

Regular Meeting
Monday, May 11, 2026 5:30 PM

GISD Administrative Board Room
1615 St Lawrence St.
P O Box 157
Gonzales, Texas 78629

Agenda

1. Call to Order
Presenter: Board President
 - 1.A. Roll Call
Presenter: Board President
 - 1.B. Invocation:
Presenter: Truitt Schauteet
 - 1.C. Pledge:
Presenter: Maddie Haynes
 - 1.D. Mission Statement:
Presenter: Ellyse Kelley
2. Public Comments
Presenter: Board President
3. Recognitions

Presenter: Dr. Dana Arreola, Superintendent of Schools
4. New Business/Action Items
 - 4.A. Discuss and Consider Action to Administer the Certificate of Election and Statement of Elected Officer
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 4.B. Discuss and Consider Action to Administer the Oath of Office
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 4.C. Discuss and Consider Action on the Reorganization of Elected Officers
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 4.D. Consent Agenda

Discuss and Consider Action to approve the Consent Agenda
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 4.D.1. Minutes of Meetings:
 - 4.D.2. Budget Amendments:
 - 4.E. Discuss and Consider Action to Approve Change Order #1 for the Maintenance GMP #3 District-Wide HVAC Improvements project as part of the 2023 Bond Program
Presenter: Casey Sledge, Region XIII/Sledge Engineering; Dr. Dana Arreola, Superintendent of Schools
 - 4.F. Discuss and Consider Action on Site Marketing Agreement (SMA) with Diamond Communications

- Presenter:** Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of Schools
- 4.G. Discuss and Consider Action on Letter of Agreement with First Lockhart Bank for School Card Program
Presenter: Presleigh Bustos, Financial Operations Specialist; Dr. Dana Arreola, Superintendent of Schools
- 4.H. Discuss and Consider Action to Approve the Gonzales ISD Transition Plan for Bluebonnet Learning Instructional Materials
Presenter: Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools
- 4.I. Discuss and Consider Action to Approve a Lease Agreement for Copiers and Associated Budget Amendment
Presenter: Chema Chavez, Director of Technology; Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of Schools
- 4.J. Discuss and Consider Action Approve the Delegate/Delegate Alternate to the TASB Delegate Assembly
Presenter: Dr. Dana Arreola, Superintendent of Schools
- 4.K. Discuss and Consider Action to Approve the purchase of HMH materials for use in K-5 language arts
Presenter: Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools
- 4.L. Discuss and Consider Action on the 2026-27 Academic Calendar
Presenter: Dr. Dana Arreola, Superintendent of Schools
- 4.M. Discuss and Consider Action on Interlocal Cooperation Agreement with Waelder Independent School District for the Cooperative Disciplinary/Alternative Education Program
Presenter: Dr. Dana Arreola, Superintendent of Schools
- 4.N. Discuss and Consider Action on the Superintendent's Contract
Presenter: Justin Schwausch, Board President
5. Reports
- 5.A. 2023 Bond Program Monthly Update
Presenter: Casey Sledge, Region XIII/Sledge Engineering; Dr. Dana Arreola, Superintendent of Schools
- 5.B. Superintendent Reports
Presenter: Dr. Dana Arreola, Superintendent of Schools
6. Board Business
- 6.A. Board Correspondence
- 6.B. Dates of Interest
7. Adjourn to Closed session: Under Texas Government Code Chapter 551, The board will recess this open session and convene in a closed meeting to discuss items on the agenda. The board may conveniently meet in such a closed or executive session or meeting, concerning any and all subjects and for any and all purposes permitted by Texas government code chapter 551:
Presenter: Board President
- 7.A. Personnel

8. Reconvene to Open Meeting: The Board will take appropriate action on items, if necessary, as discussed in Closed Session
Presenter: Board President
9. Adjourn



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D'Anna Robinson

Josie Smith-Wright

Gloria Torres

GISD School Board Agenda Information Sheet
May 11, 2026

SUBJECT: Public Comments

RATIONAL SUMMARY:

The next item on the agenda is public comment. Before we begin, I will remind our audience members of the Board's procedures for handling public comments. The public comment portion of our meeting is available to members of the public who wish to address a meeting item on tonight's agenda or other matter pertaining to Gonzales ISD.

Anyone who wants to speak during public comments must sign in before the start of the meeting and list the agenda item they want to discuss. Each public comment speaker will be allowed a maximum of 5 minutes to address the Board. If necessary for effective meeting management, or to accommodate large numbers of individuals wishing to address the Board, we may shorten the time for each individual wishing to present comments. The public comment portion of the meeting will allow all speakers who have signed up before the start of the meeting to address the Board regarding an item on tonight's agenda. Persons requiring a translator will be given additional time.

Please keep your comments or criticisms civil and courteous. Please also avoid using profanity during your opportunity to speak. Last, we ask you not discuss students who are not your child.

If a speaker is seeking Board resolution of a specific complaint, that concern should be addressed through the district's grievance process. District policy DGBA has been established for addressing employee complaints, policy FNG is the avenue for filing parent complaints, and policy GF address community member complaints. Grievance forms can be obtained at the Gonzales ISD Administration Office.





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RECOGNITIONS

RATIONAL SUMMARY: This month, administration would like to recognize the contributions/accomplishments of the following individuals:

Administrator Responsible: Dr. Dana Arreola, Superintendent of Schools

- GPA
 - Dylan Rodriguez
 - Staff Member
 - Brooke Behlen
- GE
 - Eduardo Perez
 - Staff Member
 - Karsyn Roland
- GNA
 -
 - Staff Member
 -
- GJHS
 - Jonah Parker
 - Staff member
 - Connie Aleman
- GHS
 - Regional UIL Academics
 - Jennifer Ruddock
 - Athletics





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May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Administer the Certificate of Election and Statement of Elected Officer

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: GISD School Board Policy BBB (Legal) states:

"A certificate of election shall be issued to each elected candidate".

"Newly elected and appointed Board members, before taking the oath or affirmation of office and entering upon the duties of office, shall sign the required officer's statement. The statement shall be retained with the official records of the office."

Based on this requirement, the Superintendent will present D'Anna Robinson, (District 3), Jami Owens (District 5), and Ashley Molina, (District 6) elected officers with a Certificate of Election, and each shall sign the Statement of Officer form provided by the Secretary of State's office.

SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends that the Certificate of Election is presented to the elected officer D'Anna Robinson, (District 3), Jami Owens (District 5), and elected officer Ashley Molina, (District 6) and that they sign the Statement of Officer form.

MOTION: "I move that the board approve the recommendation that the Certificate of Election be presented to D'Anna Robinson, (District 3), Jami Owens (District 5), and Ashley Molina, (District 6), and that they sign the Statement of Officer form."



Certificate of Election



In the name and by the authority of

Gonzales Independent School District

THIS IS TO CERTIFY that

D'Anna Robinson

was duly elected for purposes of the May 2, 2026, election, pursuant to
the order declaring results of the Gonzales ISD Trustee Election issued
on May 11, 2026

**GONZALES INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE DISTRICT 3**

In testimony whereof, I have
hereunto signed my name and
caused the Seal of Gonzales
ISD to be affixed this the 11th
day of May, 2026.

Signature of Presiding Officer
Of Canvassing Authority

Certificate of Election



In the name and by the authority of

Gonzales Independent School District

THIS IS TO CERTIFY that

Jami Owens

was duly elected for purposes of the May 2, 2026, election, pursuant to
the order declaring results of the Gonzales ISD Trustee Election issued
on May 11, 2026

**GONZALES INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE DISTRICT 5**

In testimony whereof, I have
hereunto signed my name and
caused the Seal of Gonzales
ISD to be affixed this the 11th
day of May, 2026.

Signature of Presiding Officer
Of Canvassing Authority

Certificate of Election



In the name and by the authority of

Gonzales Independent School District

THIS IS TO CERTIFY that

Ashley Molina

was duly elected for purposes of the May 2, 2026, election, pursuant to
the order declaring results of the Gonzales ISD Trustee Election issued
on May 11, 2026

**GONZALES INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE DISTRICT 6**

In testimony whereof, I have
hereunto signed my name and
caused the Seal of Gonzales
ISD to be affixed this the 11th
day of May, 2026.

Signature of Presiding Officer
Of Canvassing Authority



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Gloria Torres

D'Anna Robinson

Ashley Molina

GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Administer the Oath of Office

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: GISD School Board Policy BBB (Legal) states:

"After the officer's statement has been signed and certificates of the election have been issued, but before entering upon the duties of the office, the Board member shall take the oath or affirmation of office and shall file it with the President of the Board."

Based on this requirement, D'Anna Robinson, Jami Owens and Ashley Molina will take the Oath of Office to serve as Gonzales ISD School Board Trustees.

SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends that the Oath of Office be administered to elected officers D'Anna Robinson, (District 3) , Jami Owens (District 5) and Ashley Molina, (District 6) by a Notary Public.

MOTION: "I move that the Oath of Office be administered to D'Anna Robinson, (District 3) , Jami Owens (District 5) and Ashley Molina, (District 6) by a Notary Public as presented."



Form 2204 - Oath of Office (General Information)

The attached form is designed to meet minimal constitutional filing requirements pursuant to the relevant provisions. *This form and the information provided are not substitutes for the advice and services of an attorney.*

Execution and Delivery Instructions

An Oath of Office that is required to be filed with the Office of the Secretary of State is considered filed once it has been received by this office. The Oath of Office may be administered to you by a person authorized under the provisions of Chapter 602 of the Texas Government Code. Authorized persons commonly used to administer oaths include notaries public and judges.

Mail: P.O. Box 12887, Austin, Texas 78711-2887.

Overnight mail or hand deliveries: James Earl Rudder Officer Building, 1019 Brazos, Austin, Texas 78701.

Fax: (512) 463-5569. If faxed, the original Oath should also be mailed to the appropriate address above.

Email: Scanned copies of the executed Oath may be sent to register@sos.texas.gov. If sent by email, the original Oath should also be mailed to the appropriate address above.

NOTE: *Do not have the Oath of Office administered to you before executing and filing the Statement of Officer (Form 2201 – commonly referred to as the “Anti-Bribery Statement”) with the Office of the Secretary of State.*

Commentary

Pursuant to art. XVI, Section 1 of the Texas Constitution, the Oath of Office *may not* be taken until a Statement of Officer (see Form 2201) has been subscribed to and, as required, filed with the Office of the Secretary of State. Additionally, gubernatorial appointees who are appointed during a legislative session *may not* execute their Oath until after confirmation by the Senate. Tex. Const. art. IV, Section 12.

Officers Required to File Oath of Office with the Secretary of State:

Gubernatorial appointees

District attorneys

Appellate and district court judges

Officers appointed by the supreme court, the court of criminal appeals, or the State Bar of Texas

Associate judges appointed under subchapter B or C, chapter 201 of the Texas Family Code

Directors of districts operating pursuant to chapter 36 or 49 of the Texas Water Code file a duplicate original of their Oath of Office within 10 days of its execution. Texas Water Code, Sections 36.055(d) and 49.055(d)

Officers Not Required to File Oath of Office with the Secretary of State:

Members of the Legislature elected to a *regular* term of office will have their Oath of Office administered in chambers on the opening day of the session and recorded in the appropriate Journal. Members elected to an *unexpired* term of office should file their Oath of Office with either the Chief Clerk of the House or the Secretary of the Senate, as appropriate.

All other persons should file their Oaths locally. Please check with the county clerk, city secretary or board/commission secretary for the proper filing location.

As a general rule, city and county officials do not file their oath of office with the Secretary of State—these officials file at the local level. The Legislature amended the Texas Constitution, Article 16, Section 1, in November 2001 to no longer require local level elected officials to file with our office.

The Office of the Secretary of State does NOT file Statements or Oaths from the following persons: Assistant District Attorneys; City Officials, including City Clerks, City Council Members, Municipal Judges, Justices of the Peace, and Police/Peace Officers; Zoning/Planning Commission Members; County Officials, including County Clerks, County Commissioners, County Judges (*except County Court of Law Judges who file with the Elections Division*), County Tax Assessors, and District Clerks; and Officials of Regional Entities, such as, Appraisal Review Districts, Emergency Service Districts, and School Districts (ISD's). Questions about whether a particular officer is a state-level officer may be resolved by consulting relevant statutes, constitutional provisions, judicial decisions, and attorney general opinions.

All state or county officers, other than the governor, lieutenant governor, and members of the legislature, who qualify for office, are commissioned by the governor. Tex. Gov't Code, Section 601.005. The Secretary of State performs ministerial duties to administer the commissions issued by the governor, including confirming that officers are qualified prior to being commissioned. Submission of this oath of office to the Office of the Secretary of State confirms an officer's qualification so that the commission may be issued.

Questions about this form should be directed to the Government Filings Section at (512) 463-6334 or register@sos.texas.gov.

Revised 9/2017

Submit to:
SECRETARY OF STATE
Government Filings Section
P O Box 12887
Austin, TX 78711-2887
512-463-6334
FAX 512-463-5569
Filing Fee: None



OATH OF OFFICE

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF TEXAS,
I, _____, do solemnly swear (or affirm), that I will faithfully
execute the duties of the office of _____ of
the State of Texas, and will to the best of my ability preserve, protect, and defend the Constitution and laws
of the United States and of this State, so help me God.

Signature of Officer

Certification of Person Authorized to Administer Oath

State of _____

County of _____

Sworn to and subscribed before me on this _____ day of _____, 20____.

(Affix Notary Seal,
only if oath
administered by a
notary.)

Signature of Notary Public or
Signature of Other Person Authorized to Administer An
Oath

Printed or Typed Name



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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on the Reorganization of Elected Officers

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: GISD School Board Policy BDAA (Legal) states:

"At the first meeting after each election and qualification of Board members, the members of the Board shall organize by selecting:

1. A president, who shall be a member of the Board.
2. A secretary, who may or may not be a member of the Board.
3. Such other officers and committees as the Board may deem necessary."

Based on this policy, the Board may choose to elect officers.

SUPERINTENDENT'S RECOMMENDATION: The Superintendent recommends that the Board approve the election of the elected officers.

MOTION: *I move that the Board accept the newly elected officers (names/positions) to serve as officers for the Gonzales ISD School Board.*

Board President: _____

Board Vice-President: _____

Secretary: _____





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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Approve the Consent Agenda

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY:

A. Meeting Minutes: April 13-Regular Meeting
April 21-Special Meeting
April 21-Special Meeting-Team of 8 Training

B. Budget Amendments:

SUPERINTENDENT'S RECOMMENDATION: APPROVE

MOTION: *I move that the Board approve the consent agenda, as presented.*



**2025-26 Proposed Budget Revision
General Operating Fund
Regular Board Meeting - May 11, 2026**

	Current Budget	Proposed Amendment	Proposed Revised Budget
REVENUES			
5700 Local Property Taxes	22,353,106		22,353,106
5700 Other Local Sources	1,043,876	450	1,044,326
5800 State Revenues	10,367,245		10,367,245
5900 Federal Sources	864,487		864,487
TOTAL REVENUES	34,628,714	450	34,629,164
EXPENDITURES			
0011 Instruction	17,670,195		17,670,195
0012 Instructional Resources & Media Services	264,900		264,900
0013 Curriculum & Staff Development	1,191,307		1,191,307
0021 Instructional Leadership	347,641		347,641
0023 School Leadership	2,044,799		2,044,799
0031 Guidance, Counseling, & Evaluation	1,383,535		1,383,535
0032 Social Work Services	171,689		171,689
0033 Health Services	449,726		449,726
0034 Student Transportation	1,666,731		1,666,731
0035 Food Services	540		540
0036 Co-Curricular/Extra-Curricular Activities	1,812,137		1,812,137
0041 General Administration	2,140,139		2,140,139
0051 Plant Maintenance and Operations	4,315,645		4,315,645
0052 Security & Monitoring Services	675,912		675,912
0053 Data Processing Services	1,909,439		1,909,439
0061 Community Services	16,138	450	16,588
0071 Debt Services	423,088		423,088
0081 Facilities Acquisition & Construction	75,939		75,939
0091 Contracted Inst Services Btw Public Schools	0		0
0099 Other Intergovernmental Charges	607,600		607,600
TOTAL EXPENDITURES	37,167,100	450	37,167,550
7913 Capital Lease Proceeds		49,039	49,039
8911 Operational Transfer Out	500		500
NET ACTIVITY	(2,538,886)	49,039	(2,489,847)

-\$450 Increase to Function 61 & Other Local Sources: Gift revenue from Episcopal Church & Barbara Hand for Special Prom



GISD School Board Agenda Information Sheet
May 11, 2026

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ACTION ITEM

SUBJECT: Discuss and Consider Action to Approve Change Order #1 for the Maintenance GMP#3 District-Wide HVAC Improvements project as part of the 2023 Bond Program

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent

RATIONAL SUMMARY:

The Board awarded GMP#3 to Weaver & Jacobs on 2/09/26 in the amount of \$3,620,486 which included the replacement of 78 HVAC units as follows:

- 49 at GHS, 14 at GNA, 8 at GES, 6 at GJH, 1 at EAC

Change Order #1 is to consider replacing/repairing an **additional** 21 HVAC units as follows:

- GNA: replace 2 RTUs, 6 split units
- GJH: repairing and upgrading 3 large split units (26 tons ea)
- GES: replace 1 split unit
- GHS: replace 6 split units at Field House, 3 large split units at Band Hall

This proposed work is entirely optional and is not required to complete the scope of work already awarded for GMP#3. This work will expand the improvement of District-Wide HVAC systems by continuing to replace older, higher maintenance units. If approved, most units will be installed by August 2026. A few units have a long-lead delivery schedule of approximately 20 weeks, meaning installation should be planned during either late fall 2026 (if certain building shut downs are acceptable) or Summer 2027 to minimize disruption. The pricing already includes multiple mobilizations for installation. All units will be ordered after approval to lock in pricing; deliveries will be scheduled after reviewing installation options with ISD Administration.

BUDGET INFORMATION

These projects are to be funded from the 2023 Bond Funds. The total for this Change Order is \$904,302.74 and includes \$140,000 in Owner and Contractor contingencies for items listed above. All Contingency and Allowance funds will be tracked, and all unused funds will remain with GISD

SUPERINTENDENT'S RECOMMENDATION: We recommend approving Change Order #1 for Maintenance GMP#3 in the amount of \$904,302.74 to Weaver & Jacobs for District-Wide HVAC Improvements as part of the 2023 Bond Program.

SAMPLE MOTION: *I move to approve Change Order#1 in the amount of \$904,302.74 for Maintenance GMP#3 District-Wide HVAC Improvements as part of the 2023 Bond Program.*





Priority Aged HVAC Units

ARCHITECT	VLK Architects, Inc Austin, Texas	CONTRACT	#2603 - Gonzales ISD Maintenance GMP #3 District Wide HVAC Replacements
PCO NUMBER/REVISION	1	CREATED DATE	03/31/2026
STATUS	pending	SCHEDULE IMPACT	No Impact
		FIELD CHANGE	no

CHANGE REASON: Priority Aged HVAC Units , North Ave, Jr High, GE & High School

PCO DESCRIPTION: North Ave, Replace Units RTU-E5 and E2 with Lennox units, With Curb adaptors and Split systems for Building G rooms 404 and adjacent rms with (6) Lennox split systems

JR High, Repair/Refurbish AHU & CU #1, 5, & 6 with (3) Carrier splits

GE, Replace Split system for Rm 304 @ Building ABwith (1) LENNOX split system

High School - Replace (5) Field House units with (6) Lennox 5 ton Split systems, Furnish and install three (3) Carrier split systems to match existing equipment at bandhall

All Units to be like for like utilize existing elect and drainage

Add \$122,074 HVAC Contingency & Possible extend general conditions if needed

TITLE	CATEGORY	TAXABLE	QTY	PRICE	AMOUNT
North Ave- Replace Units RTU-E5 and E2 with Lennox units, With Curb adaptors and Split systems for Building G rooms 404 and adjacent rms with (6) Lennox split systems	general		1	\$127,596.00	\$127,596.00
JR High, Replace units AHU & CU #1, 5, & 6 with (3) Carrier split systems, Selected equipment to be "like for like" with current R454B refrigerant gas	general		1	\$309,009.00	\$309,009.00
GE, Replace Split system for Rm 304 @ Building ABwith (1) LENNOX split system	general		1	\$15,529.00	\$15,529.00
High School - Replace (5) Field House units with (6) Lennox 5 ton Split systems, Furnish and install three (3) Carrier split systems to match existing equipment at bandhall	general		1	\$254,750.00	\$254,750.00
HVAC Contingency Allowance	general		1	\$140,000.00	\$140,000.00
Subtotal					\$846,884.00
Sales Tax					\$0.00
Insurance					\$0.00
Labor Burden					\$0.00

TITLE	CATEGORY	TAXABLE	QTY	PRICE	AMOUNT
				Bond	\$0.00
				OH & P	\$57,418.74
TOTAL					\$904,302.74

BY: _____

BY: _____

DATE: _____

DATE: _____

OWNER
Gonzales ISD
 926 St Lawrence
 Gonzales, Texas, 78629

CONTRACT CHANGE ORDER

PROJECT
#2603 | Gonzales ISD Maintenance GMP #3 District Wide HVAC Replacements
CONTRACT CHANGES ARE AS FOLLOWS

PCO #1

Details: North Ave, Replace Units RTU-E5 and E2 with Lennox units, With Curb adaptors and Split systems for Building G rooms 404 and adjacent rms with (6) Lennox split systems

JR High, Repair/Refurbish AHU & CU #1, 5, & 6 with (3) Carrier splits

GE, Replace Split system for Rm 304 @ Building ABwith (1) LENNOX split system

High School - Replace (5) Field House units with (6) Lennox 5 ton Split systems, Furnish and install three (3) Carrier split systems to match existing equipment at bandhall

All Units to be like for like utilize existing elect and drainage
 Add \$122,074 HVAC Contingency & Possible extend general conditions if needed

CO #1

04/27/2026

STATUS

 APPROVED

Original Contract Amount was	\$3,620,486.00
Previous Approved Change Orders	\$0.00
Previous Contract Amount Before this Change Order	\$3,620,486.00
This Change Order	\$904,302.74
New Contract Amount	\$4,524,788.74
The Contract Time will be changed by this amount of days.	0

***This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the owner and contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER

VLK Architects, Inc

Weaver & Jacobs Constructors, Inc

Gonzales ISD

ARCHITECT

CONTRACTOR

OWNER

SIGNATURE

SIGNATURE

SIGNATURE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

PRINTED NAME AND TITLE

DATE

DATE

DATE



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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on Site Marketing Agreement (SMA) with Diamond Communications

ADMINISTRATOR RESPONSIBLE: Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: In November 2025, representatives from TASB and Diamond Communications presented an opportunity for the district to allow marketing of its land to cellular carriers for potential cell tower lease agreements.

Representatives from both organizations will provide a refresher on the agreement terms.

The SMA is the initial operative document which allows Diamond to market the ISD's properties and create connectivity options for the ISD's review and approval. This is the only agreement the ISD needs to sign for Diamond to start the marketing process.

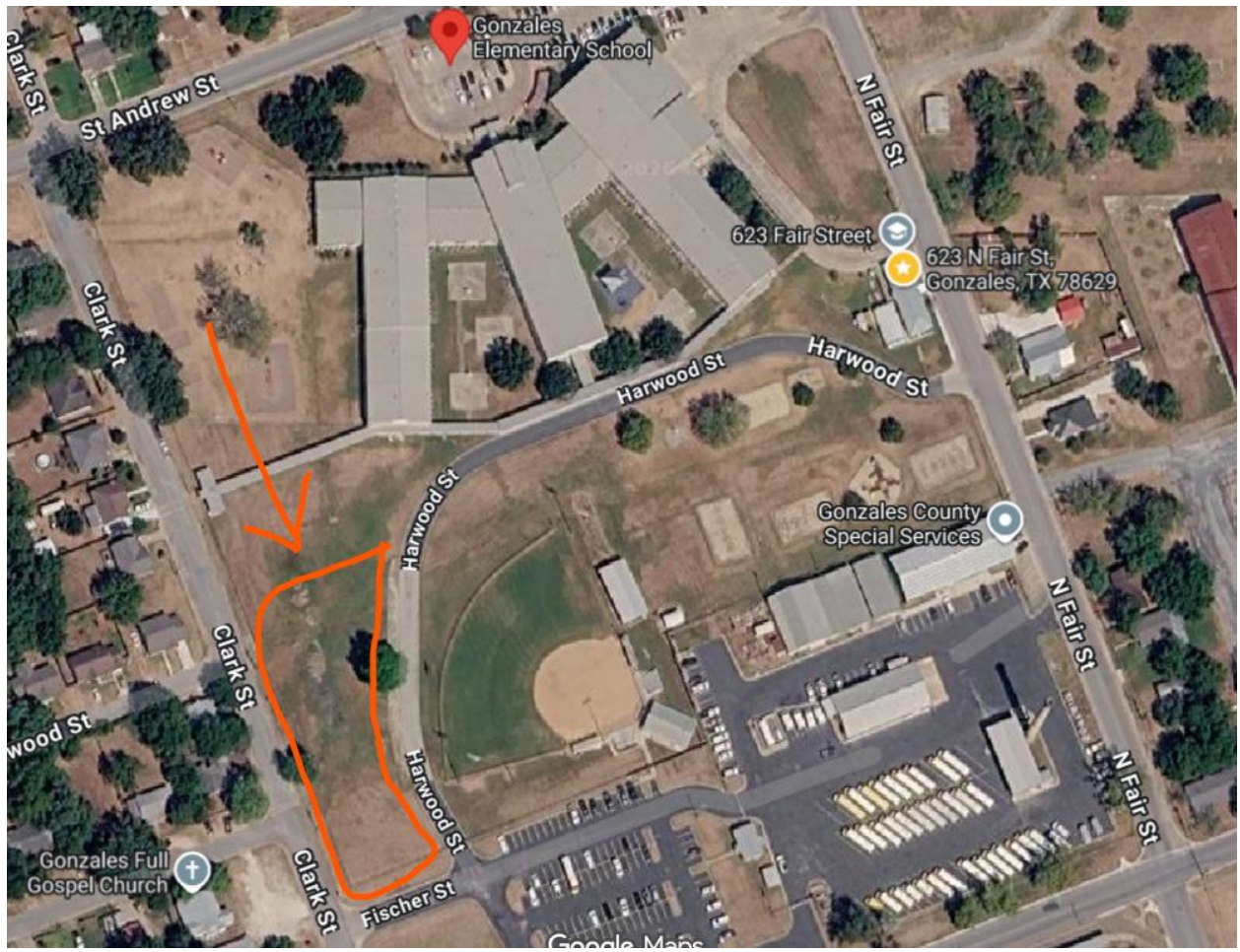
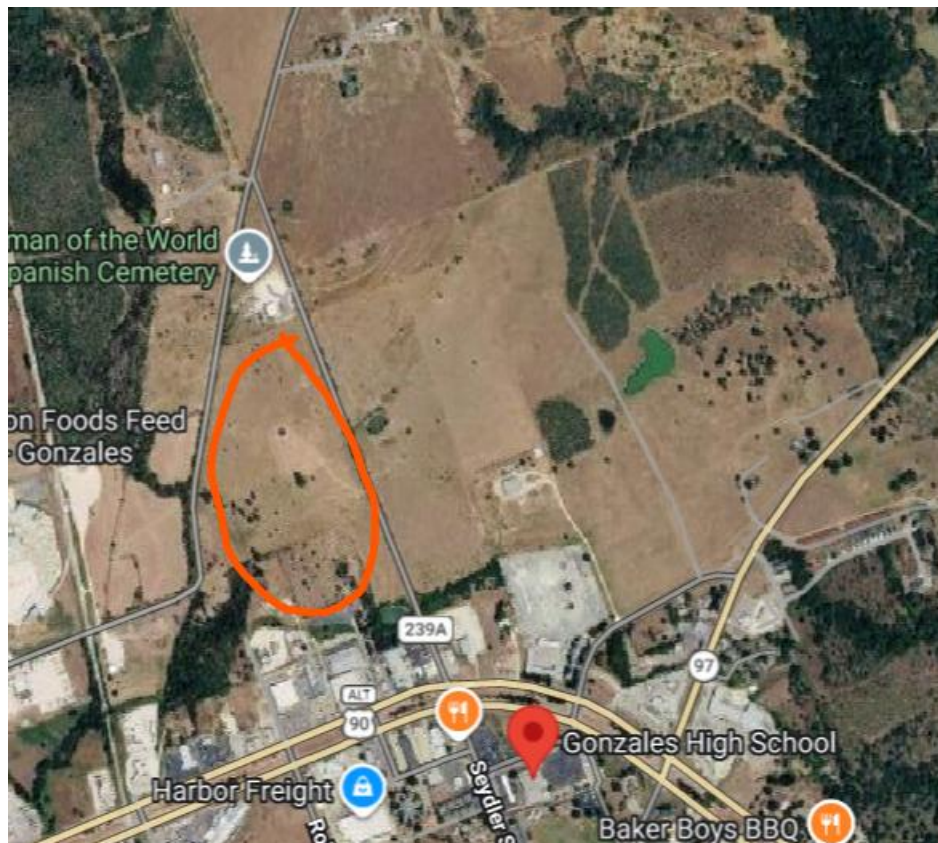
Administration recommends allowing the company to market the raw land north of GHS on the left side of the county road (opposite the CTE center) and a portion of the land at Gonzales Elementary.

Strategic Goal Area: 4 - Strategic Resource Management

SUPERINTENDENT'S RECOMMENDATION: Approve

SAMPLE MOTION: *"I move that the board approve the site marketing agreement, as presented."*





SITE MARKETING AGREEMENT

This Site Marketing Agreement (the “**Agreement**”) is made and entered into on the latest date set forth on the signature page below (“**Effective Date**”), by and between Diamond Towers V LLC, a Delaware limited liability company having an address at 120 Mountain Avenue, Springfield, New Jersey 07081 (“**Diamond**”), and Gonzales Independent School District, a Texas political subdivision having an address at 1615 Saint Louis Street, Gonzales, TX 78629 (“**Entity**”). Diamond and Entity shall each be referred to as “**Party**” and together as “**Parties**.”

WITNESSETH

WHEREAS, this Agreement covers those certain properties, towers, and other structures that are owned, leased, operated, or otherwise controlled by the Entity as designated on the attached Exhibit A, Included Properties, which is incorporated herein by reference for all purposes (each, a “**Property**,” and collectively the “**Properties**”); and

WHEREAS, Entity has determined that a public purpose may be served by the development of wireless communication infrastructure on the Properties; and

WHEREAS, Entity desires to retain Diamond to exclusively market existing wireless infrastructure and manage the development of new or expanded wireless communication infrastructure on the Properties, including existing and newly developed structures for macro sites and small cells. These services will include marketing the Properties to any wireless communication operators or other tenants (each a “**Tenant**” or, if more than one, “**Tenants**”) interested in locating communications equipment on or in (a) existing towers, buildings, rooftops, kiosks, or other existing structures located on the Properties (each, an “**Existing Structure**”) and (b) new structures built on the Properties (each, a “**New Structure**”); and

WHEREAS, Diamond, having expertise in the field of telecommunications site management and development, is agreeable to being Entity’s exclusive representative for purposes of marketing the Properties to potential Tenants as described herein;

NOW, THEREFORE, in consideration of the mutual promises contained herein and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Entity and Diamond agree as follows:

Section 1. Engagement:

Entity hereby grants Diamond the exclusive right during the Term, as herein defined, to market the Properties for telecommunication use by Tenants, including without limitation macro site infrastructure and small cell infrastructure. Any Property that Entity wishes to include in Diamond’s exclusive marketing rights is set forth in Exhibit A, Included Properties, attached hereto. The Parties may mutually agree to update Exhibit A from time to time during the Term to add properties to the list of “Properties” for which Diamond will have the exclusive right and license to market hereunder, provided that any such updates to Exhibit A are approved and signed by authorized representatives of each Party. Further, Entity reserves the right to remove any

Property from the list by notifying Diamond in writing if the Property is required for Entity purposes.

Section 2. Duties of Diamond and Entity – Roles and Responsibilities:

- 2.1 Diamond shall utilize its sales force to market the Properties to Tenants. The marketing may include the following:

2.1.1 The development and distribution of Entity and Property-specific marketing materials, including presentations and marketing sheets which highlight attributes of the locations and carrier coverage analysis;

2.1.2 Incorporation of the Properties and Existing Structures into Diamond's database for marketing to potential Tenants; and

2.1.3 Meetings with wireless communication companies, including Verizon, AT&T, T-Mobile, Dish Network, and cable companies, among others, to market the Properties.

- 2.2 Following a potential Tenant's indication of interest to colocate or attach wireless communications equipment on a Property, Diamond shall submit information on the potential colocation or attachment to Entity for review, including the form of agreement as follows: (i) a lease/sublease agreement between Entity and Diamond for a colocation on an Existing Structure (a **"Colocation Agreement"**) utilizing the form attached hereto as Exhibit B, with Diamond leasing space from Entity on the Existing Structure and subleasing or licensing that space to the Tenant pursuant to an agreement between Diamond and Tenant, or (ii) a ground lease agreement (a **"Ground Lease Agreement"**) between Entity and Diamond for a colocation of a New Structure utilizing the form attached hereto as Exhibit C with Entity leasing an agreed upon portion of the applicable Property to Diamond for the construction, ownership, operation, and maintenance by Diamond of any such New Structure. The terms Colocation Agreement and Ground Lease Agreement may collectively be referred to as the **"Leases"** or individually as a "Lease.") In each of romanette (i) and (ii) above, Diamond will be granted a leasehold interest in the applicable Property, subject to the terms and conditions herein. Whether or not to accept any Lease, and on what terms, shall be in the sole discretion of Entity. Nothing herein shall require Entity to enter into any Lease or other agreement. No Lease or other agreement shall be effective unless and until all requisite approvals have been received by Entity including, as necessary, approval of its governing body. Diamond acknowledges that any Lease provided herein is an ancillary use of Entity's Property, and nothing in this Agreement shall interfere with the Property's use for Entity's purposes. Entity, by and through its governing body, retains ultimate and exclusive authority to control all aspects of the Property's use, including the right to determine at any time that a Property may be withdrawn from consideration for a Lease transaction.

- 2.3 In relation to any opportunity generated under this Agreement, Diamond shall provide Entity services including consulting; project management; regulatory and zoning approvals; community outreach; site management; existing tenant management (if applicable) site administration; and any other services agreed between the Parties. Diamond shall be responsible for compliance with all applicable local, state, and federal laws and regulations related to use of all Properties pursuant to this Agreement.

Section 3. Access to the Properties:

- 3.1 Entity acknowledges that, for Diamond to perform its duties, Diamond and its agents will require access to the Properties. Diamond shall have the right, upon prior notice to Entity as set forth herein, to grant access to and from the Properties to Diamond's employees and agents, and any Tenants, so long as the same does not interfere with Entity's use of the Properties and is for the purposes of facilitating Diamond's rights and obligations under this Agreement. When accessing any Property, Diamond, its employees, agents, and any Tenants shall comply with all Entity safety, security, and access protocols and requirements. Diamond shall provide Entity's designated contact (as listed in this agreement or as may be updated by Entity in writing) with at least seventy-two (72) hours' written notice prior to accessing any Property. Entity shall provide any safety, security, and access protocols for such Property to Diamond upon such request for access.

Entity Contact for Property Access: Amanda Smith, Chief Financial Officer /
Phone: 830-672-9551

Section 4. Term and Compensation:

- 4.1 The term of this Agreement shall commence on the Effective Date and, unless terminated earlier as provided herein, shall continue in effect for a period of five (5) years following the Effective Date (the "**Initial Term**"). This Agreement may be extended for an additional five (5)-year term ("**Extension Term**") upon the mutual consent of Entity and Diamond, including receipt of all requisite approvals. The Initial Term and Extension Term may be collectively referred to as the "**Term.**"
- 4.2 Entity shall have no obligation to compensate Diamond for any services performed pursuant to this Agreement. Diamond shall be responsible for all costs incurred in performance and shall have no right to reimbursement from Entity for any of its expenses, including without limitation expenses incurred for securing necessary permits and approvals to construct or install wireless communication equipment and related structures. Diamond acknowledges that it has received consideration for the performance of its obligations under this Agreement by virtue of the right granted to enter potential Lease transactions.

- 4.3 The compensation owed by Diamond to Entity related to any Lease shall be as further described in Exhibit D, attached hereto and made a part hereof. Diamond's payment of any compensation to Entity will be as set forth in the applicable Lease.

Section 5. Insurance:

- 5.1 Diamond shall maintain in full force and effect throughout the Term commercial general liability insurance with a combined single limit of at least One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate, which insurance shall name Entity as an additional insured.
- 5.2 Diamond shall purchase and maintain Workers' Compensation as required by statute and Employer's Liability insurance.
- 5.3 Diamond shall purchase and maintain business automobile liability insurance, applying to owned, non-owned, and hired automobiles in an amount not less than \$1,000,000 for bodily injury, including death to any one person, and for property damage on account of any one occurrence. The policy shall insure any vehicle used in connection with Diamond's obligations under this Agreement. A "Waiver of Subrogation" in favor of Entity shall be provided.
- 5.4 Diamond shall purchase and maintain professional liability insurance that will cover all acts, errors, or omissions and breach or disclosure of personal information by Diamond in the amount of \$1,000,000 per claim, with an annual aggregate of at least \$2,000,000.
- 5.5 Diamond shall promptly, upon execution of this Agreement and on an annual basis throughout the Term, furnish certificates of insurance and proof of the required insurance and endorsements demonstrating compliance with the above requirements. Certificates shall indicate the name of the insured, the name of the insurance company, the name of the agency/agent, the policy number, the term of coverage, and the limits of coverage.
- 5.6 All insurance carriers will carry and A.M. Best rating of A- or better and be of a financial size category of VIII or larger.

Section 6. Indemnification:

Diamond agrees to indemnify, defend, and hold Entity harmless from and against any and all third party claims, injury, loss, damage, liability, costs or expenses (including reasonable attorneys' fees and court costs) incurred by or asserted against Entity arising from Diamond's negligent acts or omissions, or Diamond's intentional acts, related to the activities set forth in this Agreement. Notwithstanding the foregoing, to the extent permitted by law, Diamond's obligations under this Section shall not apply to any claim or liability to the extent determined by a court, arbitrator, or tribunal of competent jurisdiction to be based upon the negligence, recklessness, or willful behavior of Entity.

Section 7. Termination for Default:

- 7.1 In the event of a material breach of this Agreement (a “**Default**”) by either Party, the non-defaulting Party shall provide the defaulting Party with a written notice of said Default, providing the defaulting Party with at least thirty (30) days to remedy said Default; provided, however, that if any such Default is not capable of being cured within the requisite period of time, then so long as the Party charged with the Default has diligently pursued such cure of the Default within the prescribed period and continues to diligently pursue cure, such Party shall be given the reasonably necessary time, as determined in the reasonable discretion of the non-defaulting party, to cure the Default. If the Default continues after said cure period, the non-defaulting Party may immediately terminate this Agreement.
- 7.2 **Termination by Entity:** Entity may terminate this Agreement upon ninety (90) days’ written notice to Diamond if (i) within three (3) years of the Effective Date, Diamond’s marketing efforts have failed to yield any executed Lease agreements with Tenants regarding the Properties or (ii) the needs of Entity require other use of the Properties as determined in Entity’s sole discretion. Termination of this Agreement pursuant to this Section 7.2 shall not terminate any active Leases, which Leases may only be terminated by their own terms. Notwithstanding the foregoing, and to the extent such termination is not due to subsection (ii) above, if Diamond has received bona fide interest from a Tenant to collocate on a Property within three (3) years of the Effective Date, Diamond shall be entitled to continue working with such Tenant, post termination, to finalize a Lease. Such Lease shall remain subject to the terms and conditions of this Agreement. For purposes of this Section, “bona fide interest” means a proposal, written expression of interest regarding a specific Property or Properties, commencement of formal negotiation of terms, or other documented expression of specific intent or interest by a potential Tenant regarding a Property. “Bone fide interest” shall not include receipt, general response, or informal communications regarding marketing of properties not specific to a particular Entity Property or Properties.

Section 8. Successors and Assigns:

This Agreement may not be transferred or assigned by Diamond without the express written consent of Entity. To the extent permitted by law and if a transfer or assignment is agreed to by Entity, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of Entity and Diamond.

Section 9. Entire Agreement:

This Agreement and the related agreements referred to herein and attached hereto constitute the entire agreement between the Parties with respect to the subject matter herein and shall supersede all prior agreements and understandings, oral or written, between the Parties hereto concerning the subject matter of this Agreement. No Party has made any oral or written representation other than

those set forth in this Agreement, and no Party is entering into this Agreement in reliance on any representation other than those set forth in this Agreement.

Section 10. Notices:

Any notice, approval, waiver, objection, or other communication (“Notice”) required or permitted to be given hereunder or given in regard to this Agreement by one Party to the other shall be in writing and the same shall be given and be deemed to have been served and given: (a) if hand delivered, when delivered in person to the address set forth hereinafter for the Party to whom notice is given; (b) if mailed United States mail, postage prepaid, by Certified Mail, Return Receipt Requested, when delivered; or (c) if by overnight delivery by a nationally recognized courier, when received by the other Party. Any Party may change its address for notices by notice theretofore given in accordance with this Section 10:

If to Entity, to:

Gonzales Independent School District
1615 Saint Louis Street
Gonzales, TX 78629
Attn: Amanda Smith

If to Diamond, to:

Diamond Towers V LLC
120 Mountain Avenue
Springfield, New Jersey 07081
Attention: Legal Department

Section 11. Headings:

The headings within this Agreement are intended solely for the convenience of reference and shall not be considered in construing this Agreement.

Section 12. Governing Law:

This Agreement shall be governed in accordance with the laws of the State of Texas, without regard to that State’s conflicts laws.

Section 13. Representations and Warranties:

- 13.1 Each Party represents and warrants to the other Party that the execution and delivery of the Agreement and the performance of such Party’s obligations hereunder have been duly authorized and that the Agreement is a valid and legal agreement binding on the Party and is enforceable in accordance with its terms.
- 13.2 Diamond represents and warrants that (1) it does not, and shall not for the duration of this Agreement, boycott Israel or (2) the verification required by Section

2271.002 of the Texas Government Code does not apply to this Agreement. If circumstances relevant to this provision change during the course of the contract, Diamond shall promptly notify Entity. Further, Diamond shall cooperate with any request by Entity to provide such further information and certifications as Entity may require to establish compliance with Texas Government Code Chapter 2271.

13.3 Diamond represents and warrants that (1) it does not, and will not for the duration of this Agreement, boycott energy companies or (2) the verification required by Section 2274.002 of the Texas Government Code does not apply to this Agreement. If circumstances relevant to this provision change during the course of this Agreement, Diamond shall promptly notify Entity. Further, Diamond shall cooperate with any request by Entity to provide such further information and certifications as Entity may require to establish compliance with Texas Government Code Chapter 2274.

13.4 Diamond verifies that (1) it does not, and will not for the duration of this Agreement, have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association or (2) the verification required by Section 2274.002 of the Texas Government Code does not apply to this Agreement. If circumstances relevant to this provision change during the course of this Agreement, Diamond shall promptly notify Entity. Further, Diamond shall cooperate with any request by Entity to provide such further information and certifications as Entity may require to establish compliance with Texas Government Code Chapter 2272.

Section 14. Public Information Act. Diamond acknowledges that Entity must and will comply with Texas Government Code, Chapter 552, the Texas Public Information Act (“PIA”) in the release of information, including this Agreement, any Lease, and any information which may be received or produced under this Agreement. Entity will use reasonable efforts to notify Diamond if a request for public information is received which may require Entity to disclose any portion of the information provided by Diamond or any other material that Diamond has clearly marked as proprietary, confidential, or otherwise exempt from disclosure under the PIA so as to allow Diamond the opportunity to seek to protect such materials from public disclosure. However, Diamond acknowledges and agrees that Entity (i) is not obligated to assert or argue on behalf of Diamond that any information provided to Entity is exempt from disclosure, (ii) will disclose information when required by the PIA, and (iii) shall not be liable for the disclosure of any information submitted by Diamond.

Section 15. Limitation on Damages. Neither Party, nor any of the Parties’ respective parents, subsidiaries, affiliates, governing body members, directors, officers, partners, shareholders, members, employees, agents, successors, or permitted assigns, will be liable for any special, incidental, indirect, exemplary, punitive or consequential damages of any kind whatsoever, including lost profits, lost revenues, lost data, and other economic losses, however caused and regardless of whether such damages are foreseeable or whether a Party has been advised of their possibility. These limitations on damages will apply regardless of whether the liability arises out of breach of contract, tort, indemnity, or any other theory.

IN WITNESS WHEREOF, this Agreement shall become effective on the Effective Date:

ACCEPTED BY:

Gonzales Independent School District

BY: _____

PRINT NAME: Justin Schwausch

TITLE: Gonzales Independent School District Board President

DATE: _____

ACCEPTED BY:

Diamond Towers V LLC

BY: _____

PRINT NAME: Michael G. Brett

TITLE: COO

DATE: _____

EXHIBIT A
Included Properties

Gonzales Elementary School: 1600 Saint Andrew Street, Gonzales, TX 78629

CRs 239 and 239A, Gonzales, TX 78629



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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on Letter of Agreement with First Lockhart Bank for School Card Program

ADMINISTRATOR RESPONSIBLE: Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: Administration recommends entering into an agreement with First Lockhart Bank that would allow the bank to use the district's logo (as approved by administration) in exchange for revenue to GISD.

To clarify, this is not an agreement for the management of the district's funds. Instead, this agreement allows First Lockhart Bank's customers to obtain a debit card with the GISD logo on it. Each time they swipe their GISD-logo card, the district gains \$0.05 in revenue. In year 1, the minimum revenue guaranteed is \$1,500.

An example of the Lockhart ISD card is included.

Strategic Goal Area: 4 - Strategic Resource Management

SUPERINTENDENT'S RECOMMENDATION: Approve

SAMPLE MOTION: *"I move that the board approve the letter of agreement and authorize the superintendent to finalize, as presented."*





**Letter of Agreement for Gonzales ISD
School Card Program**

April 15th, 2026

The School Card (Visa) Debit Card program is an agreement between Gonzales ISD and First Lockhart Bank. By accepting the terms of the program, Gonzales ISD agrees to allow First Lockhart Bank to be the provider of (Visa) Debit Cards for Gonzales ISD. Gonzales ISD also grants to First Lockhart Bank the right to use Gonzales ISD's name, logo and artwork in the design of a unique debit card (both plastic and digital wallet versions, when applicable), and in all supporting marketing materials including, but not limited to, newspaper ads, direct mail pieces, banners, social media and brochures.

In return, First Lockhart Bank agrees to pay proceeds of \$0.05 from each transaction used with a School Card. This will be paid out at the end of each school year. To start, First Lockhart Bank has agreed to contribute \$1,500.00 at the beginning of the 2026-2027 school year. Agreement may be terminated by either party with a 30-day written notice. Terms of this agreement should remain confidential.

Gonzales ISD
Authorized Representative

First Lockhart Bank
Authorized Representative

Date: _____

Date: _____



Dear Members of the School Board,

On behalf of First Lockhart Bank, we would like to express how proud we are to be the first bank to bring forward this partnership opportunity to Gonzales ISD through the use of the District's logo on our bank-issued debit cards.

This program is structured as a collaborative partnership designed to return value to Gonzales ISD through everyday debit card usage. For every transaction made using the school-branded debit card, First Lockhart Bank will contribute \$0.05 per swipe back to the District, representing a portion of the interchange revenue earned on those transactions. This partnership allows us to invest in the community and build goodwill by directly supporting Gonzales ISD. There is no cost to either the District or cardholders.

In addition, to demonstrate our commitment and to recognize that it takes time for card usage to build, First Lockhart Bank will provide an upfront \$1,500.00 contribution to Gonzales ISD as a good-faith gesture at the beginning of the 2026-2027 school year.

It would be an honor for First Lockhart Bank to partner with the District to launch this program, and we are excited about the positive impact it can have on students, teachers, and the broader Gonzales community. While exclusivity is not a requirement for us, we are proud to bring this idea forward and look forward to supporting Gonzales ISD through this partnership and other opportunities in the future.

At First Lockhart Bank, we value long-term relationships and are committed to supporting Gonzales ISD in meaningful ways for years to come.

Thank you for your time and consideration.

Sincerely,

Kyle M. Kusak

Gonzales/Shiner Market President | Senior Vice President

NMLS # 1280743

P.O. Box 600, 316 N Avenue E, Shiner, Texas 77984

tel. 361.594.6016 | fax 361.594.6048 | Cell. 361.772.1380







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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to approve the Gonzales ISD Transition Plan for Bluebonnet Learning Instructional Materials

ADMINISTRATOR RESPONSIBLE: Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: When a district adopts Bluebonnet Instructional Materials, it is required to develop and have on file a transition plan for those materials. This plan requires board approval and then must be kept on file in the district.

Last month, the board approved the Certification of Instructional Materials, which included Bluebonnet Learning Materials for math in grades K-2 and in secondary math grade 6-Algebra II. To continue implementation of those materials, we need approval of this transition plan.

SUPERINTENDENT'S RECOMMENDATION: Approve

SAMPLE MOTION: I move that the Board approve the Gonzales ISD Transition Plan for Bluebonnet Learning Materials for the 2026-2027 school year.



LEARNING TODAY,
LEADING TOMORROW

Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials (2026)

Overview

The **OER Transition Plan for Bluebonnet Learning Instructional Materials** is designed to support school districts and open-enrollment charter schools in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §[67.1315](#) for access to the funding entitlement in Texas Education Code (TEC), §[48.308](#).

Each section of this transition plan provides context for action items, key questions to consider, and additional resources to support the development of a strong and effective transition plan. Read all the information provided carefully and provide clear, detailed responses in the ‘Take Action’ sections.

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Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

OER Transition Plan for Bluebonnet Learning Instructional Materials Webinar

The OER Transition Plan for Bluebonnet Learning Instructional Materials webinar is an extensive resource with information about House Bill (HB) 1605, an overview of the transition plan, and a step-by-step breakdown of the transition plan template.

- [Webinar \[VIDEO, 2025\]](#)
- [Webinar Slide Deck \[PDF, 2025\]](#)
- [OER Transition Plan Updated Exceptions \[PDF, 2026\]](#)

Crofton ISD Sample Transition Plan

The sample transition plan is intended to prepare school districts and open-enrollment charter schools for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

A completed sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials has been created as a model for districts to use in understanding the purpose and expectations of each action item response. The completed sample document has been created using a sample district named Crofton ISD.

Please note that this is an example and each school district and open-enrollment charter school developing and adopting a transition plan needs to reflect and review its own needs and respond accordingly.

- [Crofton ISD Sample Transition Plan \[PDF\]](#)

Bluebonnet Learning Access

Some action items in the transition plan require information, like instructional minutes and internalization protocols, from the Bluebonnet Learning instructional materials. Any information needed from Bluebonnet Learning K–5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found through the [Bluebonnet Learning Portal](#). Some resources are included in the [Bluebonnet Learning Leader Resources](#) folder (2025 adoption).

If you have trouble accessing any documents or cannot find the information you need, please submit a [Instructional Materials HelpDesk Ticket](#).

Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use the materials. They establish clear expectations for use and implementation of the materials and ensure that school and district structures—including scheduling, staffing, professional learning offerings, and assessment practices—support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms.
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials.
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for instructional coaches and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the school district or open-enrollment charter school. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. School districts and open-enrollment charter schools will report on the completion of the transition plan through EMAT.

Action 1: Setting Implementation Goals

1A: Implementation Framework

Review the **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Key Questions to Consider:

- What are the key actions and tasks associated with each phase of implementation?
- How do responsibilities compare across various stakeholder roles?
- Are we entering the upcoming school year at the initial or deeper phase of implementation?
- Which outcomes and look-fors are most relevant to our context?
- How might we use these resources to engage stakeholders?

Resources:

- [OER Implementation Framework](#) - This framework highlights essential tasks associated with different stakeholder groups across the three phases of implementation.
- [OER Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [OER Implementation Best Practices](#) - This resource provides guiding information to system leaders new to implementation on best practices that support effective implementation.

TAKE ACTION: Implementation Framework

Describe the phase of Bluebonnet Learning implementation (initial or deeper) for the start of the upcoming school year:

During the 2025-26 school year, Gonzales Elementary School piloted Bluebonnet Math in Grades K-2. Classroom visits and student growth data both indicated the value in this HQIM. Thus, as the district began considering a math adoption for math in grade 6-Algebra II, Bluebonnet resources through Carnegie Learning were a top contender.

Implementation of Bluebonnet math materials at Gonzales Elementary will be in the deeper phase; in grades 6-Algebra II implementation is in the initial phase.

1B. Implementation Goals

Based on the implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and create a progress monitoring timeline.

Please note that using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

Key Questions to Consider:

- Which look-for(s) associated with each goal area will we focus on this year?
- What needs to be added to format the goals as SMART goals?
- For Progress Monitoring: How will data be collected and analyzed? When will goals be reviewed and adjusted?

Resources:

- [OER Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation (FOI) Look-Fors, these classroom and PLC observation tools can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting FOI observation cycles.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- Goal:
 - Gonzales Elementary: 100% of teachers implement all aspects of Bluebonnet math by MOY
 - Gonzales Junior High and High School: 100% of teachers implement the materials consistently by MOY
 - Measure(s): Classroom walkthroughs
 - Frequency: Minimum monthly walkthroughs of each classroom using Learning Walk Tools and Companion Guide
 - Progress Monitoring: Quarterly data review and reflection using both qualitative (walkthrough) and quantitative (assessment result) data
-

Goal Area: Stakeholder Investment

- Goal:

- Gonzales Elementary: 85% of teachers, leaders, and students report high self efficacy in their use of HQIM on stakeholder surveys by EOY
 - Gonzales Junior High and High School: 85% of teachers and leaders report high confidence in the OER materials by EOY
 - Measure(s): Stakeholder survey
 - Frequency: Three times per year (BOY, MOY, EOY)
 - Progress Monitoring: Analyze and synthesize survey data within one week of administration
-

Goal Area: Teacher Practice

- Goal:
 - Gonzales Elementary: 90% of teachers use units/lesson internalization protocols at each weekly PLC; student work is part of instructional decision-making at least once monthly
 - Gonzales Junior High and High School: 90% of teachers use units/lesson internalization protocols at each weekly PLC
 - Measure(s): PLC observations and review of annotations
 - Frequency: Observe at least one PLC per grade/subject per month; review teacher annotations monthly
 - Progress Monitoring: Monthly data review and reflection
-

Goal Area: Student Outcomes

- Goal:
 - Gonzales Elementary: 100% of students engage with grade-level content from the OER and access built-in acceleration content
 - Gonzales Junior High and High School: 100% of students engage with grade-level content from the OER and build familiarity with embedded routines and strategies
 - Measure(s): Classroom walkthroughs
 - Frequency: Minimum monthly walkthroughs of each classroom using Learning Walk Tools and Companion Guide
 - Progress Monitoring: Quarterly data review and reflection using both qualitative (walkthrough) and quantitative (assessment result) data
-

ACTION 2: Creating the Conditions for Success

2A. Materials Access

Develop a plan for timely access to materials and related manipulatives through Bluebonnet Learning procurement and distribution.

Key Questions to Consider:

- Is there a procurement process in place that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution process in place that will ensure efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), instructional coaches, and school leaders have clear directions on accessing and navigating the materials?

Resource:

- [OER Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning. [The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.]

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

- Task owner/manager: CAO/Elementary and Secondary Instructional Coordinators
 - Timeline: March-May 2026
 - Key Actions/Steps:
 - Elementary and Secondary Instructional Coordinators will contact Bluebonnet and Carnegie, respectively, for quotes
 - Elementary and Secondary Instructional Coordinators will identify numbers of materials/online access needed for each campus
 - CAO and Administrative Assistant will submit orders through EMAT
-

Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- Task owner/manager: CAO/Elementary and Secondary Instructional Coordinators
 - Timeline: March-May 2026
 - Key Actions/Steps:
 - Elementary and Secondary Instructional Coordinators will review Bluebonnet and Carnegie learning program guides and materials lists to identify and create lists of any related manipulatives that need to be ordered by grade level/subject area
 - CAO and Administrative Assistant will submit orders through EMAT (and through external vendors as needed)
-

Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: CAO/Elementary and Secondary Instructional Coordinators
- Timeline: March-August 2026
- Key Actions/Steps:

- The Curriculum and Instruction department will inventory all Bluebonnet and Carnegie instructional materials upon delivery
- The Curriculum and Instruction department will coordinate with campus principals and the Maintenance/Operations department to arrange delivery of received materials to each campus
- Campus principals will establish a process for the distribution of Bluebonnet and Carnegie instructional materials and any related manipulatives to start

Task: Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: CAO/Elementary and Secondary Instructional Coordinators
- Timeline: May-August 2026
- Key Actions/Steps:
 - The CAO/Instructional Coordinators will communicate with campus principals regarding the status of Bluebonnet and Carnegie Learning Instructional materials delivery and distribution
 - Campus principals will communicate the process for the distribution of materials to staff and students to all relevant stakeholders

Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- Task owner/manager: Campus principals
- Timeline: July 2026-May 2027
- Key Actions/Steps:
 - Campus principals will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus principals have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.

Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- Task owner/manager: CAO/Elementary and Secondary Instructional Coordinators
- Timeline: July 2026-May 2027
- Key Actions/Steps:

- The Elementary and Secondary Instructional Coordinators will arrange training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
- Campus principals will provide this training experience to any new staff hired after the start of the school year.

Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: CAO/Director of Technology
 - Timeline: July-August 2026
 - Key Actions/Steps:
 - Director of Technology (or appointee) will ensure that students are rostered to resources
 - Staff will be trained on technological resources during the same professional learning sessions at which they learn about the non-digital materials
-

2B. Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

Key Questions to Consider:

- Is daily instructional time allocated to meet the requirements outlined in the Bluebonnet Learning instructional material?
- Does the master schedule provide time for individual and collaborative lesson planning and preparation for teachers during the regular workday?
- Is the instructional calendar aligned with the Bluebonnet Learning instructional material pacing/scope and sequence guidance?
- Are specific windows of time designated for module/unit internalization before each curriculum-embedded assessment?

Resources:

- [Bluebonnet Learning Leader Resources: Program Design and Pacing Resources](#) - This folder houses Bluebonnet Learning program implementation guides, scope and sequences, and pacing calendars. Additional program resources are available through the [Bluebonnet Learning Portal](#).
- [OER Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.

TAKE ACTION: Schedules and Calendars

Master Schedule(s): Describe expectations and guidelines for development of master schedules that meet the requirements outlined in Bluebonnet Learning instructional materials. Include resources/links, as necessary, of master schedules that reflect instructional minute allocations for daily instruction.

Response/Resource: Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all additional instructional programming requirements are met as described in Gonzales ISD administrative regulations.

Instructional Calendar(s): Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. Include resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

Response/Resource:

- Each campus will develop an instructional calendar reflecting time for internalization and student work analysis at least 75 minutes per week during common planning time and teacher conference times.
- PLC should be scheduled at least once per week for prioritization of internalization and job- embedded support for teachers. An additional 30 minutes of common planning per week may be scheduled in blocks of 3 hours each six weeks during early release days or used once per week during enrichment/intervention block.

2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

Please note that Action Items 3A-C and 5A-B complement and support this action item (2C).

Key Questions to Consider:

- How will fidelity of implementation be communicated and monitored? Refer to **Fidelity of Implementation (FOI) Look-Fors** for examples of implementation with fidelity.
- What are the expectations for Bluebonnet Learning as the core instructional material?
- What planning expectations require internalization and student work analysis protocols?
- What are the assessment expectations that prioritize the use of the curriculum-embedded assessments over other assessments not included in the Bluebonnet Learning instructional material?

Resources:

- [OER Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
- [OER Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use.
 - **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning instructional material onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials in May and during back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials. Elementary and Secondary Instructional Coordinators will review any requests for supplemental materials and will consider for the 2027-28 school year.
 - **Timeline:** A review of the materials will take place during the May and August in-service sessions. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time and may be implemented in the 2027-28 school year.
-

Alignment Item: Internalization protocol and process.

- **Expectations:** Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review. Principals may indicate a cadence for annotation submission. School leaders will observe PLCs weekly using the FOI Learning Walk Tool for Collaborative Planning.
 - **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
 - **Timeline:** Onboarding and orientation training will be scheduled in May and August. The training will be repeated in January for new hires and at the beginning of subsequent school years moving forward.
-

Alignment Item: Student work analysis protocols and process.

- **Expectations:** Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time.
- **Plan for Communication:** All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use during all PLCs.

- Timeline: Onboarding and orientation training will occur in May and August. Review of student work analysis protocol will be ongoing.
-

Alignment Item: Curriculum-embedded assessment expectations.

- Expectations: Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all Bluebonnet Learning assessments as designed. Accommodation and/or modification may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.
 - Plan for Communication: Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
 - Timeline: : Onboarding and orientation training will be scheduled in May and August. Fidelity of use of Bluebonnet Learning assessments will be monitored by the percentage of students taking each assessment.
-

2D. Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Key Questions to Consider:

- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

- [OER Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
- [OER Professional Learning Plan Template](#) - This optional resource supports the development of a more comprehensive professional learning plan.

TAKE ACTION: Professional Learning Plan

Professional Learning Experience: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- When will this happen? RBIS training will be provided in conjunction with materials training in May and August. Additional support may be provided by ESC 13 during the school year.
 - Who will lead/participate? Representatives from Bluebonnet and Carnegie Learning along with our Elementary and Secondary Instructional Coordinators will facilitate the training. All classroom teachers and inclusion teachers will complete the RBIS training. Additional targeted sessions may be required for school administrators and their supervisor.
 - What materials or resources are needed? Those materials provided by Bluebonnet/Carnegie math in addition to those provided through the TEA website and ESC 13.
-

Professional Learning Experience: Training focused on communicating expectations, implementation goals, and managing change.

- When will this happen? General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding and orientation training. Additional support around implementation expectations and change management will be an ongoing district-level focus at principal meetings (led by the Executive Director of School Leadership and Chief Academic Officer) and a campus-level focus at faculty/staff meetings (led by campus principals).
 - Who will lead/participate? The Chief Academic Officer, the Elementary and Secondary Instructional Coordinators, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff.
 - What materials or resources are needed? Leaders will study and use the Bluebonnet Learning Program and Course Level Resources. The Chief Academic Officer, the Executive Director of School Leadership, and the Elementary and Secondary Instructional Coordinators will develop a protocol for recurring discussion of these topics at principal meetings.
-

Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen? Gonzales ISD will partner with Bluebonnet/Carnegie Learning to facilitate onboarding and orientation (including an introduction to the design principles of the materials) for Bluebonnet Learning instructional materials in May and August. District curriculum and instruction program staff will coordinate with the providers to integrate local context, expectations, and change management practices into the onboarding and orientation experience.
 - Who will lead/participate? Sessions will be led jointly by provider partners and Gonzales ISD curriculum and instruction staff. All math instructional staff and leaders will attend the onboarding and orientation training.
 - What materials or resources are needed? The Elementary and Secondary Instructional Coordinators will communicate with the provider to organize the sessions and arrange any materials or resources needed.
-

Professional Learning Experience: Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen? The first professional learning experience around understanding the design principles of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation. Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur weekly during common planning. Instructional coaches and school leaders will attend additional training from the provider to support leading internalization and conducting observation and feedback cycles.
- Who will lead/participate? Onboarding and orientation sessions will be facilitated jointly by provider partners and Gonzales ISD curriculum and instruction staff. All elementary and secondary math instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions.
- What materials or resources are needed? The Elementary and Secondary Instructional Coordinators will communicate with the providers to organize the sessions and arrange any materials or resources needed. Campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions

Professional Learning Experience: Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Teachers and instructional coaches/school leaders will engage in weekly facilitation of internalization of an upcoming unit or lesson. Additional internalization support sessions may occur at the teacher's discretion.
- Who will lead/participate? Instructional coaches and school leaders will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized.
- What materials or resources are needed? Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Teachers and instructional coaches/school leaders will engage in student work analysis at least once a month during PLC time. Additional student work or data analysis support sessions may occur at the teacher's discretion.
- Who will lead/participate? Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions either with their grade level, vertical team, or individually.
- What materials or resources are needed? Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teams/teachers.

Professional Learning Experience: Regular observation and feedback cycles with an instructional coach or school leader.

- When will this happen? School leaders and instructional coaches will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every six weeks.
- Who will lead/participate? School leaders and instructional coaches will conduct observations of general education and specialized teachers.
- What materials or resources are needed? Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guides).

Professional Learning Experience: Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- When will this happen? Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions (at least once a month), observation and feedback sessions (every six weeks), and optional additional supports at the teacher's discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
- Who will lead/participate? Instructional coaches and school leaders will facilitate ongoing support. The Curriculum and Instruction Department and Executive Director of School Leadership will serve as resources and support for the support provided at the campuses.
- What materials or resources are needed? School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (provided prior to the start of the school year), protocols, and observation tools.

2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC §[26.006](#).

Key Questions to Consider:

- **Messages:** What are the key messages we need to frame and communicate?
- **Audience:** Who needs to hear and buy into each of the messages?
- **Timeline:** How and when will we communicate each message initially and throughout implementation?
- **Considerations:** What are the connected technical conditions that must also be in place for this to go smoothly? What are other important aspects to consider regarding stakeholder change management?

Resources:

- [Reflective Questions and Strategies for Adaptive Change](#) - This resource outlines various adaptive strategies, questions, and considerations that support effective communication and change management.

- [Key Messages for Maintaining High Expectations for Students](https://instructionpartners.org/) - This resource from Instruction Partners (<https://instructionpartners.org/>) provides ideas to support conversations about high expectations for students.

TAKE ACTION: Adaptive Change and Communication

Key Message 1: What is our purpose for implementing Bluebonnet Learning?

Message: Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.

Audience: All district instructional and leadership staff, all instructional staff.

Timeline: Summer training sessions, back-to-school in-service events, and ongoing throughout the school year.

Considerations:

Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

Message: Modifications to components of Bluebonnet Learning instructional materials, sequencing, and/or assessments will be available for parent review as outlined in statutes (TEC §26.006). Any modifications must be reported to the campus principal and Elementary and Secondary Instructional Coordinators and made available for parent access through any classroom using an LMS or in another manner specified before the start of the school year.

Audience: All instructional staff, families, and external stakeholders.

Timeline: Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families. The curriculum page of the GISD website will be updated by August 1 and linked to campus websites.

Considerations: This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.

Key Message 3: Which adaptive strategies will we use to support positive change management?

Message: Gonzales ISD is committed to ensuring alignment across stakeholders, communicating for clarity, focusing on positive aspects of implementation, and gathering and responding to stakeholder feedback.

Audience: The Gonzales ISD community - all internal and external stakeholders.

Timeline: On-going beginning in the spring before implementation.

Considerations: The district and campus leadership teams will focus on specific strategies to support positive implementation efforts.

- We will eliminate technical barriers: ensure the technical conditions for success are in place
- We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely including slides for principals to use at faculty meetings.
- We will send quarterly “Bluebonnet Learning Updates” that include celebrations and a summary of growth as measured by progress monitoring of the implementation goals.
- We will include information on curriculum implementation at each campus in the fall to share updates and answer questions.

Other Key Messages:

Message:

Audience:

Timeline:

Considerations:

ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

3A. Analyzing PLC Practices

Analyze the current state of Professional Learning Communities (PLCs) and teacher planning/preparation practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **OER Internalization Keys to Success**. Annotate and take notes regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, ownership, use of time, and educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

Key Questions to Consider:

- What is the current state of PLCs and planning practices in our system and at specific schools?
- Identify strengths: What is effective about PLCs and planning practices, and which characteristics of successful PLCs are already evident?
- Do we have special considerations such as departmentalized grade levels or one teacher per grade level where collaborative planning opportunities might not be available?
- How will specialized teachers engage in internalization along with general education teachers?
- What needs to be prioritized? Which, if any, of the potential next steps might be applicable?

Resources:

- [OER Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Characteristics of Successful PLCs](#) - This resource describes the four adaptive characteristics of successful PLCs.

TAKE ACTION: Analyzing PLC Practices

Task: Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

Response: Gonzales ISD has worked with Instruction Partners during the 2025-26 school year to solidify a pre-existing PLC structure. Campus leadership regularly attends PLCs, and the meetings are guided by an

implementation protocol developed in conjunction with Instruction Partners. For those subjects/grade levels implementing HQIMs in 2026-27, we will use the protocols articulated in the HQIMs.

Task: Identify which **OER Internalization Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

Vision: The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials.

Protected Time and Frequency: Common planning time is protected and currently in place in a once weekly cadence

Ownership: PLC roles and responsibilities were defined during the 2025-26 school year; these will be reviewed as we begin the 2026-27 school year.

Use of Time: The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.

Educative Practices: Intentional inclusion of Authentic Practice (or “at bats”) for teachers to deliver key lesson segments to colleagues along with Student Work Analysis and teachers setting Personalized Goals for feedback during observations will enhance instruction in Gonzales ISD.

3B. Structures for Internalization and PLCs

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

Key Questions to Consider:

- What is the vision for unit and lesson internalization?
- What are the roles and responsibilities of key stakeholders (e.g., general education teachers, specialized teachers, instructional coaches, school leaders) to realize the vision for internalization?
- What technical conditions, systems, and structures must be in place to realize the vision for internalization?
- What is the plan for communicating the intended structure and systems for internalization?

Resources:

- [Bluebonnet Learning Leader Resources: Internalization Protocols](#) - This folder houses Bluebonnet Learning internalization protocols. Protocols are also available through the [Bluebonnet Learning Portal](#).
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [OER Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes. Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Internalization happens consistently and regularly before instruction occurs.

- Unit internalization happens at least 2–3 weeks before a new unit begins.
- Lesson internalization happens for each daily lesson at least 1–2 days in advance.

1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.
2. All instructional staff attending weekly or other collaborative sessions will complete any needed pre- work or post-work as agreed by the team or with the facilitator.
3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.
4. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.
5. Teachers receive ongoing, regular 1:1 support from an instructional coach or school leader focused on practicing and improving internalization.

Task: Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

Response:

Principals:

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards the vision for internalization; reflecting and providing support as needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.

Instructional Coaches and Assistant Principals:

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing 1:1 support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

Teachers:

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.
- Participate in 1:1 internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.

Task: Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

Response:

1. Affirm and refine Gonzales ISD's Vision for PLCs to focus on Bluebonnet Learning best practices, design principals, and use of protocols.
2. Refine current PLC agendas to focus on the use of Bluebonnet Learning protocols.
3. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCs.

5. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

Task: Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

Response:

- Time: The master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes weekly for internalization practices.
 - Ownership: Schools have identified instructional coaches and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers feedback and support on their preparation.
 - Protocols: Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.
 - Accountability: There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.
-

3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

Key Questions to Consider:

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

Resources:

- [Texas SPED Support](#) - This website features special education resources and learning opportunities from experts in the field.
- [Specially Designed Instruction Field User Guides](#) - Texas SPED Support provides specially designed instruction field user guides for instructional materials. Field Guides for Bluebonnet Learning are under development and will be available on the Texas SPED Support website in the 2025–26 school year.

- [The Opportunity Myth \(TNT\)](#) - This resource examines the importance of ensuring equitable access to grade-appropriate content for all learners.

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. This support will be annotated in the teacher guide and available to instructional coaches and school leaders prior to the lesson's instructional delivery.

Support: Engagement Strategies

Guidelines:

Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping and anchor documents and resources.

Support: Instructional Flexibility

Guidelines:

Teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and instructional coaches regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

Resources:

- [Bluebonnet Learning Leader Resources: Observation Tools](#) - This folder houses Bluebonnet Learning Observation Tools along with Action Step Guides for initial implementation support. Observation Tools are also available through the [Bluebonnet Learning Portal](#).
- [OER Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Observing for Evidence of Internalization: Roles and Responsibilities Example](#) - This example provides a detailed list of responsibilities for various leadership roles when observing for evidence of effective internalization.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations: In Gonzales ISD, district and school leaders use FOI Learning Walk tools to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educative practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.

Next Steps:

District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Academy in July.

District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation instruments during monthly learning walks. The Elementary and Secondary Instructional Coordinators and the Executive Director of School Leadership will coordinate these events.

Action: Name the observation expectations and responsibilities for school leaders.

Decision/Expectations:

District Leader Roles and Responsibilities

- Have a high-level understanding of the observation tools that coaches and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles and Responsibilities

- Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization in instruction across classrooms and analyze this data with coaches to identify schoolwide trends

Next Steps:

District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Academy in July.

The Chief Academic Officer, Executive Director of School Leadership, and Coordinators of Elementary and Secondary Instruction will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the July Leadership Academy.

Action: Name the observation expectations and responsibilities for instructional coaches.

Decision/Expectations:

Instructional Coach Roles and Responsibilities

- Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.
- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Leverage the SFI Action Step Guides to provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.
- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

Next Steps:

District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Academy in July.

Action: Explain which observation tool(s) will be used.

Decision/Expectations:

Bluebonnet Learning Observation Tools and the FOI Learning Walk Tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

Next Steps:

The Elementary and Secondary Instructional Coordinators will ensure all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.

The Elementary and Secondary Instructional Coordinators and the Executive Director of School Leadership will present and share the FOI Learning Walk Tool to principals at the Leadership Academy and/or at the first principal meeting.

Action: Determine observation cycle planning regarding the cadence, frequency, and scheduling of observations.

Decision/Expectations:

All school leaders and instructional coaches will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each six weeks.

Campus principals and leadership teams are responsible for scheduling observations on the Bluebonnet Learning observation calendar by August 31 and communicating this calendar to teachers and instructional staff.

Next Steps: The district will develop the Bluebonnet Learning observation calendar for each campus and share these with campus principals by July 31.

Action: Name the requirements for documentation and follow-up.

Decision/Expectations:

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation can be recorded electronically or on paper.

Next Steps:

Next Steps:

School leaders and instructional coaches will receive information about documentation and follow-up for Bluebonnet Learning observations during the leader training on Bluebonnet Learning observation and feedback.

4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

Key Questions to Consider:

- How will school leaders and instructional coaches receive training and practice with the observation tool(s) including opportunities for calibration and norming?
- What are the expectations for when/how teachers will receive feedback and coaching in response to an observation?
- Which coaching model will be used to support teacher growth?
- How will all stakeholders receive ongoing support? How will impact be measured?

Resource:

- [Bluebonnet Learning Leader Resources: Observation Tools \(Action Step Guides\)](#) - This folder houses the Bluebonnet Learning Action Step Guides for initial implementation support; These feature a process for providing observation feedback to teachers through concrete next steps that will improve teacher practice and fidelity of implementation.

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach training and practice

Decision/Expectations:

District/school leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools. This is outlined in Action 2D: Professional Learning Plan.

Next Steps:

Next steps are outlined in Action 2D: Professional Learning Plan.

Topic: Feedback Cycle Process**Decision/Expectations:**

Teachers will receive feedback, in person, from their observer at least once each six weeks using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Each observer will follow up to observe the action steps in play. Feedback and action steps will be recorded in the observation.

Next Steps:

Executive Director of School Leadership and the Elementary and Secondary Instructional Coordinators will meet with campus leaders and instructional coaches to communicate expectations and processes.

Topic: Coaching Model**Decision/Expectations:**

Gonzales ISD school leaders and coaches will use the SFI Action Step Guides in conjunction with the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Next Steps:

The Elementary and Secondary Instructional Coordinators will integrate training on the SFI Action Step Guides in the professional development sessions that leaders and instructional coaches will attend before the start of the school year.

The Elementary and Secondary Instructional Coordinators and the Executive Director of School Leadership will provide training for the See It, Name It, Do It coaching model and resources during the Leadership retreat in July and again in a fall principal meeting and/or instructional walk.

Topic: Ongoing, Job-embedded Support

Decision/Expectations:

Teachers will receive ongoing, job-embedded support through the process of the six-week observation and feedback cycles. School leaders and instructional coaches will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Next Steps:

The Executive Director of School Leadership and principals will schedule co-observations with leaders they supervise once each semester to observe at least one full observation and feedback cycle for Bluebonnet Learning and will engage with their supervisor.

Topic: Measuring Impact

Decision/Expectations:

School leaders and instructional coaches will measure impact based on the data from observations specific to the action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

The Executive Director of School leadership and Coordinators of Elementary and Secondary Instruction will meet with leadership teams to review the progress monitoring aspects of the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource: **OER Assessment Keys to Success**. Annotate and take notes on the resource regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work and assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

Key Questions to Consider:

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?

- Which, if any, of the potential next steps might be applicable?

Resource:

- [OER Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Analyzing Assessment Practices

Task: Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Response:

- The Assessment Coordinator creates comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STARR, End of Course, and college readiness related assessments.
 - Campuses follow a process of administering common unit assessments developed at the campus level for each grade level and course in the required curriculum.
 - Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.
-

Task: Identify which **OER Assessment Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

Keys to success in place include a vision for assessment and data analysis.

Another key to success is the practice of maintaining an assessment calendar. Gonzales ISD will refine this to create assessment calendars that include the Bluebonnet Learning unit/module assessments.

5B. Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

Key Questions to Consider:

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?

- How are student assessment expectations going to be communicated?

Resource:

- [Bluebonnet Learning Leader Resources: Student Work Analysis Protocols](#) - This folder houses Bluebonnet Learning Student Work Analysis Protocols (SWAP). Protocols are also available through the [Bluebonnet Learning Portal](#).
- [OER Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Structures for Assessment Practices

Task: Identify a priority action for **curriculum-embedded assessments** based on the current state analysis conducted in Action 5A.

Response:

Update district assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district benchmarks or campus created common unit assessments.

Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications

Task: Identify a priority action for **student work analysis** based on the current state analysis conducted in Action 5A.

Response:

Facilitated student work analysis sessions will be conducted at least once a month. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.

Data analysis practices will include use of the student work analysis protocol for data analysis purposes. Existing data monitoring tools will continue to be used when analyzing interim assessments.

Task: Plan next steps that focus on **high-impact changes** to support effective assessment practices.

Response:

The Assessment Coordinator and Elementary and Secondary Instructional Coordinators will update the district assessment calendars to include Bluebonnet Learning unit assessments.

Task: Explain the **communication plan** for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

Response:

The Chief Academic Officer and district leadership team will communicate assessment strategy updates and expectations to all school leaders and instructional coaches during the leadership retreat in July

All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during onboarding and orientation training.

The Executive Director of School Leadership will communicate regularly with school principals the expectation for prioritization of Bluebonnet Learning curriculum embedded-assessments, maintenance of assessment integrity, and the use of student work analysis as the primary data analysis process for formative assessments.

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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Approve a Lease Agreement for Copiers and Associated Budget Amendment

ADMINISTRATOR RESPONSIBLE: Chema Chavez, Director of Technology; Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of School

RATIONAL SUMMARY: The district is nearing the end of its existing lease agreement for Phase 1 which was approved in June of 2022; therefore, a renewal is needed. The original agreement included twenty-two Ricoh copy machines/printers. This new agreement will replace eighteen of these machines while retaining four of the existing machines.

If approved, two budget amendments are necessary: 1) Increase "Other Financing Sources" & various functions by \$49,039 to record the lease and associated resources (no effect on fund balance) and 2) \$2,700 from Function 11 to Function 71 to cover the increase to our monthly lease payment through August 31, 2026.

ADMINISTRATION'S RECOMMENDATION: Approve

SAMPLE MOTION: "I move that the board approve the lease agreement and budget amendment as presented."



Description	48 Month Lease	Quantity	Monthly	Location of New Machines
IM C4510	\$222.02	6	\$1,332.12	GE Front Office
FAX OPTION TYPE M52	\$24.19	6	\$145.14	HS Front Office
BRIDGE UNIT BU3100	\$4.40	6	\$26.40	GPA Front Office
FINISHER SR3320	\$39.11	6	\$234.66	Operations
PUNCH UNIT PU3080 NA	\$20.49	6	\$122.94	EA Workroom
LCIT PB3330	\$39.24	6	\$235.44	EA Workroom
	\$349.45	6	\$2,096.70	

IM C6010	\$228.18	2	\$456.36	JH Front Office
FAX OPTION TYPE M52	\$24.19	2	\$48.38	GNA Front Office
BRIDGE UNIT BU3100	\$4.40	2	\$8.80	
FINISHER SR3320	\$39.11	2	\$78.22	
PUNCH UNIT PU3080 NA	\$20.49	2	\$40.98	
LCIT PB3330	\$39.24	2	\$78.48	
	\$355.61	2	\$711.22	

M 5000	\$176.30	2	\$352.60	HS Workroom
BRIDGE UNIT BU3090	\$4.40	2	\$8.80	HS Library
FINISHER SR3260	\$39.11	2	\$78.22	
LCIT PB3290	\$39.24	2	\$78.48	
PUNCH UNIT PU3080 NA	\$20.49	2	\$40.98	
	\$279.54	2	\$559.08	

IM 6000	\$224.61	4	\$898.44	GE Workroom
BRIDGE UNIT BU3090	\$4.40	4	\$17.60	GE Workroom
FINISHER SR3260	\$39.11	4	\$156.44	JH Workroom
LCIT PB3290	\$39.24	4	\$156.96	HS Workroom
PUNCH UNIT PU3080 NA	\$20.49	4	\$81.96	
	\$327.85	4	\$1,311.40	

IM 7000	\$280.57	2	\$561.14	JH Workroom
FINISHER SR4150	\$87.28	2	\$174.56	GNA Workroom
LCIT RT4080	\$42.79	2	\$85.58	
OUTPUT JOGGER UNIT TYPE M25	\$8.68	2	\$17.36	
PUNCH UNIT PU3090 NA	\$20.49	2	\$40.98	
	\$439.81	2	\$879.62	

IM 430FSE	\$60.05	1	\$60.05	Alternative Learning Center
TALL CABINET TYPE Q	\$6.12	1	\$6.12	
INNOVOLT SINGLE OUTLET WALL MOUNT PC	\$1.93	1	\$1.93	
	\$68.10	1	\$68.10	

IM C4510	\$222.02	1	\$222.02	Lester CTE Center
FAX OPTION TYPE M52	\$24.19	1	\$24.19	
BRIDGE UNIT BU3100	\$4.40	1	\$4.40	
FINISHER SR3320	\$39.11	1	\$39.11	
PUNCH UNIT PU3080 NA	\$20.49	1	\$20.49	
LCIT PB3330	\$39.24	1	\$39.24	
ESP XG-PCS-15D POWER FILTER	\$7.09	1	\$7.09	
	\$356.54	1	\$356.54	

Monthly Grand Total \$ 5,982.66

**2025-26 Proposed Budget Revision
General Operating Fund
Regular Board Meeting - May 11, 2026
COPIER LEASE**

	<u>Current Budget</u>	<u>Proposed Amendment</u>	<u>Proposed Revised Budget</u>
REVENUES			
5700 Local Property Taxes	22,353,106		22,353,106
5700 Other Local Sources	1,043,876		1,043,876
5800 State Revenues	10,367,245		10,367,245
5900 Federal Sources	864,487		864,487
TOTAL REVENUES	34,628,714	0	34,628,714
EXPENDITURES			
0011 Instruction	17,670,195	20,838	17,691,033
0012 Instructional Resources & Media Services	264,900	2,452	267,352
0013 Curriculum & Staff Development	1,191,307	5,885	1,197,192
0021 Instructional Leadership	347,641		347,641
0023 School Leadership	2,044,799	14,221	2,059,020
0031 Guidance, Counseling, & Evaluation	1,383,535		1,383,535
0032 Social Work Services	171,689		171,689
0033 Health Services	449,726		449,726
0034 Student Transportation	1,666,731		1,666,731
0035 Food Services	540		540
0036 Co-Curricular/Extra-Curricular Activities	1,812,137		1,812,137
0041 General Administration	2,140,139		2,140,139
0051 Plant Maintenance and Operations	4,315,645	2,943	4,318,588
0052 Security & Monitoring Services	675,912		675,912
0053 Data Processing Services	1,909,439		1,909,439
0061 Community Services	16,138		16,138
0071 Debt Services	423,088	2,700	425,788
0081 Facilities Acquisition & Construction	75,939		75,939
0091 Contracted Inst Services Btw Public Schools	0		0
0099 Other Intergovernmental Charges	607,600		607,600
TOTAL EXPENDITURES	37,167,100	49,039	37,216,139
7913 Capital Lease Proceeds		49,039	49,039
8911 Operational Transfer Out	500		500
NET ACTIVITY	<u>(2,538,886)</u>	<u>0</u>	<u>(2,538,886)</u>



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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Approve the Delegate/ Delegate Alternate to the TASB Delegate Assembly

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: The annual Texas Association of School Boards' Delegate Assembly, held in conjunction with the TASB/TASA Convention to be held in San Antonio Texas. The foundation of the Association's governance structure provides critical direction as the Association represents members' interests before state and national policymakers. Each member school district is asked to name a delegate and delegate alternate through school board action. The delegate(s) will represent the views of the school board at the delegate assembly.

SUPERINTENDENT'S RECOMMENDATION: APPROVE

MOTION: "I move that the Board accept (_____) name as The Delegate and (_____) name as the Delegate Alternate to the 2025-2026 TASB Delegate Assembly."





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GISD School Board Agenda Information Sheet
May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Approve the purchase of HMH materials for use in K-5 language arts

ADMINISTRATOR RESPONSIBLE: Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: Last month the board approved the Certification of Instructional Materials which included HMH curriculum for language arts in grades K-5. While we will be using Instructional Materials Allotment funds and not local funds to purchase these materials, the cost is above the \$75,000 threshold and requires board approval.

SUPERINTENDENT'S RECOMMENDATION: Approve

SAMPLE MOTION: I move that the Board approve the expenditure of Instructional Materials Allotment funds in the amount of \$198,704.98 for the purchase of HMH language arts materials for the 2026-2027 school year.



LEARNING TODAY,
LEADING TOMORROW



Proposal #009604483
Prepared For
Gonzales Ind School District

Attention:

joy.philpott@gonzalesisd.net

For the Purchase of:

Into Reading K-5 TX I-2026 Vrs2

Prepared By
Joni Vara
joni.vara@hnhco.com

Please submit this proposal with your purchase order.

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:
HMH Education Company
14046 Collection Center Drive
Chicago, IL 60693

Attention:
joy.philpott@gonzalesisd.net

Send **Orders** to:
orders@hnhco.com
FAX: 800-269-5232

HMH Confidential and Proprietary

Proposal for Gonzales Ind School District

ISBN	Title		Price	Quantity	Value of All Material	Free Materials Quantity
<u>Grade K</u>						
Student Resource Package						
1911295	9798202162794	Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade K Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Grade K	\$32.75	53	\$1,735.75	
1911689	9798202162060	Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade K Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Grade K	\$32.75	191	\$6,255.25	
Total for Student Resource Package			\$7,991.00			
Teacher Resource Package						
1911774	9798202162312	Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade K Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade K Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade K Into Reading Tabletop Minilessons Reading Grade K Into Reading Bookstix Grade K Into Reading Instructional Card Kit Grade K Into Reading Big Book Set Grade K Into Reading Read Aloud Set Grade K Texas Into Reading Vrs2 Decodable Library Set Grade K Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade K Into Reading Know It Show It Grade K	\$2,810.20	10	\$28,102.00	
1911850	9798202163043	Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade K Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade K Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 ¡Arriba la lectura! Tabletop Minilessons Reading Grade K ¡Arriba la lectura! Bookstix Grade K ¡Arriba la lectura! Instructional Card Kit Grade K ¡Arriba la lectura! Big Book Set Grade K ¡Arriba la lectura! Read Aloud Set Grade K Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade K Aventuras Revistas Collection Grade K ¡Arriba la lectura! Writer's Notebook Grade K ¡Arriba la lectura! Start Right Reader Set 6 Grade K ¡Arriba la lectura! Know It Show It Grade K	\$2,110.20	2	\$4,220.40	
Total for Teacher Resource Package			\$32,322.40			
Total for Grade K			\$40,313.40			

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Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Grade 1					
Student Resource Package					
1911296	9798202162800 Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 1 Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Set Grade 1	\$32.75	54	\$1,768.50	
1911690	9798202162077 Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 1 Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Set Grade 1	\$32.75	191	\$6,255.25	
Total for Student Resource Package		\$8,023.75			
Teacher Resource Package					
1911773	9798202162305 Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 1 Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade 1 Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade 1 Into Reading Tabletop Minilessons Reading Grade 1 Into Reading Read Aloud Set Grade 1 Into Reading Big Book Set Grade 1 Into Reading Focal Text Single Copy Set Grade 1 Into Reading Bookstix Grade 1 Into Reading Instructional Card Kit Grade 1 Texas Into Reading Vrs2 Teaching Pal Set Grade 1 Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade 1 Texas Into Reading Vrs2 Decodable Library Set Grade 1 Into Reading Read and Respond Journal Grade 1 Into Reading Know It Show It Set Grade 1	\$2,758.55	10	\$27,585.50	
1911849	9798202163036 Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 1 Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade 1 Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Writing Workshop Teacher's Guide Grade 1 ¡Arriba la lectura! Tabletop Minilessons Reading Grade 1 ¡Arriba la lectura! Read Aloud Set Grade 1 ¡Arriba la lectura! Big Book Set Grade 1 ¡Arriba la lectura! Trade Classroom Library Single Copy Set Grade 1 ¡Arriba la lectura! Bookstix Grade 1 ¡Arriba la lectura! Instructional Card Kit Grade 1 Texas ¡Arriba la lectura! Teaching Pal Set Grade 1 Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade 1 ¡Arriba la lectura! Read and Respond Journal Grade 1 ¡Arriba la lectura! Writer's Notebook Grade 1 Aventuras Revistas Student Magazine (quantity 6) Grade 1 ¡Arriba la lectura! Start Right Reader Set 6 Grade 1 ¡Arriba la lectura! Know It Show It Grade 1	\$2,058.55	2	\$4,117.10	
Total for Teacher Resource Package		\$31,702.60			

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14046 Collection Center Drive
Chicago, IL 60693

Attention:
joy.philpott@gonzalesisd.net

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009604483 Sold:0000642613 Ship:0000642613

Page 3 of 10

Please submit this form with your purchase order

Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Grade 1		\$39,726.35			

Grade 2**Student Resource Package**

1911297	9798202162817	Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 2 Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Set Grade 2	\$32.75	45	\$1,473.75
1911691	9798202162084	Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 2 Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Set Grade 2	\$32.75	163	\$5,338.25

Total for Student Resource Package**\$6,812.00****Teacher Resource Package**

1911775	9798202162329	Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 2 Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade 2 Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade 2 Into Reading Tabletop Minilessons Reading Grade 2 Into Reading Read Aloud Set Grade 2 Texas Into Reading Vrs2 Teaching Pal Set Grade 2 Into Reading Focal Text Single Copy Set Grade 2 Into Reading Bookstix Grade 2 Into Reading Instructional Card Kit Grade 2 Texas Into Reading Vrs2 Decodable Library Set Grade 2 Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade 2 Into Reading Read and Respond Journal Grade 2 Into Reading Know It Show It Set Grade 2	\$2,698.85	10	\$26,988.50
1911851	9798202163050	Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 2 Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade 2 Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Writing Workshop Teacher's Guide Grade 2 ¡Arriba la lectura! Tabletop Minilessons Reading Grade 2 ¡Arriba la lectura! Read Aloud Set Grade 2 Texas ¡Arriba la lectura! Teaching Pal Set Grade 2 ¡Arriba la lectura! Trade Classroom Library Single Copy Set Grade 2 ¡Arriba la lectura! Bookstix Grade 2 ¡Arriba la lectura! Instructional Card Kit Grade 2 Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade 2 ¡Arriba la lectura! Read and Respond Journal Grade 2 ¡Arriba la lectura! Writer's Notebook Grade 2 Aventuras Revistas Student Magazine (quantity 6) Grade 2 ¡Arriba la lectura! Start Right Reader Set 6 Grade 2 ¡Arriba la lectura! Know It Show It Grade 2	\$1,998.85	2	\$3,997.70

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Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Teacher Resource Package		\$30,986.20			
<u>Total for Grade 2</u>		\$37,798.20			

Grade 3**Student Resource Package**

1911298	9798202162824	Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 3 Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Set Grade 3	\$32.75	46	\$1,506.50
1911692	9798202162091	Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 3 Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Set Grade 3	\$32.75	175	\$5,731.25

Total for Student Resource Package**\$7,237.75****Teacher Resource Package**

1911776	9798202162336	Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 3 Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade 3 Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade 3 Into Reading Tabletop Minilessons Reading Grade 3 Texas Into Reading Vrs2 Teaching Pal Set Grade 3 Into Reading Focal Text Single Copy Set Grade 3 Into Reading Instructional Card Kit Grade 3 Texas Into Reading Vrs2 Decodable Library Set Grade 3 Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade 3 Into Reading Read and Respond Journal Grade 3 Into Reading Know It Show It Set Grade 3	\$2,536.25	6	\$15,217.50
1911852	9798202163067	Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 3 Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade 3 Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Writing Workshop Teacher's Guide Grade 3 ¡Arriba la lectura! Tabletop Minilessons Reading Grade 3 Texas ¡Arriba la lectura! Teaching Pal Set Grade 3 ¡Arriba la Lectura! Trade Classroom Library Single Copy Set Grade 3 ¡Arriba la lectura! Vocabulary Cards Grade 3 Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade 3 ¡Arriba la lectura! Read and Respond Journal Grade 3 Aventuras Revistas Student Magazine (quantity 6) Grade 3 ¡Arriba la lectura! Writer's Notebook Grade 3 ¡Arriba la lectura! Know It Show It Grade 3	\$1,836.25	1	\$1,836.25

Total for Teacher Resource Package**\$17,053.75**

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Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<u>Total for Grade 3</u>		\$24,291.50			
Grade 4					
Student Resource Package					
1911299	9798202162831 Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 4 Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Set Grade 4	\$32.75	35	\$1,146.25	
1911753	9798202162107 Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 4 Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Set Grade 4	\$32.75	174	\$5,698.50	
Total for Student Resource Package		\$6,844.75			
Teacher Resource Package					
1911777	9798202162343 Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 4 Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade 4 Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade 4 Into Reading Tabletop Minilessons Reading Grade 4 Texas Into Reading Vrs2 Teaching Pal Set Grade 4 Into Reading Focal Text Single Copy Set Grade 4 Into Reading Vocabulary Cards Grade 4 Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade 4 Into Reading Read and Respond Journal Grade 4 Into Reading Know It Show It Set Grade 4	\$1,442.40	6	\$8,654.40	
1911853	9798202163074 Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 4 Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade 4 Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Writing Workshop Teacher's Guide Grade 4 ¡Arriba la lectura! Tabletop Minilessons Reading Grade 4 Texas ¡Arriba la lectura! Teaching Pal Set Grade 4 ¡Arriba la Lectura! Trade Classroom Library Single Copy Set Grade 4 ¡Arriba la lectura! Vocabulary Cards Grade 4 Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade 4 ¡Arriba la lectura! Read and Respond Journal Grade 4 Aventuras Revistas Student Magazine (quantity 6) Grade 4 ¡Arriba la lectura! Writer's Notebook Grade 4 ¡Arriba la lectura! Know It Show It Grade 4	\$1,717.40	1	\$1,717.40	
Total for Teacher Resource Package		\$10,371.80			

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Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Grade 4		\$17,216.55			

Grade 5**Student Resource Package**

1911300	9798202162848	Texas ¡Arriba la lectura! Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 5 Package Includes: Texas ¡Arriba la lectura! Vrs2 Student License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Student myBook Softcover Set Grade 5	\$32.75	55	\$1,801.25
1911754	9798202162114	Texas Into Reading Vrs2 Complete Student Resource Package Print with 1 Year Digital Grade 5 Package Includes: Texas Into Reading Vrs2 Student License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Student myBook Softcover Set Grade 5	\$32.75	200	\$6,550.00

Total for Student Resource Package**\$8,351.25****Teacher Resource Package**

1911778	9798202162350	Texas Into Reading Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 5 Package Includes: Texas Into Reading Vrs2 Teacher's Guide Set Grade 5 Texas Into Reading Vrs2 Teacher License Digital 1 Year Grades K-5 Texas Into Reading Vrs2 Tabletop Minilessons English Language Development Grade 5 Into Reading Tabletop Minilessons Reading Grade 5 Texas Into Reading Vrs2 Teaching Pal Set Grade 5 Into Reading Focal Text Single Copy Set Grade 5 Into Reading Vocabulary Cards Grade 5 Texas Into Reading Vrs2 HMH Readers Library with Take and Teach Lessons Grade 5 Into Reading Read and Respond Journal Grade 5 Into Reading Know It Show It Set Grade 5	\$1,442.40	5	\$7,212.00
1911854	9798202163081	Texas ¡Arriba la lectura! Vrs2 Complete Teacher Resource Package Print with 1 Year Digital Grade 5 Package Includes: Texas ¡Arriba la lectura! Teacher's Guide Set Grade 5 Texas ¡Arriba la lectura! Vrs2 Teacher License Digital 1 Year Grades K-5 Texas ¡Arriba la lectura! Writing Workshop Teacher's Guide Grade 5 ¡Arriba la lectura! Tabletop Minilessons Reading Grade 5 Texas ¡Arriba la lectura! Teaching Pal Set Grade 5 ¡Arriba la Lectura! Trade Classroom Library Single Copy Set Grade 5 ¡Arriba la lectura! Vocabulary Cards Grade 5 Texas ¡Arriba la lectura! Vrs2 HMH Readers Library with Take and Teach Lessons Grade 5 ¡Arriba la lectura! Read and Respond Journal Grade 5 Aventuras Revistas Student Magazine (quantity 6) Grade 5 ¡Arriba la lectura! Writer's Notebook Grade 5 ¡Arriba la lectura! Know It Show It Grade 5	\$1,717.40	1	\$1,717.40

Total for Teacher Resource Package**\$8,929.40**

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Proposal for Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
Total for Grade 5		\$17,280.65			

Professional Services - Texas ¡Arriba la lectura! Vrs2 K-5 Implementation Success Plan

1912173	9798202163647	Texas ¡Arriba la lectura! Vrs2 Getting Started Live Online 2-Hour Grades K-5 This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.	1
1912174	9798202163654	Texas Into Reading Vrs2 Getting Started In-Person (2 Sessions) 6-Hour Grades K-5 This three-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. An HMH Coach will provide the introductory Getting Started session to one teacher group in the morning and a different group in the afternoon. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion.	1
1912176	9798202163678	Texas Into Reading Vrs2 Leader Success Live Online 1-Hour Grades K-5 During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support.	1
1912177	9798202163685	Texas ¡Arriba la lectura! Vrs2 Leader Success Live Online 1-Hour Grades K-5 During this one-hour live online session, leaders learn about the design and resources of their HMH program. To help leaders develop a plan to guide implementation and set up teachers for a successful start, HMH Coaches share tools and best teaching and student learning practices to observe in the classroom. Leaders also preview the Teacher Success Pathways and resources on HMH Ed for ongoing support.	1

Total for Professional Services - Texas ¡Arriba la lectura! Vrs2 K-5 **\$ 0.00**

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Proposal for
Gonzales Ind School District

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
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<i>Total Savings:</i>	\$0.00
<i>Subtotal Purchase Amount:</i>	\$176,626.65
<i>Shipping & Handling:</i>	\$22,078.33
<i>Sales Tax:</i>	\$0.00
<hr/>	
<i>Total Cost of Proposal (PO Amount):</i>	\$198,704.98

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Total Cost of Proposal (PO Amount): \$198,704.98

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- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
 - o Point of Contact for Print materials
 - o Point of Contact for Digital materials
 - o Point of Contact for Scheduling Professional Development
 - o Email address for Accounts Payable contact
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

Ship to: Gonzales Ind School District 535 N FAIR ST GONZALES, TX 78629-4355	Sold to: Gonzales Ind School District 535 N FAIR ST GONZALES, TX 78629-4355
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- Please provide funding start and end dates.
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Date of Proposal: 4/2/2026
Proposal Expiration Date: 5/17/2026


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GISD School Board Agenda Information Sheet

May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on the 2026-27 Academic Calendar

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY:

At the April 13, 2026, board meeting, the 2026–2027 Academic Calendar was approved. Administration has since requested that the start times previously included on the calendar be removed and the formatting be changed.

ADMINISTRATION'S RECOMMENDATION: Approve

SAMPLE MOTION:

" I move that the board approve the 2026-27 academic calendar with the removal of start times and the new formatting as presented."



2026



GONZALES ISD

Academic Calendar

2027

JULY

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 3-4 New Teacher Inservice
 Aug 5-11 Staff Development - Student Holiday
 Aug 12 First Day of School

Sep 4 Early Release for Students
 Sep 7 District Closed - Student & Staff
 Sep 18 Early Release for Students

Oct 2 District Closed - Students & Staff
 Oct 5 Staff Development/Student Holiday
 Oct 23 Early Release for Students/Conferences

Nov 23-27 District Closed - Staff & Students

Dec 18 Early Release for Students
 Dec 21 - Jan 1 District Closed - Staff & Students

Jan 4-5 Staff Development - Student Holiday
 Jan 18 District Closed - Staff & Students

Feb 15-16 Staff Development - Student Holiday
 Feb 26 Early Release for Students/Conferences

Mar 5 District Closed - Staff & Student
 Mar 15-19 District Closed - Staff & Student
 Mar 26 District Closed - Staff & Student

May 14 District Closed - Student & Staff
 May 21 District Closed - Student & Staff
 May 27 Last Day of School - Early Release
 May 28 Staff Development - Student Holiday
 May 28 Graduation 7:30 PM

- Staff Development - Student Holiday
- Early Release for Students
- District Closed - Staff & Students
- New Teacher In-Service
- First Day of School
- Last Day of School
- Graduation at 7:30 PM
- Beginning/End of Grading Period
- Parent/Teacher Conferences

JANUARY

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Term 1 August 12 - October 9
 Term 2 October 12 - December 18

GRADING PERIODS

Term 3 January 6 - March 12
 Term 4 March 22 - May 28



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GISD School Board Agenda Information Sheet

May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on Interlocal Cooperation Agreement with Waelder Independent School District for the Cooperative Disciplinary/Alternative Education Program

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: The enclosed agreement with Waelder ISD for the Cooperative Disciplinary Alternative Education Program provides service for the 2026-2027 school year.

ADMINISTRATION'S RECOMMENDATION: Approve

SAMPLE MOTION:

"I move that the board approve the interlocal agreement, as presented."





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GISD School Board Agenda Information Sheet

May 11, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on the Superintendent's Contract

ADMINISTRATOR RESPONSIBLE: Justin Schwausch, Board President

RATIONAL SUMMARY:

ADMINISTRATION'S RECOMMENDATION:

SAMPLE MOTION:

" I move that the board approve the Superintendent's contract as presented."





GISD School Board Agenda Information Sheet
May 11, 2026

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REPORT ITEM

SUBJECT: 2023 Bond Program Monthly Update

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent

RATIONAL SUMMARY: Education Service Center Region 13/ Sledge Engineering will provide the Board a monthly update for the 2023 approved Bond Program.

SUPERINTENDENT'S RECOMMENDATION: n/a

SAMPLE MOTION: n/a



GROWING GREATNESS

 ur Students.  ur Future.

*Gonzales ISD
2023 Bond*



*Monthly Board
Update
5/11/26*

#COME AND BUILD IT

Acronyms (for reference)



AIA	American Institute of Architects	CD	Construction Documents
CMR	Construction Manager at Risk	DD	Design Development
GMP	Guaranteed Maximum Price	ERRC	Emergency Responder Radio Coverage
ES	Elementary School	ESA	Environmental Site Assessment
FEMA	Federal Emergency Management Agency	TAB T&B	Testing and Balancing
HS	High School	PCO	Proposed Change Order (within GMP)
IC	Impervious Cover	Cx	Commissioning
LOMR	Letter of Map Revision	RTU	Roof Top Unit (HVAC)
ETJ	Extra Territorial Jurisdiction	CBO	Certified Building Official
MS	Middle School	CMU	Concrete Masonry Unit
CTE	Career and Technical Education	SD	Schematic Design
PM	Program Management	OAC	Owner/Architect/Contractor
SW	Stormwater	Surv	Survey (Boundary and Topographic)
TCEQ	Texas Commission on Environmental Quality	R13	Region 13 Education Service Center
HVAC	Heating Ventilation Air Conditioning	TIA	Traffic Impact Analysis

Transparency

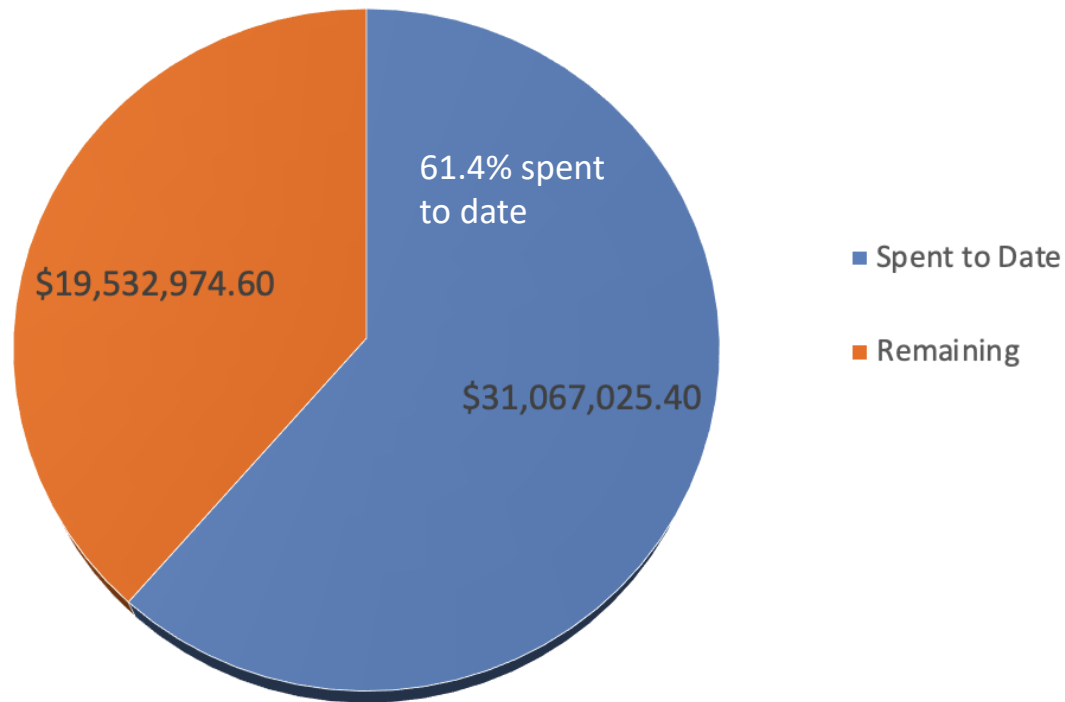


- Public Meetings to be held monthly prior to Board Meetings
- Public Dropbox Link
- Public Access to Program Management team for questions & discussion – contact on website

Program Accounting



Gonzales ISD
Bond Funds Spent to Date
Total Bond Budget = \$50,600,000



Bond Projects List



1. Lester CTE Center (New Site):

1. Infrastructure
2. New Career & Technology Education Campus (CTE)
3. Agricultural Barn

2. Maintenance Projects (campuses)

1. Gonzales Primary Academy (GPA)
2. Gonzales Elementary School (GES)
3. Gonzales Junior High School (JHS)
4. Gonzales North Avenue (GNA)
5. Gonzales High School (GHS)
6. East Avenue Campus/DAEP (EAC)
7. Operations, Maintenance, Transportation (OMT)

Lester CTE Center



1. Exterior masonry nearing completion
2. Exterior metal panel ongoing
3. Interior work continues
4. HVAC start up expected in April
5. Gas service line installation ongoing
6. Graphics package being finalized with staff
7. Equipment orders being finalized

Lester CTE Center



Contingency/Allowance use log update:

Contract Amount = \$1,175,000 (\$1,040,839 balance incl below items)

- *PCO#31 \$9,200 wiring to add 3 digital signs in corridors*
- *PCO#36 Credit of (\$60,000) delete displays; ISD will install direct*
- *PCO#37 \$2,864 modify wall for roof hose bib installation*
- *PCO#38 \$2,800 add school zone signage and striping*

Lester CTE Center



Contingency/Allowance use:

Upcoming items:

- *Greenhouse moved to GMP*
- *Landscaping/Grass/Irrigation Allowance usage*
- *ERRC installation Allowance usage*
- *Graphics Allowance usage*
- *Culinary pony wall modifications*
- *Upgrade epoxy flooring Autoshop & Culinary*
- *Add exterior benches & trash cans*
- *Move residential appliances to GMP*

Lester CTE Center



Exterior Masonry
at CTE Entry



Lester CTE Center



Exterior Masonry &
Metal Panels south wall



Lester CTE Center



1st Floor Corridor



1st Floor Autoshop

Lester CTE Center



Maintenance Projects Weaver & Jacobs



GMP#1: Safety/Security Package (cameras)

1. Final punch items underway
2. Contingency Log update: \$200,000 original;
\$16,349 available

Maintenance Projects

Weaver & Jacobs



GMP#2: Doors/Vestibules Package

1. Installation continues at all Campuses
2. Contingency Log update: \$825,000 original;
\$175K available
 1. PCO#8 \$119,738 additional replacement doors/hardware per staff



Maintenance Projects

Weaver & Jacobs



GMP#3 HVAC

1. HVAC replacement of 78 units District-Wide
2. Units ordered
3. T&B pre-construction meeting held
4. Installations for 90% of units confirmed for Summer 2026
5. Remaining long-lead units schedule to be discussed with staff
6. Change Order #1 this agenda to possibly add more replacements

Maintenance Projects

Weaver & Jacobs



GMP#4

1. Accessibility, infrastructure, remodels
2. Weaver & Jacobs currently bidding
 1. Board Award consideration in June

MAINTENANCE ITEMS

1. GHS track repairs/improvements to begin in May after State track

Bond Program Budget



 Gonzales ISD 2023 Bond Program BUDGET				Delivery Method		Maintenance							
				CTE/Ag Barn		Primary	Elementary	Jr High	North Ave	High School	East Ave/DAEP	Ops, Maint, Transpo	
				CMR	GPA	CMR	CMR	CMR	CMR	CMR	CMR	CMR	
				CTE/Ag Barn Infrastructure, 26,000sf CTE, Ag Barn w 10 int pens, 10 est	GPA safety, security, accessibility, maintenance	GES safety, security, accessibility, maintenance	JHS safety, security, accessibility, maintenance	GNA safety, security, accessibility, maintenance	GHS safety, security, accessibility, maintenance	EAC safety, security, accessibility, maintenance	OMT safety, security, accessibility, maintenance		
TOTAL BOND = \$ 50,600,000				2/24/26	CELLS UPDATED								
ITEM				NOTES:		CURRENT BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET
Total ISD Direct Costs						\$ 24,000	\$ 10,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total Soft Costs						\$ 4,692,285	\$ 2,119,197	\$ 361,674	\$ 575,005	\$ 279,858	\$ 267,816	\$ 542,797	\$ 353,806
Total Util/Testing Costs						\$ 615,994	\$ 265,929	\$ 140,000	\$ 13,800	\$ 37,500	\$ 34,200	\$ 55,865	\$ 35,500
Total Hard Costs (Non Construction)						\$ 3,773,015	\$ 2,117,797	\$ 17,100	\$ 318,602	\$ 50,000	\$ 264,781	\$ 713,000	\$ 45,000
Total Construction Cost:						\$ 42,219,05	\$ 19,523,594	\$ 3,579,954	\$ 5,649,974	\$ 1,884,372	\$ 2,144,674	\$ 4,648,836	\$ 3,341,356
TOTAL COSTS:						\$ 51,324,352	\$ 24,036,518	\$ 4,100,728	\$ 6,559,383	\$ 2,253,731	\$ 2,713,471	\$ 5,962,501	\$ 3,777,664
Total Project Costs						\$ 51,324,352							
PROJECT FUNDING:													
2023 Bond:						\$ 50,600,000							
Interest Utilized						\$ 800,000							
Donated Funds						\$ -							
Operating Funds						\$ -							
Total Funding:						\$ 51,400,000							
Balance:						\$ 75,648							

QUESTIONS?



#COME AND BUILD IT

GROWING GREATNESS



ur Students. ur Future.





Board of Trustees

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Vice President

Ashley Molina
Secretary

Naomi Brown

Gloria Torres

D'Anna Robinson

Josie Smith-Wright

GISD School Board Agenda Information Sheet
May 11, 2026

REPORT ITEM

SUBJECT: Superintendent's Report

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: The superintendent will provide a monthly update.

SUPERINTENDENT'S RECOMMENDATION: N/A

SAMPLE MOTION: N/A





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GISD School Board Agenda Information Sheet
May 11, 2026

INFORMATION ITEM

SUBJECT: Board Business

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

AUTHORITY FOR THIS ACTION: GISD School Board Policy BF (Local)

RATIONAL SUMMARY: Information provided through the Board Business section of the agenda aimed at keeping trustees informed of routine correspondence.

Board Correspondence:

Board Dates of Interest:

May 14	Pre-K Graduation 9:30am
May 15	Pre-K Graduation 9:30am
May 15	Sr. Decision Day
May 17	Sr. Parade Through Town
May 18	Scholarship Night
May 22	Graduation
June 8	Board Meeting
June 10-13	SLI





The GISD School Board Agenda Information Sheet
May 11, 2026

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Adjourn to Closed Session
Under Texas Government Code Chapter 551

The board will recess this open session and convene in a closed meeting to discuss items on the agenda. The Board may conveniently meet in such closed or Executive Session or meeting, concerning any and all subjects and for any and all purposes permitted by Texas Government Code chapter 551, including, but not limited to:

Section 551.071: Consultation with Attorney;

Section 551.074: Personnel Matters; Deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee: Closed Meeting.

No voting will take place in the closed meeting. Any action the board wishes to take as a result of discussions in a closed session will take place after the board reconvenes in an open meeting. Today's date is _____ and it is _____ p.m./am

ADMINISTRATOR RESPONSIBLE:

RATIONAL SUMMARY:

A. Personnel

