

Regular Meeting
Monday, July 13, 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: Josie Smith-Wright
 - 1.C. Pledge:
Presenter: Naomi Brown
 - 1.D. Mission Statement:
Presenter: Gloria Torres
2. Public Comments
Presenter: Board President
3. New Business/Action Items
 - 3.A. Consent Agenda

Discuss and Consider Action to approve the Consent Agenda
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 3.A.1. Minutes of Meetings:
 - 3.A.2. Budget Amendments:
 - 3.B. Discuss and Consider Action to Approve the Gonzales ISD Transition Plan for Bluebonnet Learning Instructional Materials to include math grades 3-5
Presenter: Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools
 - 3.C. Discuss and Consider Action on the Fuel, Lubricant, & Oil Contract
Presenter: Gene Kridler, Executive Director of Operations; Dr. Dana Arreola, Superintendent of Schools
 - 3.D. Discuss and Consider Action to Approve the Renewal of the Memorandum of Understanding between Teachworthy and Gonzales ISD for Education Preparation Program (Grow-Your-Own Teacher Certification Partnership)
Presenter: Mary Lynn Ramirez, Director of Human Resources; Dr. Dana Arreola, Superintendent of Schools
 - 3.E. Discuss and Consider Action on Agreement with the YMCA of the Golden Crescent
Presenter: Dr. Dana Arreola, Superintendent of Schools
 - 3.F. Discuss and Consider Action on the Agreement with Methodist Healthcare Ministries of South Texas, Inc., Peer Parenting Program
Presenter: Dr. Dana Arreola, Superintendent of Schools

- 3.G. Discuss and Consider Action to Adopt the current 29 points reflected on the Lone Star Governance Progress Tracker
Presenter: Justin Schwausch, Board President
4. Reports
 - 4.A. Granting the City of Gonzales Right of Entry to Perform a Topographic Survey and Environmental Study on GISD Property Adjacent to the Tom Lester Jr CTE Facility
Presenter: Gene Kridler, Executive Director of Operations; Dr. Dana Arreola, Superintendent of Schools
 - 4.B. Quarterly Investment Report
Presenter: Amanda Smith, Chief Financial Officer; Dr. Dana Arreola, Superintendent of Schools
 - 4.C. Budget Update
Presenter: Amanda Smith, Chief Financial Officer; Joy Philpott, Chief Academic Officer; Dr. Dana Arreola, Superintendent of Schools
 - 4.D. 2023 Bond Program Monthly Update
Presenter: Casey Sledge, Region XIII/Sledge Engineering; Dr. Dana Arreola, Superintendent of Schools
 - 4.E. Superintendent Reports
5. Board Business
 - 5.A. Board Correspondence
 - 5.B. Dates of Interest
6. 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
- 6.A. Personnel
7. Reconvene to Open Meeting: The Board will take appropriate action on items, if necessary, as discussed in Closed Session
Presenter: Board President
8. Adjourn



Board of Trustees

Justin Schwausch
President

Josie Smith-Wright
Vice President

Ashley Molina
Secretary

Naomi Brown

D'Anna Robinson

Jami Owens

Gloria Torres

GISD School Board Agenda Information Sheet
July 13, 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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Vice President

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Naomi Brown

D'Anna Robinson

Jami Owens

Gloria Torres

GISD School Board Agenda Information Sheet
July 13, 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:

June 8-Regular Board Meeting
June 29-Board Workshop

B. Budget Amendments:

SUPERINTENDENT'S RECOMMENDATION: APPROVE

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



Regular Meeting
Monday, June 8, 2026 5:30 PM Central

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

Naomi Brown: Present
Ashley Molina: Present
Jami Owens: Present
D'Anna Robinson: Present
Justin Schwausch: Present
Josie Smith-Wright: Present
Gloria Torres: Present

Present: 7.

1. Call to Order

Justin Schwausch called the meeting to order at 5:30pm.

1.A. Roll Call

1.B. Invocation:

Gloria Torres led the invocation.

1.C. Pledge:

Jami Owens led the pledge.

1.D. Mission Statement:

Ashley Molina read the Mission Statement.

2. Public Comments

There were five(5) Public Comments.

Kacey Butler, Cydney Mathis, Kevin Pirkle, Kelly Burns, Donna Hisey.

3. Recognitions

Coach Hamilton and Coach Scopel recognized the GHS Softball team.

4. New Business/Action Items

4.A. Consent Agenda

Discuss and Consider Action to approve the Consent Agenda

I move that the board approve the consent agenda as presented. This motion, made by Ashley Molina and seconded by Naomi Brown, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Dr. Arreola went before the board seeking approval of the Consent Agenda.

Motion passed 7/0

4.A.1. Minutes of Meetings:

4.A.2. Budget Amendments:

4.B. Discuss and Consider Action on Progress measures for Goals 1 and 2; Goal 3

"I move that the board accept the report on progress measures for Goals 1 and 2 and results for Goals 3, as presented.". This motion, made by D'Anna Robinson and seconded by Naomi Brown, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Joy Philpott, Chief Academic Officer, went before the board seeking approval of the Progress Measures for Goals 1, 2, and 3. Mrs. Philpott shared data from MAP assessments and final TSIA2 numbers.

Motion passed 7/0

4.C. Discuss and Consider Action to Approve a Memorandum of Understanding Between Texas A&M International University and Gonzales ISD for Field Placement (Counseling Internship Program)

"I move that the board approve the Memorandum of Understanding between Texas A&M International University and Gonzales ISD and authorize the superintendent to finalize and execute the agreement, as presented.". This motion, made by Naomi Brown and seconded by Jami Owens, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

MaryLynn Ramirez went before the board seeking approval of a Memorandum of Understanding between Texas A&M International University and Gonzales ISD for Field Placement (Counseling Internship Program).

Motion passed 7/0

4.D. Discuss and Consider Action on the 2026-27 Employee Raises

A: "I move that the board approve a 2% raise for all GISD staff, as presented.". This motion, made by Ashley Molina and seconded by Gloria Torres, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Amanda Smith went before the board and presented two (2) proposals for employee raises for the 2026-27 school year. Option 1: 1% raise approximate costs of \$250,000; Option 2: 2% raise approximate costs of \$500,000.

Motion passed 7/0 for the 2% raise for all GISD staff.

4.E. Discuss and Consider Action to Set Dates for the Public Meeting on the 2026-27 Proposed Budget and Tax Rate

"I move that the board hold the public meeting for the 2026-27 proposed budget and tax rate on August 31, 2026 at 5:30 p.m., as presented.". This motion, made by Naomi Brown and seconded by Ashley Molina, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Amanda Smith went before the board seeking approval to hold the public meeting for the 2026-27 proposed budget and tax rate on August 31, 2026, at 5:30 p.m.

Motion passed 7/0

4.F. Discuss and Consider Action to Appoint Crystal Cedillo, Tax Assessor-Collector, as the Individual to Calculate and Prepare the 2026 No-New Revenue (Rate to Maintain) and Voter-Approval Tax Rates for the Gonzales ISD

"I move that board appoint Crystal Cedillo as the individual to calculate and prepare the tax rates, as presented.". This motion, made by Gloria Torres and seconded by Naomi Brown, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Amanda Smith went before the board seeking approval to appoint Crystal Cedillo as the individual to calculate and prepare the tax rates for Gonzales ISD. The law requires all taxing entities to specify the reason responsible for calculating the no-new-revenue & voter-approval tax rates.

Motion passed 7/0

4.G. Discuss and Consider Action on Interior Door Safety and Security Improvements as part of the 2023 Bond Program

"I move to approve the purchase of Interior Door Safety and Security Improvements in the amount of \$115,398.88 to Acme Architectural Hardware as part of the 2023 Bond Program.". This motion, made by D'Anna Robinson and seconded by Naomi Brown, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 7, Nay: 0

Casey Sledge of Sledge Engineering/Region XIII went before the board seeking approval to purchase Interior Door Safety and Security Improvements in the amount of \$115,398.88 to Acme Architectural Hardware as part of the 2023 Bond Program.

Several interior doorways are in need of safety and security upgrades at Gonzales High School, Gonzales Junior High, and North Avenue campuses. This work is to improve the functionality and reliability of doorways. The scope of work includes various items on numerous doorways, including door replacements, hardware replacements, hinges, thresholds, closers, seals, and trim. Acme Architectural Hardware is the preferred ISD vendor with previous experience in the District.

This work will be procured via the BuyBoard purchasing cooperative. The total price is

\$115,398.88, which includes \$10,000 in allowance for unforeseen items. All unused Allowance will be returned to GISD. This work will be funded with 2023 Bonds Funds.

Motion passed 7/0

4.H. 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

"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. This motion, made by Naomi Brown and seconded by Josie Smith-Wright, Passed.

D'Anna Robinson: Abstain (With Conflict), Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

Casey Sledge of Sledge Engineering/Region XIII went before the board with a recommendation 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.

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.

Motion Passed 6/1 with D'Anna Robison abstaining from the vote.

4.I. Discuss and Consider Action to Approve Maintenance GMP#4 for District-Wide Maintenance Improvements as part of the 2023 Bond Program

"I move to approve the Maintenance GMP#4 in the amount of \$1,874,534 to Weaver & Jacobs for District-Wide Maintenance Improvements as part of the 2023 Bond Program, and authorize the Superintendent to negotiate the final terms of the contract.". This motion, made by Naomi Brown and seconded by Jami Owens, Passed.

D'Anna Robinson: Abstain (With Conflict), Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea
Yea: 6, Nay: 0, Abstain (With Conflict): 1

Casey Sledge of Sledge Engineering/Region XIII, went before the board seeking approval of Maintenance GMP#4 in the amount of \$1,874,534 to Weaver & Jacobs for District-Wide Maintenance Improvements as part of the 2023 Bond Program, and authorize the Superintendent to negotiate the final terms of the contract.

In February 2024 the Board selected Weaver & Jacobs as the Construction Manager at Risk for the 2023 Bond Program. This scope of work is referenced in the Bond Program as Maintenance GMP#4 and includes:

- GHS parking lot, shade canopies, sewer repairs, 1st floor waterproofing, corridor flooring repairs, marquee sign
- GJH Demo of Tech Building & Portables
- GNA sewer repairs
- EAC interior storefront walls
- GES sidewalk repairs, marquee sign
- GHS and GJH HVAC replacements (6)

If awarded, the majority of this work can be completed in Summer 2026. Shade canopies completion due to delivery time is estimated to be October 2026.

BUDGET INFORMATION

These projects are to be funded from the 2023 Bond Funds. The GMP total for this scope is \$1,874,534 and includes \$480,000 in Owner and Contractor contingencies/phasing allowance for items listed above. All Contingency and Allowance funds will be tracked, and all unused funds will remain with GISD. Projected 2023 Bond Program Budget available funding after this award is approximately \$50,000.

Motion passed 6/1 with D'Anna Robinson abstaining.

4.J. Discuss and Consider Action for the Gonzales High School Apache Band to travel and perform at Disney World and Universal Studios, Orlando, Fl. June 12–18, 2026

"I move that the board approve the out of state travel for GHS Apache Band and sponsors to attend the Disney World and Universal Studios Performance.". This motion, made by Jami Owens and seconded by Gloria Torres, Passed.

Naomi Brown: Yea, Ashley Molina: Yea, Jami Owens: Yea, D'Anna Robinson: Yea, Justin Schwausch: Yea, Josie Smith-Wright: Yea, Gloria Torres: Yea
Yea: 7, Nay: 0

Mr. Varela, GHS Director of Bands, went before the board seeking approval for the GHS Apache Band to travel and perform at Disney World and Universal Studios, Orlando, Fl. June 12-18, 2026.

Motion passed 7/0

5. Reports

5.A. Texas Teacher Incentive Allotment (TIA)

Dr. Valerie Ibeji presented the district's status of the Teacher Incentive Allotment going into its third year of operations in Gonzales ISD.

5.B. 2026-27 Budget Workshop

Amanda Smith, Chief Financial Officer, presented information on the revenue assumptions currently being utilized in the 2026-27 budget development.

5.C. 2023 Bond Program Monthly Update

Casey Sledge, Region XIII/Sledge Engineering presented an update on the 2023 Bond Program.

5.D. Random Drug Screening of All District Employees

Justin Schwausch went before the board to discuss and evaluate whether implementing a policy requiring random drug screening for all district employees would enhance the safety, integrity, and overall effectiveness of the school environment.

5.E. Superintendent Reports

Dr. Arreola reported to the board the following item:

- The partnership with Methodist Healthcare Ministries
- Highland Electric Fleet
- District Committees

6. Board Business

June 10-13 SLI

June 29-LSG Training

June 29-July 3-GISD Offices Closed to the public

July 13-Reg Board Meeting

July 14- Facilities Committee Meeting

July 22 & 23-Leadership Retreat-District Leadership

August 3-New Employee Orientation @8-8:30 a.m.

August 7-Convocation

6.A. Board Correspondence

6.B. Dates of Interest

June 10-13	SLI
July 8	Regular Board Meeting
July 22 & 23	Leadership Retreat-District Leadership

August 3	New Employee Orientation @8-8:30am
August 7	Convocation

June 29-LSG Training
June 29-July 3-GISD Offices Closed to the public
July 13-Reg Board Meeting
July 14- Facilities Committee Meeting

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: The board went into closed session at 7:49 p.m.

7.A. Personnel

8. Reconvene to Open Meeting: The Board will take appropriate action on items, if necessary, as discussed in Closed Session
The board went back to open session at 8:59 p.m.

9. Adjourn
Meeting adjourned at 9:00 p.m.

Justin Schwausch, Board President

Ashley Molina, Board Secretary

Special Meeting
Monday, June 29, 2026 5:00 PM Central

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

Naomi Brown: Present
Ashley Molina: Absent
Jami Owens: Present
D'Anna Robinson: Absent
Justin Schwausch: Present
Josie Smith-Wright: Present
Gloria Torres: Present

Present: 5, Absent: 2.

D'Anna Robinson: Present

Present: 6, Absent: 1.

1. Call to Order

Justin Schwausch called the meeting to order at 5:00 p.m.

1.A. Roll Call

D'Anna Robinson arrived at 5:08 p.m.

1.B. Invocation:

Justin Schwauch led the Invocation.

1.C. Pledge:

Naomi Brown led the pledge.

1.D. Mission Statement:

Josie Smith-Wright read the mission statement.

2. Public Comments

There were no public comments.

3. Reports

3.A. LoneStar Governance Workshop

The Board of Trustees participated in a Lone Star Governance (LSG) workshop facilitated by Jacinto Ramos, Lone Star Governance Coach. During the workshop, the board engaged in discussions and activities focused on continuous improvement, student outcomes, and effective governance practices in alignment with the Lone Star Governance framework.

4. Adjourn

Justin Schwausch adjourned the meeting at 7:52 p.m.

Justin Schwausch, Board President

Ashley Molina, Board Secretary

**2025-26 Proposed Budget Revision
General Operating Fund
Regular Board Meeting - July 13, 2026**

	Current Budget	Proposed Amendment	Proposed Revised Budget
REVENUES			
5700 Local Property Taxes	22,353,106		22,353,106
5700 Other Local Sources	1,044,326	8,247	1,052,573
5800 State Revenues	10,367,245		10,367,245
5900 Federal Sources	864,487		864,487
TOTAL REVENUES	34,629,164	8,247	34,637,411
EXPENDITURES			
0011 Instruction	17,670,195	83,028	17,753,223
0012 Instructional Resources & Media Services	264,900	(11,351)	253,549
0013 Curriculum & Staff Development	1,191,307	20,757	1,212,064
0021 Instructional Leadership	347,641		347,641
0023 School Leadership	2,044,799	50,163	2,094,962
0031 Guidance, Counseling, & Evaluation	1,383,535		1,383,535
0032 Social Work Services	171,689	(80,000)	91,689
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	8,247	1,820,384
0041 General Administration	2,140,139		2,140,139
0051 Plant Maintenance and Operations	4,315,645	10,378	4,326,023
0052 Security & Monitoring Services	675,912		675,912
0053 Data Processing Services	1,909,439		1,909,439
0061 Community Services	16,588		16,588
0071 Debt Services	423,088		423,088
0081 Facilities Acquisition & Construction	75,939	100,000	175,939
0091 Contracted Inst Services Btw Public Schools	0		0
0099 Other Intergovernmental Charges	607,600		607,600
TOTAL EXPENDITURES	37,167,550	181,222	37,348,772
7913 Capital Lease Proceeds	49,039	172,975	222,014
8911 Operational Transfer Out	500		500
NET ACTIVITY	(2,489,847)	0	(2,489,847)

-\$100,000 Increase to Function 81, \$80k Decrease to Function 32, \$20k Decrease to Function 12: Apache Stadium Inspections, Testing, etc.

-\$8,247 Increase to Function 36 & Other Local Revenue: Donation from Athletic Booster Club for Mats for the Girls Weight Room

-Increase 8911 & Functions 11, 12, 13, 23 & 51: Difference between actual copier lease and budget amendment approved 5/11/26; clerical error made in amortization schedule resulted in original amendment being presented incorrectly



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Ashley Molina
Secretary

Naomi Brown

D'Anna Robinson

Jami Owens

Gloria Torres

GISD School Board Agenda Information Sheet
July 13, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to approve the Gonzales ISD Transition Plan for Bluebonnet Learning Instructional Materials to include math grades 3-5

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 to those materials. This plan requires board approval and then must be kept on file in the district. The board approved this plan for grades K-2 in May; given STAAR data we want to expand to grades 3-5.

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 to include Bluebonnet Math for grades 3-5.



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.

Gonzales North Avenue was using STEMScopes math materials. Following the receipt of 2026 math STAAR scores, GISD made the decision to implement Bluebonnet math in grades 3-5.

Implementation of Bluebonnet math materials at Gonzales Elementary will be in the deeper phase; in grades 3-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 North Avenue**, Gonzales Junior High, and Gonzales 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 North Avenue**, Gonzales Junior High, and Gonzales 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 North Avenue**, Gonzales Junior High, and Gonzales 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 North Avenue**, Gonzales Junior High, and Gonzales 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/or 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.

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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 too, 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](#) - 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.

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- 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 \(TNTP\)](#) - 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
July 13, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on the Fuel, Lubricant, & Oil Contract

ADMINISTRATOR RESPONSIBLE: Gene Kridler, Executive Director of Operations;
Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: Administration has solicited proposals to support the district's fuel, lubricant, and oil needs during the 2026-27 fiscal year. Two proposals were received and evaluated.

Board Policy CH (Local) requires that any purchase over \$75,000 be approved by the board.

ADMINISTRATION'S RECOMMENDATION: Approve On-Site Fuels

SAMPLE MOTION: *"I move that the board award the contract to On-Site Fuels, as presented."*



ORIGINAL RESPONSE				On-Site Fuels, Inc.		Safety-Kleen Systems, Inc.	
Item	Quantity	Articles and Descriptions		Price per Unit	Amount	Price per Unit	Amount
1	500	gal. motor oil 15W-40, in bulk oil container for diesel buses		10.74	\$5,370.00	11.54	\$5,770.00
2	80	gal. red antifreeze for diesel buses		6.16	\$492.80	5.96	\$476.80
3	90,000	gal. #2 diesel		0.09	\$8,100.00	NO BID	
4	17,000	gal. unleaded gasoline		0.25	\$4,250.00	NO BID	
5	55	gal. automatic transmission fluid for full synthetic Allison transmissions		32.14	\$1,767.70	40.73	\$2,240.15

Evaluation Summary

Evaluation Date: 6/23/2026

RFP #25-002: Fuel, Lubricant and Oil

Gonzales Independent School District

AVERAGE OF EVALUATORS:

Vendors	On-Site Fuels, Inc.	Safety-Kleen Systems, Inc.
Price-50%	50%	40%
Vendor Reputation-5%	5%	3%
Quality of Goods & Services-5%	5%	2%
Meet District Needs-10%	10%	2%
Past Relationship with District-20%	20%	20%
Long-term Cost to District-6%	5%	4%
Information submitted by the vendor-2%	2%	1%
Any other relevant factors-2%	2%	2%
Total Points	99%	74%



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GISD School Board Agenda Information Sheet
July 13, 2026

ACTION ITEM

SUBJECT: Approve Renewal of Memorandum of Understanding Between Teachworthy and Gonzales ISD for Education Preparation Program (Grow-Your-Own Teacher Certification Partnership)

ADMINISTRATOR RESPONSIBLE: Mary Lynn Ramirez, Director of Human Resources

RATIONAL SUMMARY: Administration is presenting for renewal the Memorandum of Understanding between Teachworthy and Gonzales ISD to continue the District's Grow-Your-Own Teacher Certification Partnership. The agreement provides eligible instructional aides, paraprofessionals, and substitute teachers with a pathway to earn Texas teacher certification while remaining employed by the District.

The renewal continues the responsibilities of both parties, including candidate support, certification requirements, and program participation. The District will pay \$2,000 per participating candidate, as outlined in the agreement.

The agreement has been reviewed and is recommended for approval. Authorization is requested for the Superintendent to execute the renewal of the agreement.

SUPERINTENDENT'S RECOMMENDATION: Approve

SAMPLE MOTION: *"I move that the Board of Trustees approve the renewal of the Memorandum of Understanding between Teachworthy and Gonzales ISD for the Education Preparation Program and authorize the Superintendent to execute the agreement, as presented."*



MEMORANDUM OF UNDERSTANDING

BETWEEN

TEACHWORTHY

and

Gonzales Independent School District

Effective: 10/1/2026

End Date: 8/31/2027

This Education Preparation Program Agreement (the "Agreement") is entered into by and between Q2 Limited Partnership dba Teachworthy, a Texas Limited Partnership ("Teachworthy"), and Gonzales Independent School District, a Texas Public School, ("District") for the conduct of assisting District employees and candidates to pursue Texas teacher certifications. Collectively, Teachworthy and District are referred to herein as the "Parties." It is understood that the Parties will cooperate in the conduct of educational activities.

I. PURPOSE OF AGREEMENT

This Agreement provides the terms under which the District will provide an on-site educational experience and opportunity to District-selected candidates. A Candidate is defined as an instructional aide, paraprofessional, or substitute teacher specifically identified and selected by the District to participate in, and approved by Teachworthy for admittance into, the Program.

Through this partnership, Candidates gain access to a structured pathway to earn a bachelor's degree and Texas teaching certification while continuing to serve in their current District role. Candidates will complete Teachworthy Continuing Professional Education ("CPE") credits, which transfer to Indiana Wesleyan University Texas ("IWU") as fourteen (14) Assessed Learning ("AL") college credits toward the completion of a conferred degree from IWU.

Upon completion of a bachelor's degree, or during the final semester before graduation, Candidates will apply to Teachworthy for the accelerated certification phase. With formal admission to Teachworthy, a Candidate can begin the certification process.

This purpose as described in this section is collectively defined as the "Program."

II. PROGRAM VALUE

The Elevate program is designed to deliver meaningful value to both the District and the Candidate.

Value to the District

- **Grow-Your-Own Teacher Pipeline:** The District gains a structured, supported pathway to develop certified teachers from its existing workforce, including instructional aides, paraprofessionals, and substitute teachers who already know the community and school culture.
- **Retention and Workforce Development:** By investing in current employees' professional growth, the District strengthens retention and builds long-term staffing capacity in hard-to-fill teaching positions.
- **Dedicated Program Support:** Teachworthy provides ongoing candidate monitoring, progress reporting, and coordination with IWU throughout the multi-year program journey, reducing the administrative burden on the District.
- **Capturing Kids' Hearts®1 Training:** Each Candidate receives Capturing Kids' Hearts®1 ("CKH-1") training, a two-day professional learning experience that equips K-12 educators with practical tools for building a safe, connected, and high-performing classroom. Through hands-on activities and a consistent approach for handling conflict and misbehavior, participants learn how to strengthen relationships, build accountability, earn trust, and show students they care.

Value to the Candidate

- **14 College Credits Embedded in the Program:** Candidates earn 14 AL college credits through Teachworthy CPE coursework that transfers directly to IWU, representing over \$3,400 in tuition value.
- **Zero Upfront Cost to Enter Certification:** Elevate Candidates who complete their degree through IWU and transition into Teachworthy's certification program pay no application fee and no upfront curriculum fee, meaning they do not pay anything out of pocket until they secure an internship placement.
- **\$1,000 Reduction on Teachworthy Certification Program Fees:** Candidates who complete the Elevate program and their degree with IWU receive a \$1,000 reduction of their Teachworthy certification program cost.
- **Earn While You Learn:** Candidates continue working in their District role throughout the program, maintaining income stability while progressing toward a degree and certification.
- **Accelerated Certification Pathway:** The Elevate pathway streamlines the transition from degree completion to Teachworthy's internship and certification process.

III. SCOPE OF THE PROGRAM

The District makes no agreement to provide any specified number of Candidates for the Program, and Teachworthy makes no agreement to accept a specified number of Candidates from the District.

IV. TERM OF AGREEMENT, TERMINATION, GOVERNING LAW

This Agreement shall be effective upon the date of last signature below ("Effective Date") and may be terminated without cause by ninety (90) days written notice from either party to the respective address given below.

Teachworthy agrees to continue providing the Program to active Candidates until recommendation of standard certificate, resignation, transfer, or disqualification of each active Candidate should Teachworthy terminate the Agreement without cause.

This Agreement shall be governed and construed in accordance with the laws of the State of Texas.

V. CANDIDATE SCHEDULES

Schedules for District Candidates, including instruction, internship participation, and use of each party's facilities, shall be mutually agreed upon by the designated representatives of Teachworthy and District.

VI. RESPONSIBILITIES OF THE PARTIES

In consideration of the mutual aims and interests of both parties, each Party hereby agrees that its responsibilities under this Agreement shall be as follows:

A. Teachworthy Responsibilities

Teachworthy assumes the following responsibilities and shall provide the following services:

1. Provide CPE Courses for District to offer to Candidates working toward a degree with IWU. CPE courses are approved by IWU to receive 14 Prior Learning Assessment Credits if completed in full.
2. Provide Capturing Kids' Hearts®1 Training, a two-day professional learning experience that equips K-12 educators with practical tools for building a safe, connected, and high-performing classroom. Through hands-on activities and a consistent approach for

handling conflict and misbehavior, participants learn how to strengthen relationships, build accountability, earn trust, and show students they care.

3. Monitor the course progress and evaluate performance of each Candidate in the CPE/AL courses and share progress with the District partner.
4. Provide a **\$1,000 reduction** of the Teachworthy certification program fee for Candidates who complete the Elevate program and their degree with IWU, applied at the time the Candidate is formally admitted to the Teachworthy certification program.
5. Evaluate Candidates for formal admission to Teachworthy to begin the certification process.
6. Teachworthy program fees are subject to change at the discretion of the Teachworthy Leadership Team. Teachworthy will communicate fee changes to District partners with a minimum of one-hundred eighty (180) days' notice for District Candidates to enter the Elevate program under the existing fee structure. Teachworthy will make every effort to control costs but recognizes that inflation and new Texas Education Agency rules and requirements often cause fees to be increased.

B. District Responsibilities

1. Provide a cohort coach to monitor and support Candidates through the process, ensuring that they have the opportunity to complete the coursework and required observation hours.
2. Comply with the School District Teaching Permit admittance requirements for District Candidates.
3. Make payment to Teachworthy in the amount of **\$2,000 per Candidate**, which includes \$1,500 for CPE coursework and \$500 for CKH-1 training. Payment is due when a Candidate gains access to the curriculum. This payment is non-refundable and non-transferable. For districts that currently have an active contract with Capturing Kids' Hearts, Elevate Candidates may attend a district-hosted CKH-1 training session. In these cases, the CKH-1 fee for Elevate will be waived, since the district is already covering the cost of the training.
4. Ensure Candidates who are on a School District Teaching Permit remain on track to have a probationary certification within three years of the first day of admission into the School District Teaching Permit.
5. Ensure all Candidates must be starting their internship within 4.5 years of enrollment in their first Teachworthy CPE course.

C. Candidate Responsibilities

Candidates will be expected to fulfill the following responsibilities in order to remain enrolled in the Program. These expectations will be communicated to Candidates by Teachworthy and by the District. Teachworthy and the District shall have the right to remove a Candidate from the Program or from the District's employment, respectively, in accordance with their individual policies and procedures. Each party shall promptly notify the other party prior to removal of a Candidate.

1. Execute an Elevate CPE Agreement with Teachworthy.
2. Apply to Teachworthy in the final semester before graduation, or within 30 days of graduation.
3. Demonstrate a GPA of 2.50 or higher, which is a Texas Education Agency requirement for formal admission to Teachworthy.
4. Prepare and pass all certification exams as required for the admitted certification area, including test remediation activities if required.
5. Begin the Internship phase within 4.5 years of completion of the Teachworthy CPE/AL courses to receive credit for certification training. If for any reason the Candidate is unable to begin an internship within 4.5 years of completing the Teachworthy CPE credits, Candidate will have to re-take Teachworthy pre-service training at an additional cost to the Candidate of **\$495**.
6. Pay the Teachworthy certification program fee at the price in effect when the Candidate is formally admitted to Teachworthy, minus the **\$1,000 Elevate program cost reduction**.
7. If the Candidate leaves the partnering District after completing CPE courses, course credit can be accepted at another district in Texas, but the Candidate may not benefit from the program cost reduction and would be required to pay the full program fee at the time of reaching this stage of the program.

VII. CONSIDERATION

The total consideration for this Agreement shall be the mutual services provided by the Parties, and any other consideration specified within this document, specifically the fees set forth under Section VI.B., District Responsibilities.

VIII. MISCELLANEOUS

1. **Compliance with Applicable Law:** Each party shall fully comply with all provisions of applicable federal, state, and local law in facilitating the Education Preparation Program described herein, including but not limited to the Texas Education Code and the Texas Administrative Code.
2. **Relationship of the Parties:** This Agreement does not create an employer-employee relationship. This Agreement shall not be considered or construed to be a partnership or joint venture, and neither party shall be liable for any obligations incurred by the other unless specifically authorized in writing by the other party.
3. **Scope of Agreement:** This Agreement constitutes the final, complete, and entire agreement between the Parties and supersedes all prior and contemporaneous agreements, understandings, negotiations, and discussions of the Parties, whether written or oral. There are no representations or other agreements included. Any alteration or modification of this Agreement shall be effective only if it is in writing, signed, and dated by the Parties.
4. **Indemnity:** To the extent permitted by law, each party shall be responsible for its own acts and omissions.
5. **Severability:** In the event that any one or more of the provisions contained in this Agreement shall be held to be unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision did not exist.
6. **Waiver of Breach:** The waiver by either party of any breach of any provision of this Agreement shall not constitute or operate as a waiver of any breach of any other provision hereof, nor shall failure to enforce any provision hereof operate as waiver at such time or at any future time or performance of any other provision hereof.
7. **Service of Notices:** The notices required by this Agreement shall be effective when mailed, postage prepaid, certified with return receipt requested to the addresses shown below:

If to the District: Gonzales Independent School District

If to the Program: Teachworthy 1199 Haywood Drive College Station, TX 77845

8. **Amendments:** This Agreement may be amended at any time by mutual agreement of the Parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both Parties.

THE PARTIES, having full authority and having taken all legal prerequisites to execution of this Agreement, by and through their respective authorized representatives, hereby execute this Agreement on the date(s) referenced below:

	DISTRICT	TEACHWORTHY
Signature	_____	 _____
Printed Name	_____	Jan Bettersworth_____
Title	_____	Elevate Program Director_____
Date	_____	Oct 01 2026_____

Billing Contact Information

First Name: _____

Last Name: _____

Email Address: _____

Billing Address: _____



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Gloria Torres

GISD School Board Agenda Information Sheet
July 13, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on Agreement with the YMCA of the Golden Crescent

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: Administration recommends approval of the Agreement between YMCA of the Golden Crescent and Gonzales ISD.

ADMINISTRATION'S RECOMMENDATION: Approve

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



YMCA AFTER-SCHOOL DAYCARE AGREEMENT
YMCA of the Golden Crescent: Gonzales Independent School District

This agreement is made by and between Gonzales Independent School District ("GISD") and the YMCA of the Golden Crescent ("YMCA") for the purposes, mutual promises, and consideration expressed herein.

WHEREAS a continuing need has been identified in the Gonzales Independent School District for an after-school daycare program and a summer day camp program, and

WHEREAS, the Young Men's Christian Association is a nationally recognized leader in the provision of child care programs, athletic programs, and management of recreational facilities; and

WHEREAS, the YMCA conducts an after-school daycare program/summer day camp program;

WHEREAS, students and parents in GISD would benefit from such a community partnership;

NOW THEREFORE, GISD and YMCA agree as follows:

1. After Hours School Day Care Program ("After Hours Program"):
 - a. YMCA shall sponsor, conduct, and provide, and shall allow and cooperate in the provision of an After Hours Program at selected GISD elementary schools located in Gonzales County. Middle school campuses may be included in the future through an amended contract. The After Hours Program shall start each year on the First Day of School as that term is herein defined and end on the last day of Summer Day Camp as that term is herein defined. A GISD calendar for the current year shall be attached and replaced as appropriate, as Exhibit A to this Agreement. The "First Day of School" is defined as the first day of regular student attendance at GISD.
 - b. YMCA will have access to the kitchen ice machine to obtain ice for student drinks. The ice will be obtained from the kitchen area before the kitchen staff leaves for the day. YMCA will make arrangements with the campus kitchen manager.
2. After Hours Program - Locations: The following GISD facilities, shall be available to the YMCA for conduct of the After Hours Program during the above-referenced dates. Gonzales Elementary School, 1600 Saint Andrew Street, Gonzales, TX 78629.
3. After Hours Program - Hours: The After Hours Program shall be conducted each regular school day from the time that school is dismissed until 6:30 p.m.
4. Day Care Program for GISD Staff Development/Prep Days: The YMCA shall conduct a full day care program similar to the After Hours Program on weekdays during the regular school year when school is not in session due to professional development training days. The day care program shall be conducted on staff development and preparation dates from 7:30 am - 6:30 pm. Specific dates will be designated by GISD at the time the GISD School Calendar is adopted.

GISD facilities are not available for use on the following dates, due to district and custodial holidays as well as YMCA recognized holidays:

- Labor Day
- December 24th
- December 25th
- January 1st
- Good Friday
- Memorial Day
- Thanksgiving Day
- Day after Thanksgiving
- July 4th
- MLK Day
- Emancipation Day
- Veteran's Day
- Columbus Day
- President's Day

Exception: The YMCA will use designated school sites during the Winter Break, Fall Break, Thanksgiving Break, and Spring Break (Monday-Friday) such sites will be determined 60 days prior to the Winter Break.

5. Summer Camps Programs ("Summer Camp"):

- a. The YMCA may conduct summer camp during the summer months when school is not in session. Summer camp start and end dates will be provided to GISD 60 days in advance.

6. Summer Camp - Locations: GISD facilities shall be made available to conduct Summer Camp. The specific sites will be determined based on GISD maintenance schedules and the number of students participating in the summer camp program.

GISD will coordinate with the YMCA to guarantee that facility access is available during the summer break for GISD including air conditioning and emergency contacts.

7. Program Fees to Participants: Program fees shall be determined by the YMCA with the approval of GISD administrative personnel in August of each year for the following school year such approval to not be unreasonably withheld. YMCA shall be responsible for billing and collection of fees from parents of children enrolled in the After Hours Program upon receipt of sufficient proof of financial need. YMCA may waive all or a portion of the established fee for the program participant. The availability to a program participant of such a full or partial fee waiver shall be based on the availability at subsidies from other sources. The YMCA shall strive to provide access to the After Hours Program regardless of a participant's ability to pay.

GISD full-time employees will be charged a program fee discounted by forty (40%) percent from the regular After Hours Program fees.

8. Available Space: The spaces to be used by the YMCA for provision of the programs, at the specified GISD facilities, must be available on a daily basis and will include: an outdoor play area, indoor program area including gym and cafeteria, restroom facilities, water fountains, storage area, telephone line access with fees for telephone services to be paid by the YMCA and flow areas between the foregoing spaces. YMCA shall be responsible for keeping the available areas in an orderly condition and shall repair or replace at the expense of the YMCA any damaged or missing equipment or damage to the facility, resulting from any negligence of the YMCA. YMCA shall compensate GISD custodial staff at a rate of \$25 per hour for services provided outside of their regular work schedule, including cleaning the areas of the facility used and securing the building at the conclusion of each program day.

GISD and YMCA understand and agree that other uses of the cafeteria and/or gym may preempt the YMCA's scheduled use of the facilities, and GISD agrees to give as much notification as possible to the YMCA of such events except in case of emergencies, or other unforeseen events. At the principal's request, the YMCA shall defer use of said area(s) to the district for school programs or events. The principal must directly authorize any use by school groups of YMCA rented spaces.

The YMCA will not allow other non-school groups to use space rented by the YMCA for afterschool childcare or programming without direct approval from the GISD Administration.

9. Costs: YMCA shall bear all costs associated with the initiation and provision of the After Hours Program and Summer Camp. YMCA shall specifically bear all costs associated with licensing, staffing, and operating the programs.

10. Standards and Licensing: The After Hours Program shall be licensed by the Texas Department of Health and Human Services, or any successor agency, as a licensed day care center at each specific school in which the program operates. YMCA shall secure required license prior to operation of program at any school and shall conduct program in such a manner as to comply with on-going requirements of licensure. The principal at each GISD facility covered by this Agreement shall cooperate with YMCA in the licensing process by providing such documents and information as may be required to obtain and maintain licensing. Any expense, modification or other actions required to be taken at the expense of the YMCA and only after permission of the principal at the school involved.

11. Students: The After Hours Program shall be available to all students regardless of race, color, sex, national origin, or religion, and all reasonable efforts shall be made to accommodate handicapped children who are mainstreamed. Students will be enrolled at the school where they attend, with the exception of any supplemental program sites and on professional development training days or holidays, when sites will be combined. Enrollment may be limited by licensed capacity, space available at each school, and YMCA staffing levels.

YMCA shall take complete charge of the students participating in the program upon the student's arrival at the designated day care area, and shall abide by and enforce standard school rules, including, without limitation, rules requiring walking in the halls, keeping

school property unmarred and the facility clean. YMCA shall also establish rules for behavior for students participating in the After Hours Program.

12. Program Planning / Training: The YMCA director shall visit each campus site a minimum of once a week for the purpose of observing the program in place to ensure that the safety and security needs of the children in the program are being met and that the program is proceeding in an orderly fashion.
13. Students shall be provided 30 to 45 minutes of quiet time daily for homework. All groups will have time allocated for additional instructional enrichment. YMCA staff, will at all times, incorporate character education consistent with the campus where located into their programs. Staff should know and ensure that students in the YMCA program adhere to campus behavioral rules and expectations. Staff shall treat students respectfully at all times and be sensitive to cultural differences.

Curriculum shall be posted and followed by YMCA staff members and principals shall be given a copy of the curriculum two (2) weeks in advance.

14. Promotion and Public Relations: YMCA shall be responsible for promoting the After Hours Program. GISD shall assist by allowing information to be distributed through the schools. YMCA shall monitor program quality by regular meeting with principals encouraging parental involvement, and conducting an annual evaluation.
15. Staff: Recruiting, hiring, training, supervision and compensation of staff for the After Hours Program shall be the sole responsibility of the YMCA.
16. Insurance: During the term of this Agreement and any extension thereof, YMCA shall maintain comprehensive general liability insurance coverage in the amount of two million dollars (\$2,000,000). All insurance shall be with companies acceptable to GISD and shall name GISD, its trustees, officers, employees and agents as additional named insured.
17. Effective Date and Term of Agreement: This Agreement shall become effective on the date signed by both parties. This Agreement shall be for a term of one (1) year. This Agreement commences on August 10, 2026 and ends on the Last Day of Summer Day Camp for school year 2027 unless the Agreement is terminated sooner in accordance with the terms of this Agreement. After the term of this Agreement, the Agreement will automatically renew on an annual basis, subject to the Termination provisions of this Agreement.
18. Meeting to Discuss and Negotiate Modification: The parties agree that they will meet each March during the term of this Agreement to discuss modifications to the Agreement, potential extensions and other matters as may be necessary to coordinate the programs provided in this Agreement.
19. Termination for Cause:
 - **Termination for Default:** Either party may terminate this Agreement if the other party materially fails to observe or perform any covenant, obligation or provision of this Agreement, and the Party's material failure continues for a period of thirty days after it receives a written notice of default from the other party.
 - **Termination for Convenience:** Either party may terminate this agreement for convenience upon 90 days written notice to the other party.
20. Modifications: This Agreement may be modified by written addendum with the approval of the Gonzales Independent School District Board of Trustees, or its designees and YMCA of the Golden Crescent, Board of Directors or its designee.
21. Entire Agreement: This document is the final agreement of the parties hereto, and replaces and supersedes all previous Agreements. There are no representations or promises between the parties other than those set out herein.
22. Applicable Law: This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.
23. Multiple Originals: This Agreement may be executed in a number of identical counterparts each of which shall be deemed an original for all purposes.
24. Authority: The undersigned warrants that he or she is duly authorized to execute this Agreement on behalf of the named entity.
25. Indemnity and Release: The YMCA hereby waives, releases and discharges GISD, its trustees, officers and employees, from any claim, demand or cause of action arising out of this Agreement or any activity undertaken pursuant to this Agreement. The YMCA further indemnifies and holds harmless GISD, its trustees, officers and employees from any and all claims for loss, damage, injury or death, including claims for attorney's fees and cost of court, sustained by any person, or for any damages to property, arising out

of the activities described in this Agreement or arising out of the use of GISD buildings and facilities as contemplated by this Agreement.

26. Training of Personnel: YMCA will provide staff that are fully trained, properly supervised, and competent to perform child care duties as contemplated to be provided by YMCA under this Agreement. YMCA shall be solely responsible for the provision of trained personnel and for supervision of such personnel. GISD, its trustees, officers and employees shall have no responsibility for supervision of such personnel provided by YMCA or for supervision of children participating in the day care programs offered by the YMCA.
27. Prior Agreement: This revised Agreement replaces all prior agreements between the YMCA and GISD.
28. Travel Agreement: The YMCA will reimburse GISD for bus drivers at the actual hourly rate paid to them per hour, plus fringe benefits for their services to the YMCA. Operational cost will be calculated at \$1.00 per mile. Actual cost will be calculated and an invoice will be sent by GISD Accounts Receivable to YMCA representative, Mariah Jordan, at mjordan@ymcavictoria.org, Connie Kacir, at clkacir@yahoo.com and payment will be due within 30 days of invoice date. GISD buses and bus drivers will be available Monday-Friday from 8 am - 3 pm, June 2 through July 31, 2026 except for July 4, 2025. On Fridays during the duration a minimum of 6 hours will be paid to the GISD bus driver hired. All scheduling needs will be communicated by Mariah Jordan, YMCA representative, to the GISD Executive Director of Operations one week prior to the date requested.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement on the 13th day of July, 2026.

GONZALES INDEPENDENT SCHOOL DISTRICT

Dr. Dana Arreola, Superintendent of Schools

Date

YMCA OF THE GOLDEN CRESCENT

, President/CEO

Date



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GISD School Board Agenda Information Sheet
July 13, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action on the Agreement with Methodist Healthcare Ministries of South Texas, Inc., Peer Parenting Program

ADMINISTRATOR RESPONSIBLE: Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: Administration recommends approval of the Agreement between Methodist Healthcare Ministries of South Texas, Inc., Peer Parenting Program and Gonzales ISD.

ADMINISTRATION'S RECOMMENDATION: Approve

SAMPLE MOTION: *"I move that the board approve the agreement between Methodist Healthcare Ministries of South Texas, Inc., Peer Parenting Program and Gonzales ISD, as presented."*





Linkage Agreement

Gonzales Independent School District
1615 Saint Louis Street
Gonzales, TX 78269

This agreement, entered into by and between **Methodist Healthcare Ministries of South Texas, Inc., Peer Parenting Program**, hereinafter called "MHM" and **Gonzales Independent School District**, Hereinafter called "Gonzales ISD" regarding the services to be provided as part of the Peer Parenting Program.

The Peer Parenting Program is a comprehensive parenting program. Participants meet weekly to receive basic, practical information and support regarding parenting and decision-making. Parents support each other and are encouraged to pursue and achieve their personal, educational and career goals.

MHM is an official network of Parents As Teachers of St. Louis, Missouri.

The Peer Parenting Program of Methodist Healthcare Ministries agrees to provide:

Corporate Headquarters
4507 Medical Drive, San Antonio, TX 78229

Wesley Health & Wellness Center
1406 Fitch Street, San Antonio, TX 78211

Dixon Health & Wellness Center
4212 E. Southcross, San Antonio, TX 78222

George Ricks School Based Health Center at Schertz
757 Curtiss Ave, Schertz, TX 78154

Weekly Support Groups

- Implement weekly parent support groups according to the prescribed model
- Oversee all aspects of planning, implementation and follow-up of groups
- Provide transportation assistance for participants on an as-needed basis
- Provide a meal/snack for group participants at their discretion (meeting space will be left clean and free of food, trash, and debris)

Participants

- Identify parents to participate in the weekly support groups
- Follow-up on absenteeism
- Identify individual and group needs of participants

Peer Group Facilitators

- Recruit, train and supervise volunteer facilitators
- Train facilitators, as well as, furnish curriculum and materials for group meeting

Support and Information

- Provide information to parents using fact-based parenting curriculum and other key resources
- Provide participants with information about resources in the community
- Coordinate referrals for community resources for participants

Recruitment Activities

- Prepare informational materials for community outreach
- Deliver presentations to community groups
- Participate in informational fairs

Contact Person

- The program site coordinator will serve as the primary contact person
- S/he is the designated spokesperson for the Peer Parenting Program
- S/he will notify the designated contact person from your organization of any changes in the meeting schedule

Gonzales ISD agrees to provide:

Meeting Space

- Provide a comfortable room to accommodate 10-15 parents, at the designated day and time (every week for 2 hours)
- Provide a separate, appropriate space in close proximity to accommodate 10-20 children for child care during the parent group meetings

Referrals

- Identify and refer individuals who might benefit from participating in the program
- Identify and refer individuals who might be interested in volunteering with the program
- Accept client referrals from the Peer Parenting Program for services that your organization provides

Contact Person

- Identify and assign an individual who will serve as the primary contact person
- S/he should notify the Peer Parenting Program Parent Educator of any activities/changes in the organization's calendar that might affect the Peer Parenting Program meeting schedule or space; notification should be made at least one week in advance, where possible

Program Awareness

- Establish communication channels to promote community awareness of the Peer Parenting Program group that your organization is hosting



- Share information received from the Peer Parenting Program with appropriate staff and clients from your organization

Terms of the Agreement

This Agreement will commence as of the date signed by both parties and shall be continued until said time that either party desires to terminate the Agreement and thus gives the other party thirty (30) days written notice of intention to terminate.

The terms of this agreement will be revisited on an annual basis to determine if adjustments are necessary in order to assure we are providing the best possible service for our clients.

METHODIST HEALTHCARE MINISTRIES Gonzlaes ISD
OF SOUTH TEXAS, INC.

Oanh Maroney-Omitade
Chief Operating Officer

Dr. Dana Arreola
Superintendent

Date: _____

Date: _____

Corporate Headquarters
4507 Medical Drive, San Antonio, TX 78229

Wesley Health & Wellness Center
1406 Fitch Street, San Antonio, TX 78211

Dixon Health & Wellness Center
4212 E. Southcross, San Antonio, TX 78222

George Ricks School Based Health Center at Schertz
757 Curtiss Ave, Schertz, TX 78154



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GISD School Board Agenda Information Sheet

July 13, 2026

ACTION ITEM

SUBJECT: Discuss and Consider Action to Adopt the current 29 points reflected on the Lone Star Governance Progress Tracker.

ADMINISTRATOR RESPONSIBLE: Justin Schwausch, Board President

RATIONAL SUMMARY:

Adoption of the current points on the Lone Star Governance Progress Tracker formally acknowledges the district's progress in implementing the Lone Star Governance framework and provides a transparent benchmark for continuous improvement. The current total of **29 points** reflects completed governance actions aligned with student outcome focus, effective use of time, and systems oversight.

By adopting these points, the Board reinforces its commitment to monitoring governance effectiveness through measurable milestones and shared accountability. Establishing a **goal of 65 points for the next quarter** sets a clear, time-bound expectation for continued implementation, supports strategic prioritization of governance work, and aligns Board actions with district leadership efforts.

This action ensures consistent tracking of governance progress, promotes clarity in expectations, and supports the Board's role in driving improved student outcomes through effective governance practices.

ADMINISTRATION'S RECOMMENDATION: Approve

SAMPLE MOTION:

" I move that the board adopt the current 29 points reflected on the Lone Star Governance Progress Tracker, as presented.



QUARTERLY PROGRESS TRACKER

School Board:				Date:		Quarter:
Framework	Three Quarters Ago	Two Quarters Ago	One Quarter Ago	Current Quarter	Next Quarter Targets	Total Points Possible
Vision and Goals 1				12	12	15
Vision and Goals 2				12	12	15
Vision and Goals 3				0	9	10
Vision and Goals 4				0	4	5
Progress and Accountability 1				0	12	15
Progress and Accountability 2				1	1	5
Systems and Processes				4	12	15
Advocacy and Engagement				0	3	10
Synergy and Teamwork				0	0	10
Total				29	65	100

By signing below, I affirm that the Lone Star Governance Integrity Instrument was completed and is accurate

Board Member Signatures:	% Student Outcome Minutes	Vote Count for	Vote Count Against

EVALUATION NOTES

The standard of evidence for items where board action is required will be the minutes of the meeting during which the board voted to take the described action. Where an opinion of the board is required, a resolution or vote passed by the board will meet the standard of evidence. Any board completing a self-evaluation using the LSG Integrity Instrument that is supported or reviewed by an LSG Coach may submit the review for the LSG Leaderboard. If the board would like their self-evaluation reviewed by an LSG Coach, please email the completed LSG Integrity Instrument to LSG@tea.texas.gov.



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GISD School Board Agenda Information Sheet
July 13, 2026

REPORT ITEM

SUBJECT: Granting the City of Gonzales Right of Entry to Perform a Topographic Survey and Environmental Study on GISD Property Adjacent to the Tom Lester Jr CTE Facility

ADMINISTRATOR RESPONSIBLE: Gene Kridler, Executive Director of Operations;
Dr. Dana Arreola, Superintendent of Schools

RATIONAL SUMMARY: City of Gonzales would like entry to the property to perform topographic survey and environmental studies

SUPERINTENDENT'S RECOMMENDATION:

SAMPLE MOTION: N/A



May 11, 2026

Dr. Dana Arreola
Gonzales Independent School District
1615 Saint Louis Street
Gonzales, TX 78629

RE: Right of Entry – GCAD Parcel ID's: 26673, 26674 and 10184 (Pt. Lots 15, 16 & 17, Range 6 East of Water Street).

Dear Dr. Arreola,

This letter agreement ("Agreement") confirms that Gonzales Independent School District (GISD) ("Owner"), hereby grants the City of Gonzales and its engineers, surveyors and environmental specialists ("City") a temporary, non-exclusive right of entry onto certain real property generally located along and adjacent to Tinsley Creek, more specifically GCAD Parcel ID's: 26673, 26674 and 10184 (Pt. Lots 15, 16 & 17, Range 6 East of Water Street), Gonzales, Texas ("Property"), subject to the terms and conditions set forth below.

1. Purpose of Entry

City is granted access to the property for the purpose of conducting environmental studies and boundary and topographic surveys (the "Work").

2. Term

The right of entry shall commence on May 18, 2026 and shall expire on January 21, 2027 unless terminated as herein.

3. Access and Use Conditions

City agrees to:

- Limit its activities to areas reasonably necessary to complete the Work.
- Perform all work in a safe, professional, and workmanlike manner
- Comply with all applicable laws and regulations
- Coordinate activities with Owner to avoid disruption of ongoing operations

Working hours shall be limited to 7:00 a.m. to 6:00 p.m. Monday through Friday, unless otherwise approved in writing by Owner.

4. Indemnification

To the fullest extent permitted by law, City agrees to indemnify and hold harmless owner and its officers, directors, employees, and agents from and against any and all claims, damages, liabilities, and expenses arising out of or related to City's entry onto the Property or performance of the Work, except to the extent caused by the negligence or willful misconduct of Owner.

5. Damage and Restoration

City shall be responsible for any damage to the Property caused by its activities and shall promptly repair and restore the Property to a condition equal to or better than its prior condition, reasonable wear and tear excepted.

6. Nature of Rights Granted

This Agreement grants a temporary license only and does not convey any leasehold or ownership interest in the Property.

7. Termination

Owner may terminate this Agreement upon five (5) days' written notice in the event of a material breach. Owner may also require immediate suspension of Work in the event of unsafe conditions.

8. Governing Law

This Agreement shall be governed by the laws of the State of Texas.

If the foregoing is acceptable, please acknowledge your agreement by signing below and returning a copy of this letter.

Sincerely,

CITY OF GONZALES

By: _____

Name: Tim Crow

Title: City Manager

Date: _____

AGREED AND ACCEPTED:

GONZALES INDEPENDENT SCHOOL DISTRICT

By: _____

Name:

Title:

Date: _____



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GISD School Board Agenda Information Sheet
July 13, 2026

REPORT ITEM

SUBJECT: Quarterly Investment Report

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

RATIONAL SUMMARY: Administration will present the 3rd quarter investment report for the 2025-26 fiscal year.

Strategic Goal Area: 4 - Strategic Resource Management

SUPERINTENDENT'S RECOMMENDATION: n/a

SAMPLE MOTION: n/a



**Gonzales ISD Investment Report
For Quarter Ended May 31, 2026**

						Year to Date Information	
Type of Account		Beginning Market Value	Accured/Paid Interest	Deposits & Withdrawals	Ending Market Value	Value at 9/1/2025	YTD Increase (Decrease)
General Fund							
Lone Star	Investment Pool	\$ 26,097,676.51	\$ 218,407.27	\$ (7,431,777.81)	\$ 18,884,305.97	\$ 13,751,118.56	\$ 5,133,187.41
Huntington Bank	CD	\$ -		\$ 150,000.00	\$ 150,000.00	\$ -	\$ 150,000.00
Sage Capital Bank	Checking	\$ 1,072,800.64	\$ 11,574.25	\$ 507,623.66	\$ 1,591,998.55	\$ 2,104,913.21	\$ (512,914.66)
Sage Capital Bank	Checking	\$ 233,376.42	\$ 2,196.70	\$ (8,815.27)	\$ 226,757.85	\$ 46,171.40	\$ 180,586.45
Total General Fund		\$ 27,403,853.57	\$ 232,178.22	\$ (6,782,969.42)	\$ 20,853,062.37	\$ 15,902,203.17	\$ 4,950,859.20
Debt Service Fund							
Lone Star	Investment Pool	\$ 2,509,434.20	\$ 25,453.75	\$ 424,613.57	\$ 2,959,501.52	\$ 674,712.61	\$ 2,284,788.91
Sage Capital Bank	Checking	\$ 104,412.88	\$ 2,772.85	\$ 234,648.00	\$ 341,833.73	\$ 102,915.58	\$ 238,918.15
Total Debt Service Fund		\$ 2,613,847.08	\$ 28,226.60	\$ 659,261.57	\$ 3,301,335.25	\$ 777,628.19	\$ 2,523,707.06
Construction Fund							
Lone Star	Investment Pool	\$ 25,837,958.58	\$ 233,549.30	\$ (3,317,841.86)	\$ 22,753,666.02	\$ 38,227,574.29	\$ (15,473,908.27)
Sage Capital Bank	Checking	\$ 9,784.12	\$ 166.98	\$ 846.90	\$ 10,798.00	\$ 274,666.20	\$ (263,868.20)
Total Construction Fund		\$ 25,847,742.70	\$ 233,716.28	\$ (3,316,994.96)	\$ 22,764,464.02	\$ 38,502,240.49	\$ (263,868.20)
Activity Account - Campus							
Sage Capital Bank	Checking	\$ 219,981.98	\$ 2,163.93	\$ 36,499.63	\$ 258,645.54	\$ 198,470.01	\$ 60,175.53
Total Activity Account - Campus		\$ 219,981.98	\$ 2,163.93	\$ 36,499.63	\$ 258,645.54	\$ 198,470.01	\$ 60,175.53
Activity Account - Student							
Sage Capital Bank	Checking	\$ 65,107.58	\$ 558.96	\$ (6,898.71)	\$ 58,767.83	\$ 66,883.10	\$ (8,115.27)
Total Activity Account - Student		\$ 65,107.58	\$ 558.96	\$ (6,898.71)	\$ 58,767.83	\$ 66,883.10	\$ (8,115.27)
Total Investments		\$ 56,150,532.91	\$ 496,843.99	\$ (9,411,101.89)	\$ 47,236,275.01	\$ 55,447,424.96	\$ 7,262,758.32

We, the designated Investment Officers of Gonzales ISD, certify that the above Investment Report represents the investment position of the district in compliance with the Board approved investment policy and the Public Funds Investment Act (Government Code, Chapter 2256).



Dr. Dana Arreola
Superintendent of Schools



Amanda Smith
Chief Financial Officer

Historical Interest Rates





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Gloria Torres

GISD School Board Agenda Information Sheet
July 13, 2026

REPORT ITEM

SUBJECT: Budget Update

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

RATIONAL SUMMARY: Administration will present information on some of the efficiencies that are being implemented in the curriculum and instruction departmental budget in support of the 2026-27 budget balancing plan.

Strategic Goal Area: 4 - Strategic Resource Management

SUPERINTENDENT'S RECOMMENDATION: *n/a*

SAMPLE MOTION: *n/a*





GISD School Board Agenda Information Sheet
July 13, 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



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 ur Students.  ur Future.

*Gonzales ISD
2023 Bond*



*Monthly Board
Update
7/13/26*

#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

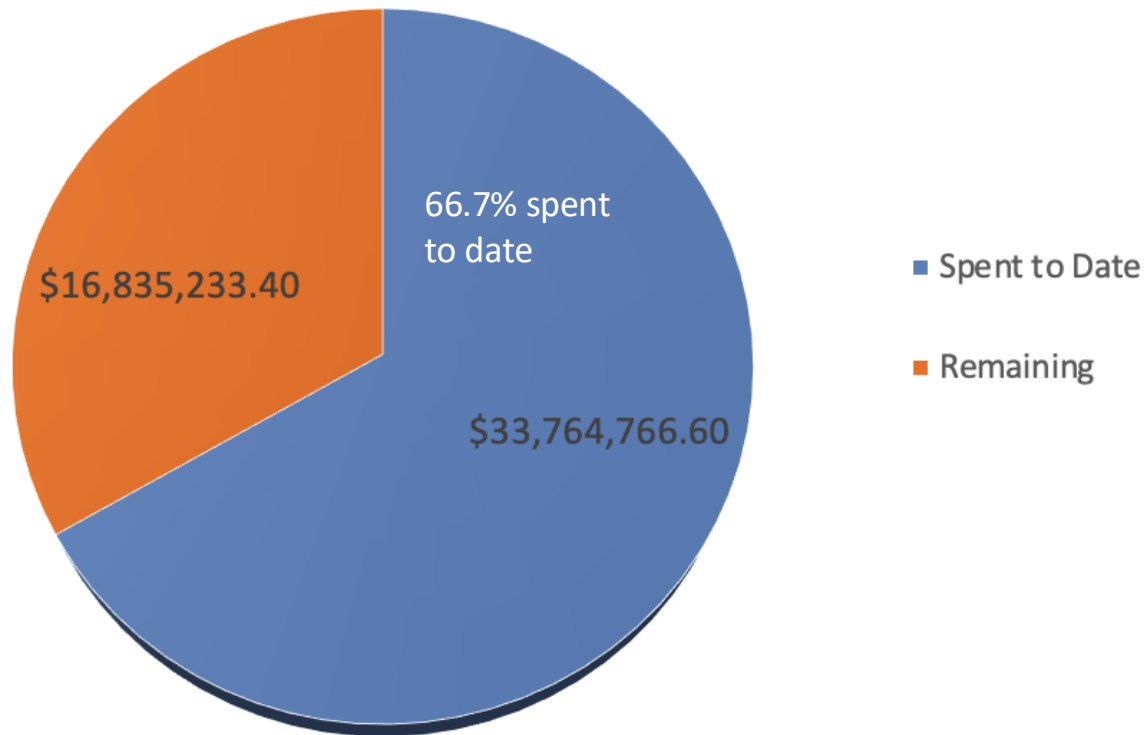
Program Accounting



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 and interior finishes nearing completion
2. HVAC operational
3. Internet operational
4. Painting, tile, and flooring continue
5. Elevator installation ongoing
6. Final concrete flatwork underway
7. Upcoming: landscaping, marquis sign

Lester CTE Center



Contingency/Allowance use log update:

Contract Amount = \$1,175,000; \$581,709 balance incl below items

- PCO#52 (\$11,475) CREDIT delete paint of galvanized steel Ag Barn
- PCO#53 \$194,962 expected landscaping, irrigation, grass, added concrete flatwork
- PCO#55 \$10,228 moved small appliances to Weaver
- PCO#56 \$33,772 change all entry handrails to stainless steel
- PCO#57 \$8,204 adjust drainage inlets for added concrete flatwork
- PCO#59 \$4,760 adjust door frame under stairwell, structural beam
- PCO#60 \$2,775 add accent wall paint not bid
- PCO#61 \$11,675 added trophy case in lobby for memorabilia
- PCO#62 \$23,627 CTE Tech conduits not in bid
- PCO#63 \$18,522 modified stair nosing, fill after bid

Lester CTE Center



Contingency/Allowance use:

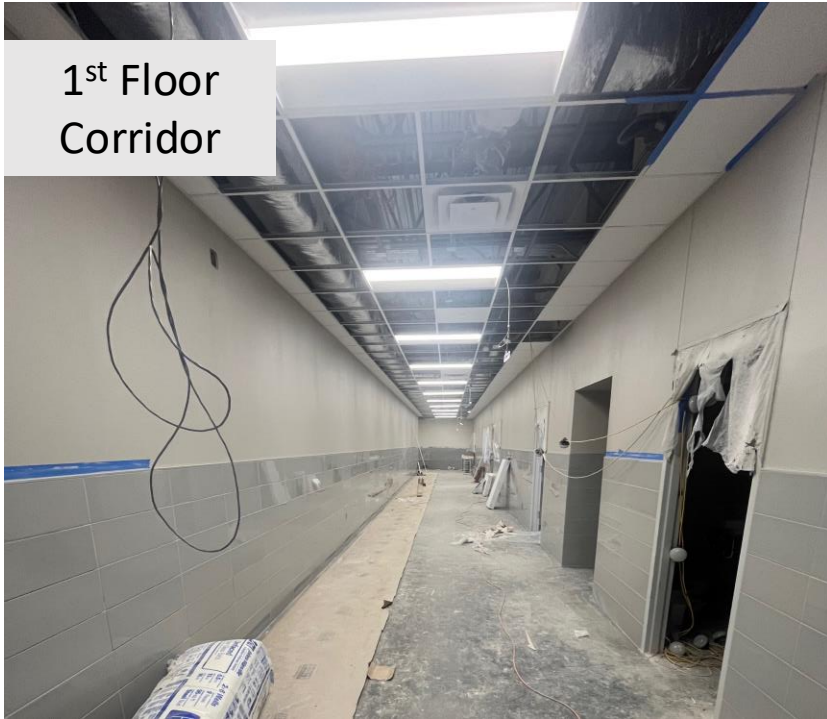
Upcoming items:

- *Greenhouse moved to GMP*
- *ERRC installation Allowance usage*
- *Graphics Allowance usage*
- *Add exterior benches & trash cans*

Lester CTE Center



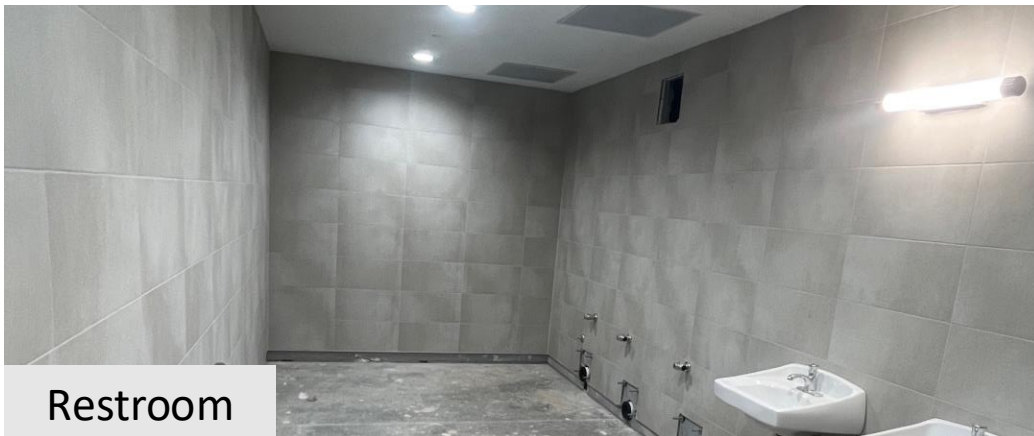
1st Floor
Corridor



Lobby
Stairwell



Restroom



Maintenance Projects

Weaver & Jacobs



GMP#1: Safety/Security Package (cameras)

1. Close-out underway
2. Contingency Log update: \$200,000 original; \$14,816 available

GMP#2: Doors/Vestibules Package

1. Installation continues at all Campuses
2. Contingency Log update: \$825,000 original; \$103K available including below items
 1. Upcoming: added wiring & push buttons for Alyssa's Law

Maintenance Projects

Weaver & Jacobs



GMP#3 HVAC

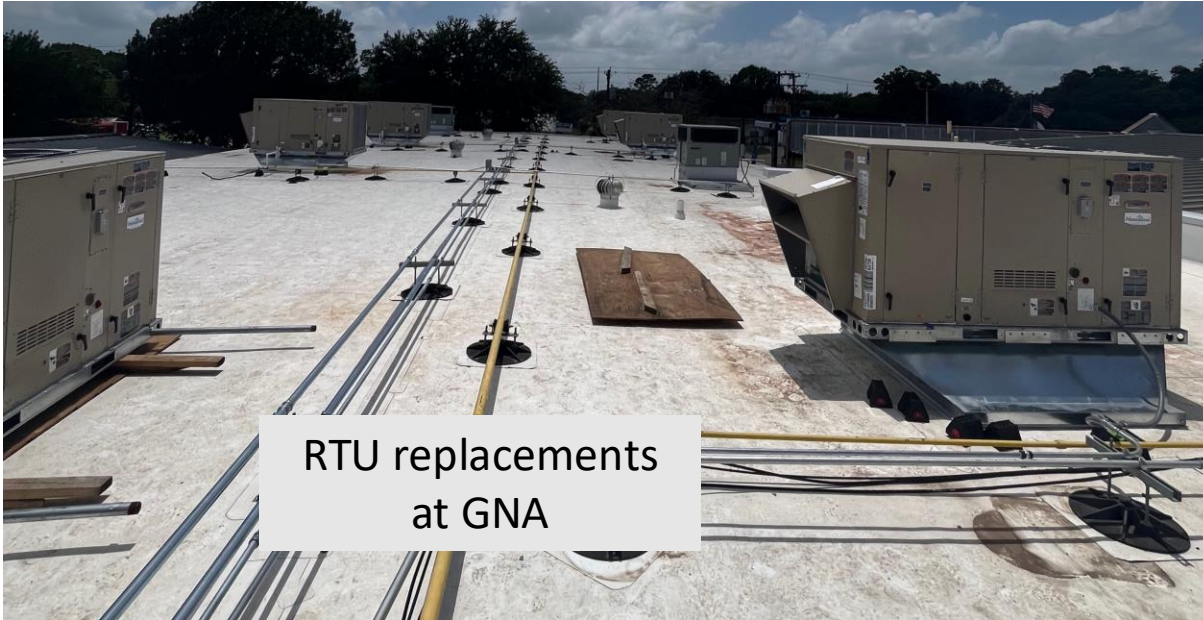
1. Unit installations underway
2. Coordination with EMA for Test & Balance underway

Contingency/Allowance Log update:

Contract Amount = \$650,000; \$600,632 balance incl below items

- PCO#2 \$49,368 added 15 duct smoke detectors to RTUs

Maintenance GMP#3 HVAC



RTU replacements
at GNA



Split unit
replacements

Maintenance Projects

Weaver & Jacobs



GMP#4

1. Contracts signed
2. Scope of work clarified
3. Subcontractor mobilization underway

MAINTENANCE ITEMS

1. GHS track repairs underway on schedule
2. Interior Doors underway



REGION 13
EDUCATION SERVICE CENTER

POWERED by  **sledge**
ENGINEERING

QUESTIONS?



#COME AND BUILD IT

GROWING GREATNESS



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Board of Trustees

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President

Josie Smith-Wright
Vice President

Ashley Molina
Secretary

Naomi Brown

Gloria Torres

D'Anna Robinson

Jami Owens

GISD School Board Agenda Information Sheet
July 13, 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
July 13, 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:

July 14	Facilities Committee Meeting
July 22 & 23	District Leadership Retreat
August 3	New Employee Orientation @8-8:30am
August 7	Convocation
August 10	Regular Board Meeting
August 11	Meet the Teacher
August 12	First Day of School
August 17	Budget Workshop
August 31	Budget Adoption





The GISD School Board Agenda Information Sheet
July 13, 2025

Board of Trustees

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Gloria Torres

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 551.072: Deliberation Regarding Real Property;
Section 551.073: Deliberation Regarding Prospective Gift;
Section 551.074: Personnel Matters; Deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee: Closed Meeting.
Section 551.076: Deliberation Regarding Security Devices;
Section 551.082: School Children; School District Employees; Disciplinary Matter or Complaint
Section 551.083: Certain School Boards; Meeting Regarding Consultation with Representative of Employee Group
Section 551.084: Investigation; Exclusion of witnesses from a hearing.

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: Personnel Matters

Personnel matters are as follows:

A. Personnel

