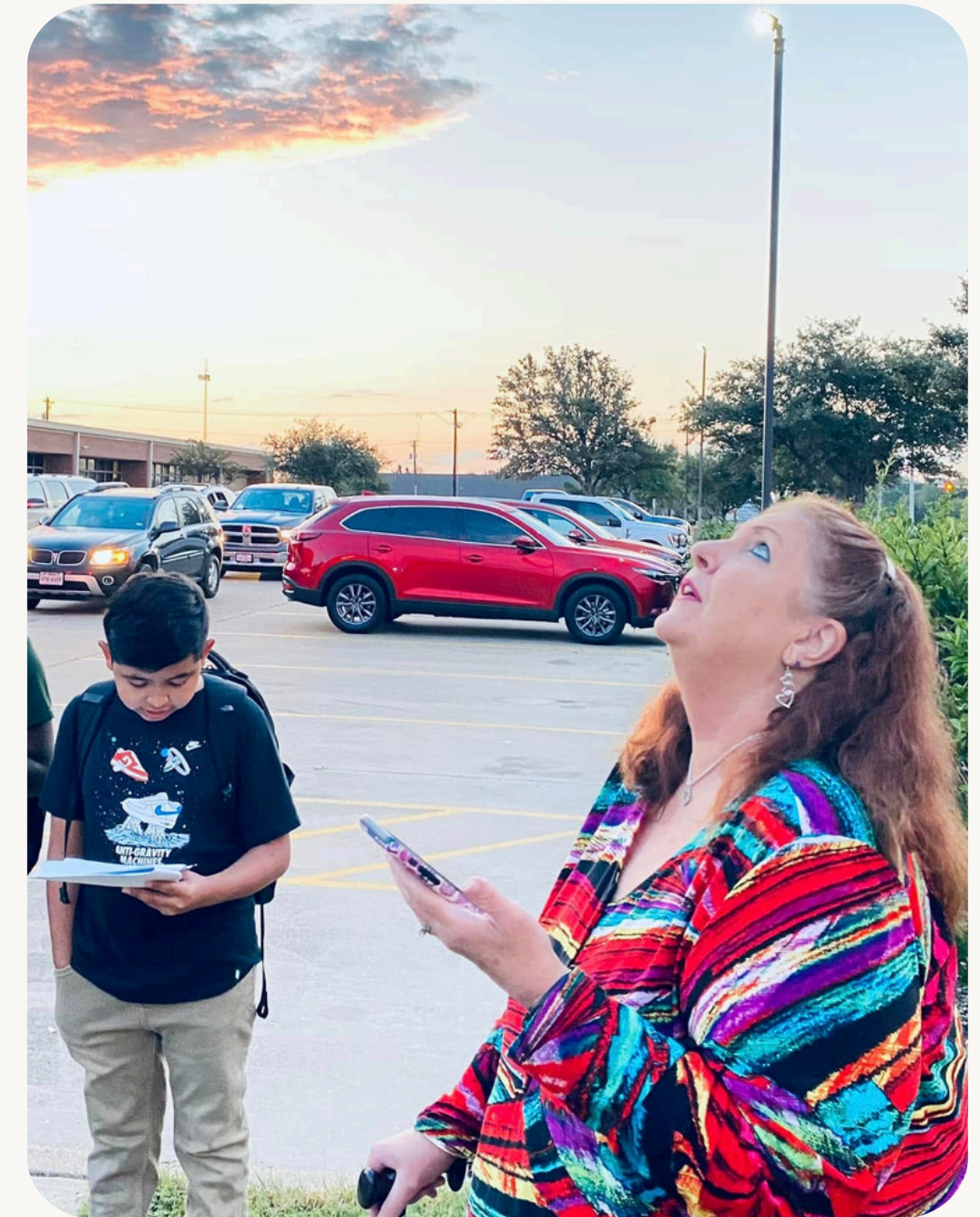


Considerations Regarding Senate Bill 11

Requires each Board to consider a resolution to adopt policies designating a period of prayer and the reading of the Bible or other religious texts.

If Adopted:

- Designates a Daily Period of Prayer at each campus that is NOT during instructional time
- Consent Required:
 - Student: Requires written consent from the parent for a student to participate.
 - This consent can be revoked by the parent at any time and must be tracked.
 - Employee: Requires an employee to sign a waiver to participate.



Considerations Regarding Senate Bill 11

If Adopted:

- Each campus would specify the location for the period of prayer.
 - This location may not be in the physical presence, or within hearing, of a student whose parents have not given consent.
 - Staff must be present to supervise the designated location and ensure only those students with parental consent can participate.
- This policy does not prohibit any staff or student from engaging in religious expression already protected under the law and policies.





Senate Bill II Considerations

February 23, 2026



13.C. Consider a Board Resolution nominating Ginger Carrabine for Superintendent of the Year



**Bryan Independent School District Resolution of the Board of Trustees
Nominating Ginger Carrabine for Superintendent of the Year**

The Bryan Independent School District Board, on this date, February 23, 2026, resolved to nominate Ginger Carrabine for the Texas Association of School Boards' Superintendent of the Year award. This nomination is made in recognition of her exemplary and visionary leadership, distinguished by meaningful family and community engagement and measurable improvements in student growth and performance. Her leadership reflects a collaborative, team-centered approach to serving and supporting both staff and students.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District at a called meeting on February 23, 2026, with a quorum of the Board of Trustees then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____ Nays: _____ Abstentions: _____

By: _____

Joel Bryan
President, Bryan ISD Board of
Trustees

By: _____

Felicia Benford
Vice President, Bryan ISD Board of
Trustees

By:

Ruthie Waller

Secretary, Bryan ISD Board of
Trustees

By:

Julie Harlin-Wolf

Member, Bryan ISD Board of Trustees

By:

Tim Pavlas

Member, Bryan ISD Board of
Trustees

By:

David Stasny

Member, Bryan ISD Board of Trustees

By:

David Stennis

Member, Bryan ISD Board of
Trustees





**Bryan Independent School District Resolution of the Board of Trustees
Nominating Ginger Carrabine for Superintendent of the Year**

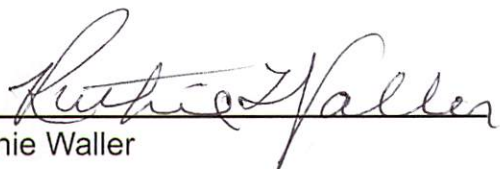
The Bryan Independent School District Board, on this date, February 23, 2026, resolved to nominate Ginger Carrabine for the Texas Association of School Boards' Superintendent of the Year award. This nomination is made in recognition of her exemplary and visionary leadership, distinguished by meaningful family and community engagement and measurable improvements in student growth and performance. Her leadership reflects a collaborative, team-centered approach to serving and supporting both staff and students.

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Bryan Independent School District at a called meeting on February 23, 2026, with a quorum of the Board of Trustees then present. It was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

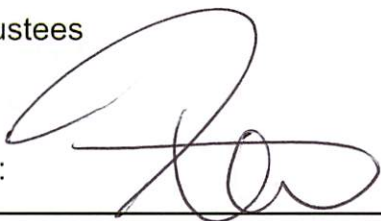
Ayes: 6 Nays: 0 Abstentions: 0

By: 
Joel Bryan
President, Bryan ISD Board of
Trustees

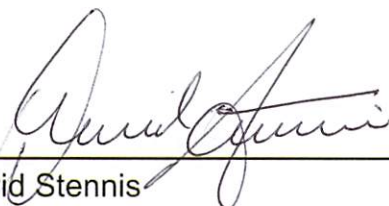
By: 
Felicia Benford
Vice President, Bryan ISD Board of
Trustees

By: 

Ruthie Waller
Secretary, Bryan ISD Board of
Trustees

By: 


Tim Pavlas
Member, Bryan ISD Board of
Trustees

By: 

David Stennis
Member, Bryan ISD Board of
Trustees

By: _____

Julie Harlin-Wolf
Member, Bryan ISD Board of Trustees

By: 

David Stasny
Member, Bryan ISD Board of Trustees

13.D. Consider approval of a purchase over \$50,000 for the contract for E-Rate Category 2 Internal Connections

Bryan 2026 Bid Evaluation Matrix
 Service description: Internal Connections

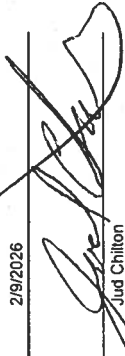
School Name: Bryan ISD

Factor(s)	Total Pts.	RockIT Cisco	RockIT HPE/Aruba	MGT Impact Solutions Juniper / Mist	H5 Strategic Alliances Fortinet	ConvergeOne, Inc. (C1) Extreme Networks
		SPIN 143037499	SPIN 143037499	SPIN 143035183	SPIN 143052389	SPIN 143011842
Network Refresh Year 1						
COST: Total Cost for Eligible Items (Highest pts to low cost - % to others)	35	34.24	18.42	9.62	6	35
TECHNICAL MERIT: Quality of proposed system/services	25	25	24	24	20	23
RFP COMPLIANCE: Ability for the vendor to follow RFP Guidelines	10	10	10	10	10	7
VENDOR:						
References/reputation	10	10	10	5	3	1
Similar projects	10	8	10	8	3	4
INSTALL/SUPPORT:						
Effort by BISD to implement	5	4	3	2	2	2
Support capability	5	5	5	3	3	1
Total Points	100	96.24	80.42	61.62	47	73
Winning Bidder: RockIT Cisco with EA QUOTE # 003941 V3						

Disqualified Bidders:	None
Reason for Disqualification:	N/A
Printed Name of person(s) evaluating:	Robert Hayes & Jud Chilton

Date of evaluation: 2/9/2026

Signature:  Rob Hayes

 Jud Chilton



BOARD AGENDA COVER SHEET

Date of Meeting	February 23, 2026	Type of Meeting	Night
Presenters	Rob Hayes & Julea Johnson		
Type of Presentation	Oral	Item Type	Contract, Purchase Request
Will there be a presentation or other documents given to the Board?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Agenda Item
Agreement with RockIT for Phase 1 Network Replacement and Cisco Enterprise Agreement

Explanatory Note/Funding Sources/Clarification
<p>Technology Services recommends RockIT as the winning vendor for Category 2 internal connections bid. This contract will provide best value for phase 1 of network refresh and required licensing. Enterprise Agreement Licensing will benefit all sites. Phase 1 of the network refresh will replace network equipment at Jane Long, Ross, Branch, Crockett, Fannin, and Navarro.</p> <p>In our RFP we award based on best value which considers many factors. The costs associated with switching ISPs, such as network consulting, diminish the cost savings offered by other bidders.</p> <p>If funded through E-RATE BISD will pay 15% of the bid price, totaling \$145,967.97</p>

Suggested Motion
<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> I move approval of the contract for leased internet service for one year, with four voluntary extensions as presented.

Board Goal(s) Addressed <i>(check all that apply)</i>	
<input checked="" type="checkbox"/>	1. Meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.
<input type="checkbox"/>	2. Bryan ISD will maintain a high-quality workforce to support student success.
<input checked="" type="checkbox"/>	3. Optimize resources to support district goals and student success.
<input type="checkbox"/>	4. Bryan ISD will successfully implement, monitor and evaluate the District Realignment Project.
<input type="checkbox"/>	5. Proactively improve communication and perception of BISD by engaging the students, community and district employees.

**BRYAN INDEPENDENT SCHOOL DISTRICT
PURCHASE AUTHORIZATION REQUEST**

In accordance with Policy CH (LOCAL) the following purchase request is being submitted for consideration:

VENDOR: RockIT Consulting LLC.	FUNDING AMOUNT: \$ 973,119.77
ADDRESS: 21239 Fm 529 Rd. Ste D	FUNDING SOURCE: Local/E-RATE
CITY, STATE ZIP: Cypress, Texas 77433	DATE REQUIRED: 02/23/2026

PURCHASING/BID METHOD: E-RATE Bid RFP#25.4012, Category 2

DESCRIPTION: The licensing requested will provide Bryan ISD with Cisco licensing and support for network equipment at all district sites. The hardware purchase is for phase 1 of our network refresh and will replace outdated equipment at Jane Long, Ross, Branch, Crockett, Fannin, and Navarro.

JUSTIFICATION: RockIT's Cisco Refresh with EA (enterprise license agreement) is the best value for Bryan ISD and allows for continued operation without the financial impact of onboarding a new vendor. If funded through E-RATE BISD will pay 15% of the bid price, totaling at a cost of \$145,967.97.

EFFECT ON FUTURE BUDGET YEAR: The Cisco Enterprise Agreement is for a 5 year term.

REQUESTED BY: Rob Hayes & Julea Johnson	DATE: 02/9/2026
--	------------------------

NORMA FRIDDLE, ASSIST SUPT OF BUS SERV	APPROVED: <input checked="" type="checkbox"/>	DENIED: <input type="checkbox"/>
GINGER CARRIBINE, INT. SUPERINTENDENT	APPROVED: <input checked="" type="checkbox"/>	DENIED: <input type="checkbox"/>

DATE OF BOARD MEETING: 02/23/2026	APPROVED: <input type="checkbox"/>	DENIED: <input type="checkbox"/>
--	---	---

BUSINESS OFFICE USE ONLY:

FORM 1295 REC'D: **YES:** **NO:**

PURCHASE ORDER NO: _____ **BUDGET TRANSFER REQUIRED:**

DATE ISSUED: _____ **YES:** **NO:**



E-RATE UPDATE 2026



E-RATE Program & Eligibility

The E-Rate program, administered by the FCC, provides discounts to schools and libraries to obtain affordable telecommunications and internet access, based on NSLP program numbers.

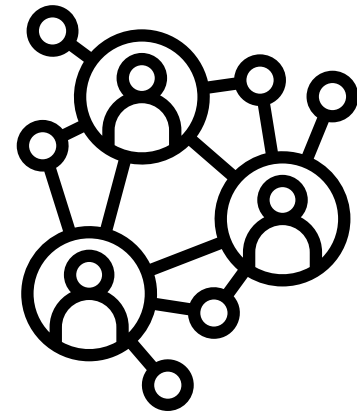
- **Category 1:** Services that bring network access into buildings.
 - Fiber cables, Internet Service
- **Category 2:** Services or goods that provide internet to devices inside buildings.
 - Backbone Infrastructure/Switches
 - Wireless Access Points
 - Licensing and Maintenance

Bryan ISD's Discount?



90% Category 1
85% Category 2

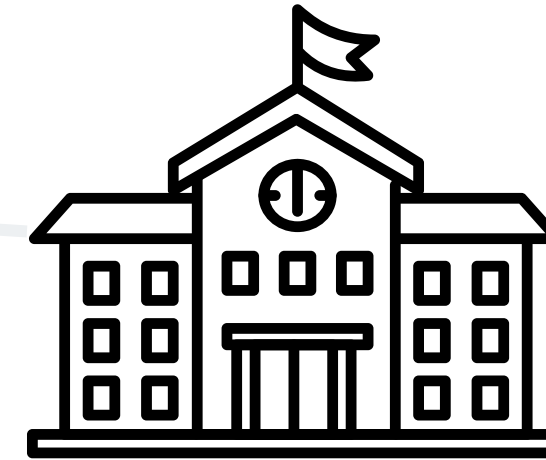
Category 2 Purchase Request



Cisco Enterprise
Licensing Agreement



Backbone Switches
Wireless



Campuses
5 Elementary
1 Intermediate
CTEC

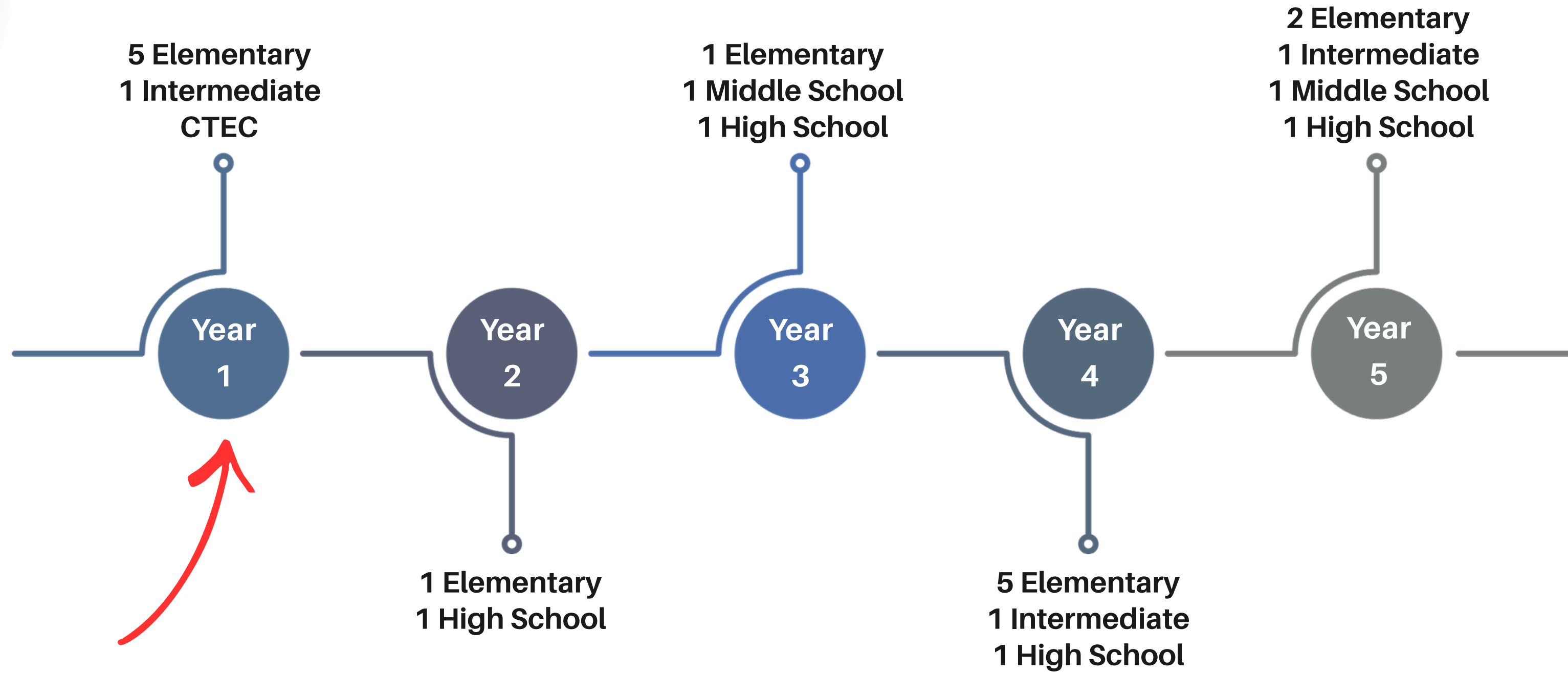
Without Discount
\$973,119.77



With Bryan ISD Discount
\$145,967.97

5 Year Network Replacement Plan

E-RATE 5 Year Funding Cycle in Bryan ISD



Questions?

13.E. Consider approval of contract for Phase 3 of Elementary Campuses Priority Renovation Projects

EVALUATION SUMMARY SHEET

Thursday, January 22, 2026 - 2:00 PM CST

Bryan Independent School District - Multi-Campus Renovations

Bryan ISD CSP #25.4013

Evaluation Criteria	Weight	M Scott Construction	FMG Construction Group	HCS Inc Commercial General Contractor	JaCody Construction	Spawglass Construction	Aggieland Construction	Majestic Services
Purchase Price	50.00	49.95	37.64	45.74	49.96	47.73	50.00	38.49
Quality of Work	10.00	10.00	9.13	6.33	10.00	9.73	10.00	0.00
Maintaning Schedule	10.00	10.00	9.67	7.00	10.00	9.67	10.00	0.00
Warranty Work	10.00	9.88	8.67	6.00	10.00	10.00	10.00	0.00
Propopsed Team <i>(PM & Sup)</i>	20.00	14.50	18.00	14.00	15.00	10.00	20.00	10.50
TOTAL	100.00	94.32	83.11	79.07	94.96	87.13	100.00	48.99
Percentage	100%	94%	83%	79%	95%	87%	100%	49%

PROPOSAL TABULATION SHEET

Thursday, January 22, 2026 - 2:00 PM CST

Bryan Independent School District - Multi-Campus Renovations

Bryan ISD CSP #25.4013

	M Scott Construction	FMG Construction Group	HCS Inc Commercial General Contractor	JaCody Construction	Spawglass Construction	Aggieland Construction	Majestic Services
BASE PROPOSAL NO.1 -	3,039,000.00	4,032,555.00	3,318,472.00	3,038,327.00	3,180,350.00	2,990,800.00	3,944,000.00
Add - Epoxy Grout						45,000.00	

13.F. Consider approval of a purchase over \$50,000 for the replacement of the water pipe at Crockett Elementary

13.G. Consider approval of a purchase over \$50,000 for Special Education Buses

Bryan ISD Quote Summary



The Bryan ISD Quote Summary sheet is to be used for purchases over \$3,000. In the shaded spaces below, the end user is to provide all applicable information necessary to make the final purchase. All Bryan ISD purchase requirements must be met for the quotes to be valid. A minimum of three (3) suppliers must be contacted.

Quote Information

Description: Sp Ed Bus Purchase

Date: 01.27.26

Campus/Dept: Transportation

Contact: Bryant Washington

Phone:

Supplier Information

Total # of Suppliers: 3

	Vendor 1	Vendor 2	Vendor 3
Company	Longhorn Bus Sales	Rush Truck Center	Thomas Bus Texas
Vendor #			
Address			
Contact			
Phone			
Email			
Quote #			
Quote Expire Date			
Response Type			
(Phone, Fax, Email, Other)			
Purchasing Coop/Bid #	Buyboard	Buyboard	Buyboard
Notes			

Quote Responses

	Item/Service Description	Qty	Unit	Vendor 1		Vendor 2		Vendor 3	
				Unit Price	Extension	Unit Price	Extension	Unit Price	Extension
1	54 Passenger Bus	2	each	\$ 153,567.00	\$ 307,134.00	\$ 145,880.00	\$ 291,760.00	\$ 162,500.00	\$ 325,000.00
2	Buyboard Fee	1		\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00
3					\$ -		\$ -		\$ -
4					\$ -		\$ -		\$ -
5					\$ -		\$ -		\$ -
6					\$ -		\$ -		\$ -
7					\$ -		\$ -		\$ -
8					\$ -		\$ -		\$ -
9					\$ -		\$ -		\$ -
##					\$ -		\$ -		\$ -
				Total	\$ 307,934.00	Total	\$ 292,560.00	Total	\$ 325,800.00

*Shipping/Freight (if applicable)

*All shipping/freight cost must be included in the total

Award Information

Recommended Vendor(s): Longhorn Bus Sales

Award Amount: \$ 307,934.00

Reason for Award:

14. Closed Session

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


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

14.C. Discuss Issues Related to the Purchase, Exchange, Lease, or Value of Real Property - Texas Government Code Section 551.072

15. Reconvene in Open Session

16. Adjourn

Posted: Tuesday, February 17, 2025 @ 5:00 PM



For the Board of Trustees