

Agenda of Regular Meeting

The Board of Trustees of Groesbeck ISD

A Regular Meeting of the Board of Trustees of Groesbeck ISD will be held Monday, October 19, 2026, beginning at 6:00 PM in the GISD Administration Office Board Room, 1202 N Ellis, Groesbeck, TX 76642.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. CALL TO ORDER**
- II. INVOCATION**
- III. PLEDGES TO THE FLAGS**
- IV. REVIEW DISTRICT MISSION STATEMENT**
- V. PUBLIC COMMENT (Agenda/Non-Agenda Items)**
- VI. STUDENT RECOGNITION**
- VII. CONSIDER AND APPROVE THE ENGLISH LANGUAGE LEARNERS ANNUAL PROGRAM EVALUATION REVIEW AND HANDBOOK**

Bilingual/ESL Education Program Report



2026-2027

Acronyms and Definitions

- 1) "Emergent bilingual student" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.
- 2) "Parent" includes a legal guardian of a student.
- 3) Certified English as a second language teacher-- A teacher appropriately certified in ESL as well as for the grade level and content area. The term "certified English as a second language teacher" as used in this subchapter is synonymous with the term "professional transitional language educator" used in TEC, §29.063.
- 4) Content-based language instruction (CBLI)--An integrated approach to language instruction in which language is developed within the context of content delivery that is linguistically sustaining and is used across all programs for EB students to develop the home or partner language and English.
- 5) Emergent bilingual (EB)--A student identified by the Language Proficiency Assessment Committee (LPAC) who is in the process of acquiring English and has another language as the student's home language. This term is interchangeable with English learner as used in federal regulations and replaces the term "limited English proficient student" formerly used in TEC, Chapter 29, Subchapter B.
- 6) English as a second language (ESL) program--A special language program in accordance with TEC, Chapter 29, Subchapter B, to include both content-based and pull-out program models. Another related term for an ESL program is "English as an additional language program."
- 7) English language proficiency standards (ELPS)--The ELPS outline English language proficiency level descriptors and student expectations for EB students. School districts shall implement these standards as an integral part of each subject in the required curriculum. The ELPS are to be published along with the Texas Essential Knowledge and Skills for each subject in the required curriculum, as described in §74.4(a)(1) of this title (relating to English Language Proficiency Standards).
- 8) English proficient student--A former EB student who has met reclassification as English proficient by the LPAC.

English as a Second Language (ESL) Program

Goal: Attain Full Proficiency in English in Order to Participate Equitably in School



ESL Programs



Affective Needs



Linguistic Needs



Cognitive Needs

Incorporating students' primary **languages**, learning **experiences**, and **cultural aspects** of the students' background to instill confidence, self-assurance, and a positive identity with their cultural heritages

Using second language acquisition methods in all content area instruction that supports English language proficiency in **listening, speaking, reading, and writing**

Structuring academic content instruction to ensure students master the required essential knowledge and skills and **higher-order thinking skills** in all subjects

State-Approved ESL Program Models



ESL Pull-Out

ESL
Content-Based

Texas Administrative Code Chapter 89

ESL/Content Based

ESL Content-Based Model



An emergent bilingual student receives all content area instruction from an ESL certified teacher or teachers.

This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science⁷, and social studies.

From §89.1210. Program Content and Design.

ESL/Pull-out

ESL Pull-Out Model



An emergent bilingual student receives their ELAR instruction by an ESL certified teacher or teachers.

- This model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading.
- Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

From §89.1210. Program Content and Design.

ESL/Pull-out

ESL Pull-Out Model

Language Arts TEKS



Reading TEKS

Teacher is required to
be ESL certified



Teacher is required to
be ESL certified

Number of EB Students Enrolled

Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
10	7	10	8	10	8	11	7	8	5	6	9	5	3	107

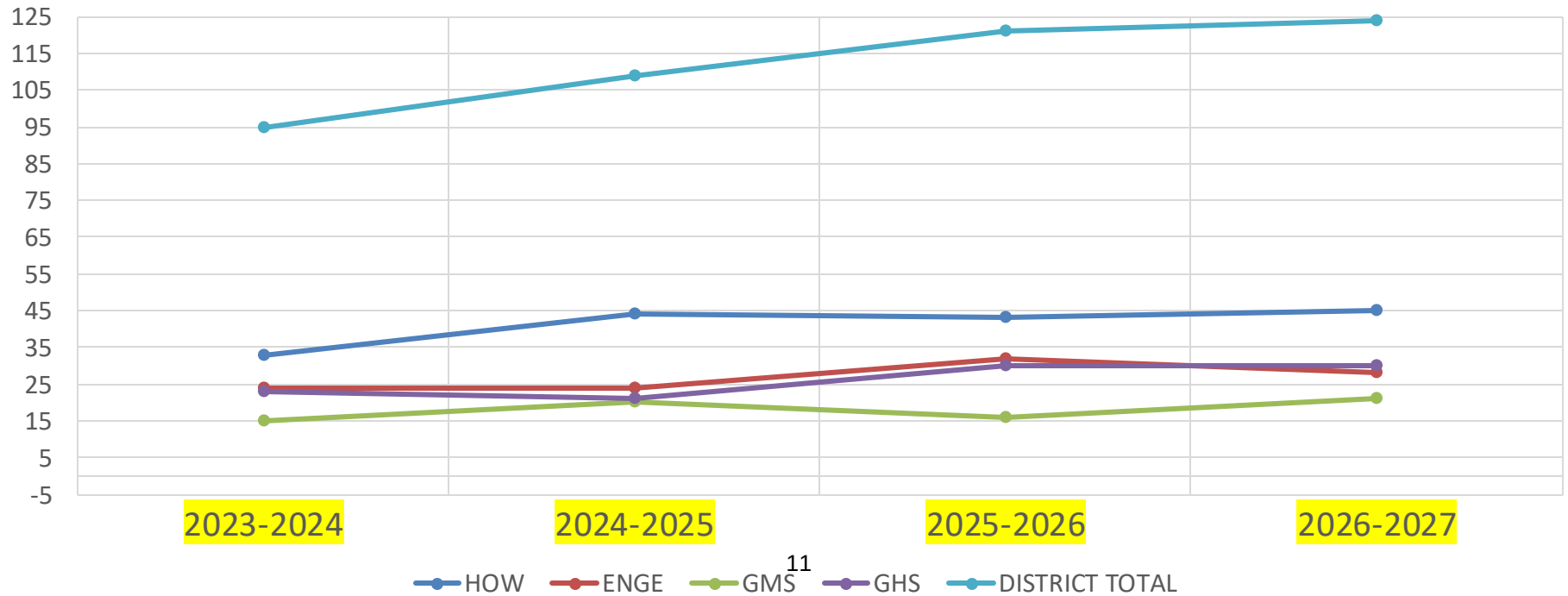
Number of EB Students in Monitored status

Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
							2	4	4	2	3	1	1	17

Total: 124

EB STUDENTS

YEAR	HOW	ENGE	GMS	GHS	DISTRICT TOTAL
2023-2024	33	24	15	23	95
2024-2025	44	24	20	21	109
2025-2026	43	32	16	30	121
2026-2027	45	28	21	30	124



Number of Students Exited based on TELPAS 2026

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	1	1	1	1	2	0	0	6

Number of Teachers ESL Certified

HOW- 23

ENGE-13

GMS-6

GHS- 3

45 TOTAL ESL Certified Teachers

ESL WAIVER FOR RLA/ENGLISH TEACHERS

HOW - 3

STUDENTS - 7

ENGE - 2

STUDENTS - 9

GMS - 0

STUDENTS - 0

GHS - 3

STUDENTS - 15

ESL Certification Trainings available

ESL Supplementation Certification Prep Courses Available

Are you preparing for the #154 ESL Supplemental certification exam? The [ESL Domain II and Domain III](#) asynchronous courses on TEALearn are now open for the 26-27 school year. Check back soon for news regarding the Domain I and Practice Exam courses.

10/7/2026

TEExES ESL Exam #154 Prep

Course 1
DOMAIN III




TX ESL Prep Course 1-Domain III 26-27

Prepare for Domain III of the #154 ESL Supplemental exam and learn the foundations of ESL education, awareness of varied student backgrounds, and family involvement.



Ends Aug 31, 2027
3 hours



TEExES ESL Exam #154 Prep

Course 3
DOMAIN II




TX ESL Prep Course 3-Domain II 26-27

Prepare for the #154 ESL Supplemental exam covering Domain II - ESL instruction and assessment.



Ends Aug 31, 2027
4 hours



TEExES ESL Exam #154 Prep

Course 2
DOMAIN I




TX ESL Prep Course 2 - Domain I 26-27

Learn about language concepts and acquisition in Domain 1 of the #154 ESL Supplemental exam.



Ends Aug 31, 2027
2 hours



TEExES ESL Exam #154 Prep

Course 4
PRACTICE EXAM




TX ESL Prep Course 4 - Practice Exam 26-27

Test your knowledge with a practice exam for the #154 ESL Supplemental TEExES content exam.



Ends Aug 31, 2027
2 hours



Summit K12

Summit K12, believes that every student can do well in school if instruction is tailored to their unique learning needs and they receive the encouragement to strive and achieve. Summit K12's learning programs provide teachers with the ability to differentiate instruction, monitor progress, and support learners in their journey toward success.

- Texas English Development
- World-class Instructional Design and Assessment (WIDA)
- English Language Development
- Vocabulary Flashcards for all subjects
- Texas Supplemental Science
- Texas Reading Language Arts Mastery



Summit K12

K-12 English Language Development Includes:

❖ **Explicit and Systematic Instruction**

*Provides structured, research-based lessons to ensure students develop strong language skills.

❖ **Differentiated and Scaffolded Instruction**

*Grouping reports sort students by proficiency level and suggest matching strategies for small-group ELD.

❖ **Comprehensive Progress Monitoring and Reports**

*Gives educators real-time insights into student performance and growth.

❖ **Video Lesson Models, Guided Practice, and Assessments**

*Engaging instructional materials provide students with interactive learning experiences.

❖ **Content Differentiated to Grade Level Bands**

*Age-appropriate pathways from K–1 (Trailblazers) to newcomers in grades 2–12 (Essentials).

❖ **Personalized Learning Plans (PLPs)**

*Targets individual student needs in listening, speaking, reading, and writing.

Parental Engagement Activities for Parents of Emergent Bilingual Students

- Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.
- Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.
- It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site-based decision committees.

Family Resources:

<https://www.txel.org/Parents-And-Families>

<https://www.txel.org/SupportingChild>

<https://www.txel.org/FamilySupports>

<https://www.txel.org/parentalrights>

26-27 Bilingual/ESL Program Plans for Improvement

- *List evidence of participation in developing, reviewing and revising campus improvement plans for the purpose of improving student performance for ELs (TEC §11.253)*
- Facilitate collaboration between LEA and/or campus level instructional specialists/coaches and teachers of English learners to ensure both linguistic and academic instructional support are consistently provided.
- Ensure English learners' academic progress is equitably measured by setting expectations for linguistic supports that are commensurate to the students' proficiency levels, allowing students equitable opportunities to access content and demonstrate mastery.
- Engage in training opportunities based on personal goals for professional development in supporting English learners, seeking out or requesting support/training if not already offered.
- Implement the Use of Summit K12 as a supplemental to bridge the language barrier for EB Students.

Overall, I want to improve the communication between the ESL families and myself through Family Engagement Activities. We had our first family engagement October 15, 2026.

Bilingual/ESL Program and Results of the Program Effectiveness Review

- **TEC 7.028 states:** (b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.
- **TEA recommends:**
 - LEA conducts the program evaluation, with all the components addressed in the Report to the Board
 - LEA conducts a Program Effectiveness Review that measures compliance with statute/rules
 - presentation of the program evaluation and PER would put the Board in a position to carry out the responsibilities assigned by this section of law.

Groesbeck
Independent School District

ENGLISH
LANGUAGE LEARNERS
Handbook
2026-2027



Position Statement

“English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language” (TEC §29.051).

Groesbeck ISD's goal of the ESL programs shall be for English learners to attain full proficiency in English in listening, speaking, reading and writing in order to participate equitably in school. In accordance with state (Texas Education Code §29.051 and Texas Administrative Code §89.1201) and federal (Every Student Succeeds Act (ESSA) requirements to ensure equal educational opportunity to every student, and in recognition of the educational needs of English Learners, Groesbeck ISD provides English as a second language programs for each student identified as an English Learner (EL) in pre-kindergarten through grade twelve. Our program not only emphasizes the mastery of English language skills, but also uses instructional approaches in mathematics, science, and social studies to meet the specific needs of all English learners. Our teachers are highly qualified to recognize and address language differences in all our EL students.

The purpose of this handbook is to:

- Familiarize staff, LPAC members, and parents with the state plan and district guidelines for identifying and serving English learners. The majority of this handbook comes directly from the Texas Education Code and Texas Administrative code and includes district selections for programming and assessments.

DEFINITIONS

English Learner (EL) is defined by the Texas Administrative Code (TAC) §89.1203 as a student who is in the process of acquiring English and has another language as the primary language. The terms English language learner and English learner are used interchangeably and are synonymous with limited English proficient (LEP) students, as used in TEC, Chapter 29, Subchapter B.

English as a Second Language (ESL) is defined by the Texas Education Code (TEC) §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. The purpose of Marlin ISD's ESL program is to provide second language instruction for elementary students of languages other than Spanish and older students in grades 6-12 in which bilingual education is not available.

PROGRAM GUIDELINES

English as a second language programs shall be intensive programs of instruction designed to develop proficiency in listening, speaking, reading, and writing in the English language. Instruction in English as a second language shall be commensurate with the student's level of English proficiency and his or her level of academic achievement. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards (ELPS) required by the state. These programs shall use instructional approaches designed to meet the specific language needs of English learners.

These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of EL students. In subjects such as art, music, and physical education, EL students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the bilingual or ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities.

The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through either a content-based program model or a pull-out program model.

(1) An English as a second language/content-based program model is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(2) An English as a second language/pull-out program model is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the TEC, §29.061(c), to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Language Proficiency Assessment Committee

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus. Each Campus shall have on file, policy and procedures, the selection, appointment, and training of members of the LPAC.

Members

LPAC committees shall include an appropriately certified English as a second language (ESL) educator (for students served through an ESL program), a parent of an English learner participating in a ESL program (who is not an employee of the district), and a campus administrator in accordance with Texas Education Code (TEC), §29.063. The parent of each ESL student in GISD shall be extended an invitation to attend all meetings regarding English as a second language program placement, review, and exit for their child.

Training of LPAC Members

The district LPAC coordinator will provide orientation and training for all LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Responsibilities

The LPAC is responsible for the review of all information and decisions about placement, testing, and exits concerning English Learners in accordance with Chapter 89, including observing all laws and rules governing confidentiality of information concerning individual students.

Upon their initial enrollment and at the end of each school year, the LPAC shall review all pertinent information on all English learners identified in accordance with §89.1226 and shall:

- (1) designate the language proficiency level of each English learner in accordance with the guidelines issued pursuant to TAC §89.1226(b)-(f);
- (2) designate the level of academic achievement of each English learner;
- (3) designate, subject to parental approval, the initial instructional placement of each English learner in the required program;
- (4) facilitate the participation of English learners in other special programs for which they are eligible while ensuring full access to the language program services required under the TEC, §29.053; and
- (5) reclassify students, at the end of the school year only, as English proficient in accordance with the criteria described in TAC §89.1226.

Before the administration of the state criterion-referenced test each year, the LPAC shall determine the appropriate assessment option for each English learner as outlined in Chapter 101, Subchapter AA, (relating to Commissioner's Rules Concerning the Participation of English Language Learners in State Assessments).

Student Identification

Home Language Survey

In accordance with Texas Administrative Code §89.1215 Groesbeck ISD will conduct only one home language survey to each new student enrolling for the first time in a Texas public school in any grade from prekindergarten through Grade 12 to establish the student's language classification for determining whether the district is required to provide an English as a second language program. The survey must be signed by the parent or guardian and will be administered in both English and Spanish (or other languages whenever possible). The survey will answer the following questions:

1. What language is spoken in your home most of the time?
2. What language does your child speak most of the time?

The home language survey is used to determine the student's language classification and to determine if language assessment is needed. Only ONE Home Language Survey (Original) is kept on file. If a student is enrolling in Groesbeck ISD for the first time but has been previously enrolled in another Texas school district, a request will be made of the prior school requesting the ORIGINAL Home Language Survey via the Texas Record Exchange (TReX) system. The home language survey shall be administered in English, Spanish, and Vietnamese; for students of other language groups, the home language survey shall be translated into the primary language whenever possible. GISD shall require that the survey be signed by the student's parent or guardian for each student in prekindergarten through Grade 8 or by the student in Grades 9-12 as permitted under the Texas Education Code, §29.056(a)(1). The original copy of the survey shall be kept in the student's permanent record. If an earlier HLS is received from a student's prior district, and only if that district is a public school in Texas, this will replace the one conducted by the district as the original in the permanent folder.

If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with Texas Administrative Code §89.1226. For students previously enrolled in a Texas public school, GISD shall secure the student records, including the home language survey. All attempts to contact the sending district to request records shall be documented. Multiple attempts to obtain the student's home language survey shall be made. If attempts to obtain the student's home language survey from the sending district are unsuccessful, the identification process shall begin while attempts to contact the sending district for records continue throughout the four-week testing and identification period.

Assessment and Classification

For each student who has a home language survey response of any language other than English (to either of the two questions) the district shall administer an assessment to determine if the student meets the criteria as an English Learner. A student may be eligible for services as determined through the administration of an English language proficiency test that is approved by the Texas Education Agency.

This testing will be completed **within 4 weeks of initial enrollment** in the district and will be administered by staff who are proficient in the language of the test and who are trained in language proficiency training. Criteria for classification as an EL is established by TEA.

The language proficiency assessment committee in conjunction with the admission, review, and dismissal (ARD) committee shall identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments cannot be administered. The decision for entry into an ESL education or ESL program shall be determined by the language proficiency assessment committee in conjunction with the ARD committee.

When a student from out of state enrolls in Groesbeck ISD with a home language survey answer of any language other than English, the student will be scheduled for testing. For all students enrolling in Pre-K-12th, the campus will administer the assessment.

Each district employee who will administer the assessments will be trained in the administration and scoring of the test. Additionally, those who administer the Spanish Language Proficiency Test will be proficient in Spanish.

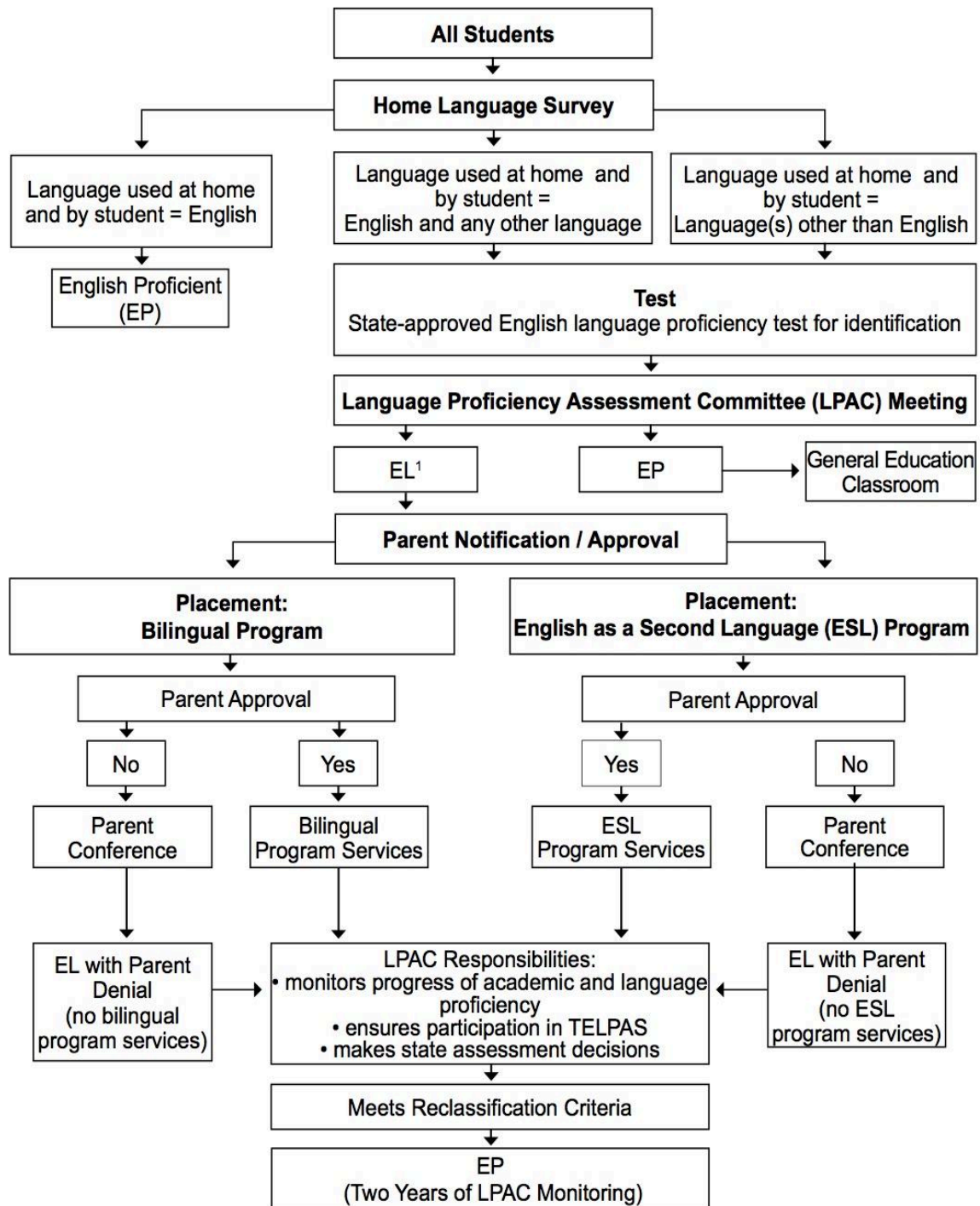
Initial LPAC Meeting

After the screening process is completed, the Language Proficiency Assessment Committee (LPAC) will conduct the initial LPAC meeting to determine eligibility and make program recommendations according to Chapter 89 of the Texas Administrative Code. If there is no language need, then the student will be placed in a regular ALL English program and will not be considered EL. The LPAC will make the determination that the student Does Not Qualify (DNQ) for language services. If there is a language need, the LPAC will determine that the student is an English Learner and will recommend the student to be served in either an ESL program based on test scores, family interviews, and other factors. Placement requires parent contact and permission. If a language other than Spanish is spoken (Vietnamese, Malayalam, Gujarati, Arabic, Hindi, etc.) those students will also be served through the ESL program.

Placement of Students

The LPAC shall give written notice to the student's parent or guardian, advising that the student has been classified as an English learner and requesting approval to place the student in the required bilingual education or ESL program not later than the 10th calendar day after the date of the student's classification in accordance with TEC, §29.056. The notice shall include information about the benefits of the ESL program for which the student has been recommended and that it is an integral part of the school program. Pending parent approval of an English learner's entry into the ESL program recommended by the LPAC, the school district shall place the student in the recommended program. Only English learners with parent approval who are receiving services will be included in the bilingual education allotment. If parental denial is received, the student is placed in a regular English classroom; however, the student is still classified EL and shall receive instructional support for English learners.

English Learner (EL) Identification/Reclassification Flowchart



¹Criteria for EL identification:

Pre-K – 1st: State-approved English language proficiency test (listening and speaking) below English proficient level = EL

2nd – 12th: State-approved English language proficiency test (listening, speaking, reading, and writing) below English proficient level = EL

The terms Limited English Proficient (LEP) and English learner (EL) are used interchangeably. The term LEP is still used for data collection in the Public Education Information Management Systems (PEIMS).

Parent Authority/ Notification

The parent or legal guardian shall be notified in English and the parent or legal guardian's primary language that their child has been classified as an English learner and recommended for placement in the required bilingual education or English as a second language (ESL) program. They shall be provided information describing the bilingual education or ESL program recommended, its benefits to the student, and it's being an integral part of the school program to ensure that the parent or legal guardian understands the purposes and content of the program. The entry or placement of a student in the bilingual education or ESL program must be approved in writing by the student's parent or legal guardian in order to have the student included in the bilingual education allotment. The parent's or legal guardian's approval shall be considered valid for the student's continued participation in the required bilingual education or ESL program until the student meets exit reclassification criteria or the student graduates from high school, or a change occurs in program placement.

The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a).

A school district may identify, exit, or place a student in a program without written approval of the student's parent or guardian if:

- (1) the student is 18 years of age or has had the disabilities of minority removed;
- (2) the parent or legal guardian provides approval through a phone conversation or e-mail that is documented in writing and retained; or
- (3) an adult who the school district recognizes as standing in parental relation to the student provides written approval. This may include a foster parent or employee of a state or local governmental agency with temporary possession or control of the student.

APPEALS

The parent or legal guardian of a student enrolled in a school district that is required to offer bilingual education or ESL programs may appeal to the commissioner of education if the school district fails to comply with the law or the rules. Appeals shall be filed in accordance with Chapter 157 (relating to Hearings and Appeals).

Annual Review for Exit/Reclassification

The LPAC meets at the end of the school year to review progress and determine reclassification or exit. A student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. In order for a student to be exited from the program, they must meet the criteria established in TAC Chapter 89.

- A student **may not** be exited from the bilingual or the ESL program in prekindergarten or kindergarten TAC 89.1225. Exit criteria for EL students may not be considered until the end of first grade.
- Caution should be exercised when considering the exit of students in Grades 1-2. It may be premature in these grades to consider program exit due to developmental factors related to emergent language and literacy TAC 89.1225.
- A student may not be exited from the ESL program if the language proficiency assessment committee has recommended designated supports or accommodations on the state reading or writing assessment instrument.
- Students meeting exit requirements may continue in the ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.
- For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed; however, annual meetings to review student progress and make recommendations for program exit must be made in all instances by the LPAC in conjunction with the ARD committee. Additionally, the LPAC in conjunction with the ARD committee shall implement assessment procedures that differentiate between language proficiency and disabling conditions.
- For an English learner with significant cognitive disabilities, the LPAC in conjunction with the ARD committee may determine that the state's English language proficiency assessment for exit is not appropriate because of the nature of the student's disabling condition. In these cases, the LPAC in conjunction with the ARD committee may recommend that the student take the state's alternate English language proficiency assessment and shall determine an appropriate performance standard requirement for exit.

The parent or legal guardian will be notified of exit or reclassification and must give written approval. After a student is exited from the ESL program, they are monitored for a period of 2 years by the LPAC, but will be monitored by the state for a total of 5 years.

MONITORING OF STUDENTS EXITED

The language proficiency assessment committee shall monitor the academic progress of each student who has met criteria for exit in accordance with TEC, §29.056(g), for the first two years after reclassification. In accordance with TEC, §29.0561, the language proficiency assessment committee shall review the student's performance.

REEVALUATION/REENROLLMENT

If the student earns a failing grade in a subject in the foundation curriculum under TEC, §28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the language proficiency assessment committee shall determine, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be re enrolled in an ESL language program.

STATE ASSESSMENTS

All ELs are required to participate in the statewide assessment program. LPACs must make and document participation and accommodation decisions in accordance with STAAR requirements based on an individual student basis.

STAAR (3-8 and EOC)	<ul style="list-style-type: none">• General statewide assessment• Accommodations, or designated supports available for students who meet eligibility• Taken by ELs not administered an assessment below
STAAR Spanish	Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress <ul style="list-style-type: none">• Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2	Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards

English I EOC Special Provision TAC §101.1007

Section 101.1007 of the TAC includes an English I EOC provision for ELs served in bilingual/ESL programs who meet specified eligibility criteria. An EL who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard on the assessment.

Eligibility Criteria

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for 3 school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for 5 school years or less, and has not attained a TELPAS advanced high reading rating in grade 2 or above.

An EL whose parent or guardian has declined bilingual/ESL program services is not eligible for this provision.

This provision acknowledges the unique circumstances of specific ELs whose ability to engage with high school English language arts course material, due to limited time in the U.S. and limited time to learn English, depends on instructional scaffolding, including linguistic accommodations and adaptations, that cannot be provided during the standardized English I EOC assessment. LPACs must maintain documentation of eligibility for the special provision (***See Eligibility for STAAR English I Assessment Special Provision Form***). Eligibility must be determined in conjunction with the student's enrollment in English I. Students who are eligible for the special provision do have the option of retaking the assessment.

DISTRICT ESL PROGRAM FORMS AND RECORDS

All district LPAC forms and records are maintained and accessible to authorized personnel. Paper copies are kept in each student's cumulative folder.

DOCUMENTATION

The student's permanent record shall contain documentation of all actions impacting the English learner and shall be forwarded in the same manner as other student records to another school district in which the student enrolls.

- (A) the identification of the student as an English learner;
- (B) the designation of the student's level of language proficiency;
- (C) the recommendation of program placement;
- (D) parental approval of entry or placement into the program;
- (E) the dates of entry into, and placement within, the program;
- (F) assessment information
- (G) additional instructional interventions provided to address the specific language needs of the student;
- (H) the date of exit from the program and parental approval;
- (I) the results of monitoring for academic success, including students formerly classified as English learners (J) the home language survey.

At GISD, all LPAC documentation shall be maintained in a Yellow EL Folder placed inside the student's cumulative folder.

STAFFING AND STAFF DEVELOPMENT

Groesbeck ISD shall take all reasonable affirmative steps to assign appropriately certified teachers to the required English as a second language programs.

General education classroom teachers who teach language arts in grades Pre-K through grade twelve are encouraged to obtain an ESL Supplemental Certification.

Groesbeck ISD endorses the position that quality staff development cannot be overemphasized. Groesbeck ISD will ensure that all ESL teachers receive ongoing, in-depth staff development in language instruction designed to meet the affective, cognitive, and linguistic needs of all EL students.

Districts ESL Program Coordinator

The District's Coordinator of School Improvement will oversee ESL instruction and services at all District campuses. They will be responsible for seeing that all legal mandates as well as federal, state, and district policies and procedures are followed. They will oversee assessment and identification of ESL students, administer TELPAS assessments, and will coordinate and hold necessary LPAC meetings. They will maintain the ESL folders for individual students as well as the District LPAC binder holding documentation of LPAC meetings. They will provide input to campus principals and District administrators regarding staff development needs related to the provision of ESL instructional services.

ESL Classroom Teacher

High School

English language learners at the high school will be assigned to an English Language Arts teacher who has ESL certification. The ESL teachers will be required to document modifications and strategies used with English language learners. The progress of these students in their other classes will also be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with LEP students.

Junior High School

English language learners at the junior high school will be assigned to an English Language Arts teacher (and a Reading or Writing teacher, depending on grade assignment) who has ESL certification. The progress of these students in all of their classes will be monitored by the District ESL Coordinator. Additionally, the District ESL Coordinator will collaborate with teachers of English language learners in all subject areas and suggest appropriate strategies and accommodations for instruction in the general education classrooms. The ESL teachers will be required to document modifications and strategies used with English language learners. All teachers will be required to document their instruction of the ELPS (English Language Proficiency Standards) with English language learners.

Elementary School

English language learners at the elementary school will be assigned to teachers who have ESL certification. Students will participate in the ESL Content-based Program which is an English acquisition program that serves students identified as English learners through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading.

PARENT AND COMMUNITY INVOLVEMENT

Groesbeck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings.

Groesbeck shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and documents to be sent home.

It is the policy of Groesbeck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL programs are invited to be a part of the LPAC for the identification, review and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees.

PROGRAM EVALUATION

All school districts required to conduct a bilingual education or ESL program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

- Evaluation data shall be compiled and documented by each campus at the end of each school year. The Bilingual/ ESL teacher shall compile data on the *LPAC Information Tracking Sheet* and a campus administrator shall compile campus data on the *ESL Annual Evaluation Report*. Copies of these reports shall be sent to the district administrator of the program.
- Each campus shall report to parents the progress of their child in acquiring English as a result of participation in the program offered to English learners.
- Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the TEC, §11.253, for the purpose of improving student performance for English learners.

ACCOUNTABILITY

PBMAS: Performance-Based Monitoring Analysis System: An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

TELPAS: Texas English Language Proficiency Assessment System (K-12)

STAAR: Texas Assessment of Knowledge and Skills (measures core subjects by grade level)

Additional Information

Language Proficiency Assessment Committee (LPAC) Framework Manual © Texas Education Agency.

<http://programs.esc20.net/default.aspx?name=lpac.framework>

Texas Administrative Code §89 Subchapter BB

Texas Education Code §29.052

Every Student Succeeds Act (ESSA)

For further information on this or any program offered at Groesbeck ISD, please contact the following personnel:

Flor Lopez, District ESL Coordinator (254) 729-4619

Index

This handbook contains state policies copied directly from the Texas Administrative Code §89 Subchapter BB and Texas Education Codes §29.052 for English as a Second Language and Special Language Programs. Included with these policies are local guidelines for serving English Learners at GISD.

GISD ESL Handbook

Position Statement and Definitions -----	2
Program Guidelines -----	3
Language Proficiency Assessment Committee (LPAC) -----	4
LPAC Members; Training;Responsibilites-----	4
Student Identification -----	5
Home Language Survey; Assessment -----	5
Placement of Students-----	6
English Learner Flowchart -----	7
Parent Authority/Notification-----	8
Appeals-----	8
Annual Review of Exit Criteria-----	9
Monitoring of Exited Students-----	9
Reevaluation/Reenrollment-----	10
State Assessments-----	10
English 1 EOC Special Provision -----	10
Documentation -----	11
Staffing and Staff Development-----	11
ESL Classroom Teacher -----	12
Parent and Community Involvement-----	13
Accountability -----	13
Program Evaluation-----	13
Additional Information Contacts-----	14

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- VIII. **DISCUSSION AND POSSIBLE ACTION ON DISTRICT FACILITY PLANNING AND PROJECTS**
- IX. **CONSIDER AND POSSIBLE ACTION ON APPROVAL OF RESOLUTION OF THE BOARD OF TRUSTEES OF GROESBECK ISD SELECTION OF BUS TRANSPORTATION FACILITY PROJECT CONTRACTOR AND DELEGATION OF AUTHORITY TO SUPERINTENDENT**

	Cisneros	Roy Garza	ChampCo	TexCon	ABA
General Project Terms	\$ 3,888,500.00	\$ 3,122,200.00	\$ 2,996,099.00	\$ 3,475,000.00	
Fencing	\$ 96,500.00	\$ 88,000.00	\$ 85,627.00	\$ 120,000.00	
Electrical	\$ 145,000.00	\$ 98,800.00	\$ 92,680.00	\$ 96,000.00	
Fuel Tanks	\$ 475,000.00	\$ 485,000.00	\$ 300,000.00	\$ 360,000.00	
Rock and Geo Grid	\$ 245,000.00	\$ 243,600.00	\$ 143,500.00	\$ 235,000.00	
Gate Openers			\$ 32,717.00		
	\$ 4,850,000.00	\$ 4,037,600.00	\$ 3,650,623.00	\$ 4,286,000.00	\$ 3,950,900.00

General Project Terms: Tree Removal, grading, foundations, concrete paving, all spoils removal

Electrical: Lighting around the Transportation Barn

**RESOLUTION OF THE BOARD OF TRUSTEES OF
GROESBECK INDEPENDENT SCHOOL DISTRICT
SELECTION OF CONTRACTOR FOR THE BUS TRANSPORTATION FACILITY
PROJECT AND DELEGATION OF AUTHORITY TO SUPERINTENDENT
GROESBECK ISD 2025 BOND PROJECT**

WHEREAS, the Groesbeck Independent School District (the “District” or “GISD”) is undertaking capital improvements, renovations, and repairs to District Bus Transportation Facilities (the “Project”); and

WHEREAS, the Board of Trustees of the District (the “Board”) previously selected Construction Manager-at-Risk as the delivery method for the District’s 2025 Bond Project, which included the Bus Transportation Facility Project; and

WHEREAS, the Board has determined that it is in the best interest of the District to remove the Project from the Construction Manager-at-Risk delivery method and that selection of a different delivery method for the Project is necessary at this time; and

WHEREAS, the Board has determined that Competitive Sealed Proposals (“CSP”) is the delivery method that provides the best value and is in the best interests of the District for the Groesbeck ISD 2025 Bond Projects; and

WHEREAS, the Board has previously delegated authority to the District’s Superintendent of Schools or his designee the authority to develop any procurement and solicitation documents, as necessary per Texas law, including establishing criteria and weight to be given to such criteria and to publish notice and advertisement to request proposals, bids, or qualifications, as applicable for a CSP; and

WHEREAS, in keeping with that authority, the Superintendent of Schools solicited proposals for a Contractor through a one-step process in accordance with Texas law, received proposals and ranked the proposals based on the published weighted criteria in conjunction with the proposal evaluation committee; and

WHEREAS, the order of ranking as approved by the proposal evaluation committee has been provided to the Board at this duly noticed and called meeting for the Board’s consideration.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF GROESBECK INDEPENDENT SCHOOL DISTRICT AS FOLLOWS:

1. It is found that the foregoing recitals are true and correct and are hereby adopted as findings of fact by the Board of Trustees of Groesbeck Independent School District.
2. The Board hereby accepts and approves the order of ranking of the contractor proposers for the Project as presented by the proposal evaluation committee.
3. The Board further determines that _____ is the highest ranking contractor proposer and affirms that _____ submitted the proposal that offers the best value for the District for the Project based on the published selection criteria and the District's ranking evaluation.
4. This Resolution shall take effect immediately.

PASSED, ADOPTED, and APPROVED the 19th day of October, 2026, by the Board of Trustees of the Groesbeck Independent School District by the following vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

Aslone Foy, President, Board of Trustees

ATTEST:

Bridgett Jackson-Tatum, Secretary, Board of Trustees

-
- X. **CONSIDER AND APPROVE THE GROESBECK ISD'S
NUTRITIONAL WELLNESS PLAN AND LOCAL WELLNESS
PLAN ASSESSMENT**

Groesbeck ISD

School Nutrition and Wellness Plan

I. Purpose

To establish a policy that addresses nutrition education goals, physical activity goals, nutrition standards for all foods available on school campuses during the school day when school is in session, and other school-based activity goals designed to promote student wellness.

II. Overview of Goals

- A. The primary goal of the nutrition education component is to influence students' eating behaviors. All students shall possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime.
- B. The primary goal for Groesbeck ISD's physical activity component is to provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short- and long-term benefits of a physically active and healthy lifestyle.
- C. The primary goal for Groesbeck ISD's nutrition guidelines component is to ensure that school meals meet the program requirements and nutrition standards set forth under the 7 CFR (Code of Federal Regulations) Part 210 (National School Lunch Program) and Part 220 (School Breakfast Program).
- D. The primary goal for Groesbeck ISD's wellness component is to create and maintain a school environment that provides consistent information and activities that promote wellness and are conducive to a healthy lifestyle.

III. Nutrition and Wellness Policy

Groesbeck ISD will comply with Section 204 of the Federal Child Nutrition and WIC (Women, Infants, and Children) Reauthorization Act of 2004. The regulations were updated in 2011 based on the Institute of Medicine (IOM) recommendations to include:

- Increasing the amount and variety of fruits, vegetables, and whole grains
- Setting a minimum and maximum level of calories
- Focusing more on reducing saturated fat and sodium

A. Goals to Promote Nutrition Education:

1. Students will be encouraged to eat a healthy breakfast and learn to choose healthy foods during lunch.

2. Nutrition education will involve sharing information with students, families, and the broader community to positively impact students and the health of the community.
3. Nutrition education will be offered in the school cafeteria and in the classroom, with coordination between school food service staff, teachers, and outside resources. Educational aides about nutrition will be offered to help turn the eating environment into a learning environment.
4. Monthly menus will be available to families.

B. Goals to Promote Physical Activity:

The primary focus of the integrated curriculum is for schools to provide quality physical education in which students engage in maximum amounts of enjoyable (moderate to vigorous physical activity) during class time.

1. PE teachers will work with SHAC to increase the number of children in the healthy fitness zone as assessed by FitnessGram through activities and initiatives.
2. Physical activity will be integrated across the curricula and throughout the school day. Movement can be made a part of math, science, language arts, and social studies.
3. Time allotted for physical activity will be consistent with research, national and state standards.
4. GISD will promote extracurricular activities, such as band, athletics, and FFA, and encourage students to become more physically active outside of school. After-school programs will involve activities that promote exercise and movement.
5. Physical education will include the instruction of individual activities as well as competitive and non-competitive team sports to encourage lifelong physical activity.

C. Goals to Promote Overall Wellness and Healthy Lifestyles:

Groesbeck ISD will implement several school-based activities to not only promote student wellness but also to help incorporate the community and families in our school's efforts to achieve a healthier school environment.

1. Groesbeck ISD will maintain a School Health Advisory Council (SHAC). In addition to its other duties, the School Health Advisory Council will monitor, review, and, as necessary, recommend revision of the school nutrition and wellness policy to the Board of Education and/or the Superintendent. The council will serve as a resource to Groesbeck ISD in the implementation of this policy.

2. Provide support for the health of all students is demonstrated by hosting vision, scoliosis, and hearing screenings for GUSD students.
3. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health care needs.
4. The SHAC committee will work with administrators, teachers, and auxiliary staff to develop and implement procedures to promote overall wellness and healthy lifestyles related to our population.
5. The DASH committee will work in conjunction with SHAC to promote health and wellness at the high school, including initiatives such as “Red Ribbon Week,” and to increase awareness of the dangers of texting while driving and other high-risk behaviors.
6. The Student Council will work in conjunction with SHAC to continue to create awareness and decrease bullying incidents throughout the district.

D. Goals to Promote Nutritional Guidelines and Standards

Groesbeck ISD follows the Texas Public School Nutrition Policy, which guides the effort in reducing childhood obesity by stating specific guidelines on availability and sale of Food of Minimal Nutrition Value (FMNV), competitive foods, as well as portion size limitations on certain items.

1. The child nutrition program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and learn well.
2. Meals served through the National School Lunch and Breakfast Programs will adhere to the federal guidelines.
3. Each school will strive to increase participation in the available federal Child Nutrition programs (school breakfast and lunch).

E. Monitoring of the Nutrition and Wellness Policy

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school’s compliance to the school district superintendent or designee.

1. The school food service director and staff will ensure compliance with nutrition policies within school food service areas and will report compliance issues to the superintendent.
2. The school district will report to the Board of Trustees on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

3. The School Health Advisory Council (SHAC) for the district will meet a minimum of four times annually, develop and monitor wellness and nutrition goals, review the wellness plan, and report progress annually to the Board of Trustees.
4. School nurses will serve as advisors to the SHAC committee, maintain records and compliance with state health initiatives and laws, such as immunizations, and report compliance issues to the superintendent or designee.

F. Future Goals for GISD

1. Health Screening for GISD employees
 - a. Allow our medical students to conduct basic tests
 - b. Help provide Major Health Screenings for all employees annually
2. VAPE presentations for kids in 6th-8th Grade
3. Career and College Fair at the High School on an annual basis
4. Provide teachers with workout equipment throughout the district

Updated/Reviewed by GISD SHAC Committee September 2026

School Administrator Representative – Scott Cummings

Approved by Groesbeck ISD Board of Trustees October 19, 2026

Wellness Policy Assessment Tool

Form 357 Rev 12/15

This template provides information on wellness policy goals and practices within the LEA. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school or at a minimum, each school level. The wellness policy and completed assessment must be available to the public.

LEA/District Name Groesbeck I.S.D.

Reviewer Kelley Copeland

School Name H.O. Whitehurst Elementary

Date 09/17/2026

Select all grades: PK ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Yes No I. Public Involvement

☒ ☐ We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:

☒ Administrators ☒ School Food Service Staff ☒ P.E. Teachers ☒ Parents
☒ School Board Members ☒ School Health Professionals ☒ Students ☒ Public

☒ ☐ We have a designee in charge of compliance.

Name/Title: Scott Cummings, Superintendent

☒ ☐ We make our policy available to the public.

Please describe: On the District website and in the District Administrative Offices

☒ ☐ We measure the implementation of our policy goals and communicate results to the public.

Please describe: Goals are measured by our Wellness Plan and postings on District website

☒ ☐ Our district reviews the wellness policy at least annually.

Yes No II. Nutrition Education

☒ ☐ Our district's written wellness policy includes measurable goals for nutrition education.

☒ ☐ We offer standards based nutrition education in a variety of subjects (e.g. science, health, math, etc).

☒ ☐ We offer nutrition education to students in: ☒ Elementary School ☒ Middle School ☒ High School

Yes No III. Nutrition Promotion

☒ ☐ Our district's written wellness policy includes measurable goals for nutrition promotion.

☒ ☐ We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc.

☐ ☒ We have reviewed *Smarter Lunchroom* techniques and evaluated our ability to implement some of them.

☒ ☐ We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line).

☒ ☐ We ensure students have access to hand-washing facilities prior to meals.

☒ ☐ We annually evaluate how to market and promote our school meal program(s).

☒ ☐ We regularly share school meal nutrition, calorie, and sodium content information with students and families.

☒ ☐ We offer taste testing or menu planning opportunities to our students.

☐ ☒ We participate in Farm to School activities and/or have a school garden.

☒ ☐ We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc).

☒ ☐ We price nutritious foods and beverages lower than less nutritious foods and beverages.

☒ ☐ We offer fruits or non-fried vegetables in: ☐ Vending Machines ☐ School Stores ☐ Snack Bars ☒ à La Carte

☒ ☐ We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc.

☒ ☐ We provide teachers with samples of alternative reward options other than food or beverages.

☒ ☐ We prohibit the use of food and beverages as a reward.

(Cont. on page 2)

Yes No **IV. Nutrition Guidelines** (Cont. from page 1)

- ☒ ☐ Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
- ☒ ☐ We operate the School Breakfast program: ☒ Before School ☐ In the Classroom ☐ Grab & Go
- ☒ ☐ We follow all nutrition regulations for the National School Lunch Program (NSLP).
- ☐ ☒ We operate an Afterschool Snack Program.
- ☒ ☐ We operate the Fresh Fruit and Vegetable Program.
- ☒ ☐ We have a Certified Food Handler as our Food Service Manager.
- ☒ ☐ We have adopted and implemented *Smart Snacks* nutrition standards for ALL items sold during school hours, including:
☒ as à La Carte Offerings ☐ in School Stores ☐ in Vending Machines ☐ as Fundraisers

Yes No **V. Physical Activity**

- ☒ ☐ Our district's written wellness policy includes measurable goals for physical activity.
- ☒ ☐ We provide physical education for elementary students on a weekly basis.
- ☒ ☐ We provide physical education for middle school during a term or semester.
- ☒ ☐ We require physical education classes for graduation (high schools only).
- ☒ ☐ We provide recess for elementary students on a daily basis.
- ☒ ☐ We provide opportunities for physical activity integrated throughout the day.
- ☒ ☐ We prohibit staff and teachers from keeping kids in from recess for punitive reasons.
- ☒ ☐ Teachers are allowed to offer physical activity as a reward for students.
- ☒ ☐ We offer before or after school physical activity: ☒ Competitive sports ☐ Non-competitive sports ☐ Other clubs

Yes No **VI. Other School Based Wellness Activities**

- ☒ ☐ Our district's written wellness policy includes measurable goals for other school-based activities that promote wellness.
- ☒ ☐ We provide training to staff on the importance of modeling healthy behaviors.
- ☒ ☐ We provide annual training to all staff on: ☐ Nutrition ☐ Physical Activity
- ☐ ☒ We have a staff wellness program.
- ☒ ☐ We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff) .
- ☒ ☐ We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
- ☒ ☐ We have a recycling /environmental stewardship program.
- ☒ ☐ We have a recognition /reward program for students who exhibit healthy behaviors.
- ☒ ☐ We have community partnerships which support programs, projects, events, or activities.

VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

We have made progress in the implementation of the Groesbeck ISD's wellness program. Students are actively involved in PE, recess at the elementary schools, competitive sports at the secondary campuses and outdoor learning opportunities district-wide. These activities are documented for proof of the implementation of the wellness policy. Our goal is to continue to look for effective ways to educate our students and help them to become well rounded individuals.

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name Mychal Masters

46

Position/Title SHAC Member, RN

Email ml.masters@groesbeckisd.net

Phone 254-729-4115

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Form 357 Rev 12/15

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LEA/District Name Groesbeck I.S.D.

Reviewer Nicole Dawley

School Name Enge-Washington Intermedi

Date 10/05/2026

Select all grades: PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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Name	Mychal Masters	48	Position/Title	SHAC Member, RN
Email	ml.masters@groesbeckisd.net		Phone	254-729-4115

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LEA/District Name Groesbeck I.S.D.

Reviewer Kristen Curry

School Name Groesbeck Middle School

Date 10/05/2026

Select all grades: PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Yes No I. Public Involvement

☒ ☐ We encourage the following to participate in the development, implementation, and evaluation of our wellness policy:

☒ Administrators ☒ School Food Service Staff ☒ P.E. Teachers ☒ Parents
☒ School Board Members ☒ School Health Professionals ☒ Students ☒ Public

☒ ☐ We have a designee in charge of compliance.

Name/Title: Scott Cummings, Superintendent

☒ ☐ We make our policy available to the public.

Please describe: On the District website and in the District Administrative Offices

☒ ☐ We measure the implementation of our policy goals and communicate results to the public.

Please describe: Goals are measured by our Wellness Plan and postings on District website

☒ ☐ Our district reviews the wellness policy at least annually.

Yes No II. Nutrition Education

☒ ☐ Our district's written wellness policy includes measurable goals for nutrition education.

☒ ☐ We offer standards based nutrition education in a variety of subjects (e.g. science, health, math, etc).

☒ ☐ We offer nutrition education to students in: ☒ Elementary School ☒ Middle School ☒ High School

Yes No III. Nutrition Promotion

☒ ☐ Our district's written wellness policy includes measurable goals for nutrition promotion.

☒ ☐ We promote healthy eating and nutrition education with signage, use of creative menus, posters, bulletin boards, etc.

☐ ☒ We have reviewed *Smarter Lunchroom* techniques and evaluated our ability to implement some of them.

☒ ☐ We place fruits and vegetables where they are easy to access (e.g. near the cafeteria cashier or near the front of the line).

☒ ☐ We ensure students have access to hand-washing facilities prior to meals.

☒ ☐ We annually evaluate how to market and promote our school meal program(s).

☐ ☒ We regularly share school meal nutrition, calorie, and sodium content information with students and families.

☒ ☐ We offer taste testing or menu planning opportunities to our students.

☐ ☒ We participate in Farm to School activities and/or have a school garden.

☒ ☐ We only advertise and promote nutritious foods and beverages on school grounds (e.g. buildings, playing fields, etc).

☒ ☐ We price nutritious foods and beverages lower than less nutritious foods and beverages.

☒ ☐ We offer fruits or non-fried vegetables in: ☐ Vending Machines ☐ School Stores ☒ Snack Bars ☒ à La Carte

☐ ☒ We have nutritional standards for foods/beverages served at school parties, celebrations, events, etc.

☐ ☒ We provide teachers with samples of alternative reward options other than food or beverages.

☐ ☒ We prohibit the use of food and beverages as a reward.

(Cont. on page 2)

Yes No **IV. Nutrition Guidelines** (Cont. from page 1)

- ☒ ☐ Our district's written wellness policy addresses nutrition standards for USDA reimbursable meals.
- ☒ ☐ We operate the School Breakfast program: ☒ Before School ☐ In the Classroom ☐ Grab & Go
- ☒ ☐ We follow all nutrition regulations for the National School Lunch Program (NSLP).
- ☐ ☒ We operate an Afterschool Snack Program.
- ☒ ☐ We operate the Fresh Fruit and Vegetable Program.
- ☒ ☐ We have a Certified Food Handler as our Food Service Manager.
- ☒ ☐ We have adopted and implemented *Smart Snacks* nutrition standards for ALL items sold during school hours, including:
☒ as à La Carte Offerings ☐ in School Stores ☐ in Vending Machines ☐ as Fundraisers

Yes No **V. Physical Activity**

- ☒ ☐ Our district's written wellness policy includes measurable goals for physical activity.
- ☒ ☐ We provide physical education for elementary students on a weekly basis.
- ☒ ☐ We provide physical education for middle school during a term or semester.
- ☒ ☐ We require physical education classes for graduation (high schools only).
- ☒ ☐ We provide recess for elementary students on a daily basis.
- ☒ ☐ We provide opportunities for physical activity integrated throughout the day.
- ☒ ☐ We prohibit staff and teachers from keeping kids in from recess for punitive reasons.
- ☒ ☐ Teachers are allowed to offer physical activity as a reward for students.
- ☒ ☐ We offer before or after school physical activity: ☐ Competitive sports ☐ Non-competitive sports ☐ Other clubs

Yes No **VI. Other School Based Wellness Activities**

- ☒ ☐ Our district's written wellness policy includes measurable goals for other school-based activities that promote wellness.
- ☒ ☐ We provide training to staff on the importance of modeling healthy behaviors.
- ☐ ☒ We provide annual training to all staff on: ☐ Nutrition ☐ Physical Activity
- ☒ ☐ We have a staff wellness program.
- ☒ ☐ We have school district staff who are CPR certified (e.g. teachers, coaches, counselors, food service staff) .
- ☐ ☒ We actively promote walk or bike to school for students with Safe Routes to School or other related programs.
- ☐ ☒ We have a recycling /environmental stewardship program.
- ☒ ☐ We have a recognition /reward program for students who exhibit healthy behaviors.
- ☒ ☐ We have community partnerships which support programs, projects, events, or activities.

VII. Progress Report: Indicate any additional wellness practices and/or future goals and describe progress made in attaining the goals of the local wellness policy

We have made progress in the implementation of the Groesbeck ISD's wellness program. Students are actively involved in PE, recess at the elementary schools, competitive sports at the secondary campuses and outdoor learning opportunities district-wide. These activities are documented for proof of the implementation of the wellness policy. Our goal is to continue to look for effective ways to educate our students and help them to become well rounded individuals.

VIII. Contact Information:

For more information about this school's wellness policy/practices, or ways to get involved, contact the Wellness Committee Coordinator.

Name	Mychal Masters	50	Position/Title	SHAC Member, RN
Email	ml.masters@groesbeckisd.net		Phone	254-729-4115

Wellness Policy Assessment Tool

Form 357 Rev 12/15

This template provides information on wellness policy goals and practices within the LEA. Use this tool to track progress and gather ideas on ways to create a healthier school environment. A separate assessment should be completed for each school or at a minimum, each school level. The wellness policy and completed assessment must be available to the public.

LEA/District Name Groesbeck I.S.D.

Reviewer Brian Lewis

School Name Groesbeck High School

Date 10/09/2026

Select all grades: PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☒ 10 ☒ 11 ☒ 12 ☒

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Name	Mychal Masters	52	Position/Title	SHAC Member, RN
Email	ml.masters@groesbeckisd.net		Phone	254-729-4115

-
- XI. **PRESENTATION AND CONSIDER ACTION OF THE DISTRICT IMPROVEMENT PLAN (DIP) AND CAMPUS IMPROVEMENT PLANS (CIP) (Including Local Improvement Plan in the HO Whitehurst's and Enge-Washington Intermediate's CIP)**
- XII. **DISCUSSION AND ACTION ON CONSENT AGENDA ITEMS**
- XII.A. Minutes of Previous Board Meeting

Regular Board Meeting
MINUTES
09/21/2026
6:00 p.m.

Present: Aslone Foy, Jim Longbotham, Sindra McLean, Jason Milstead, Stephen Bradley, Angela Crane, Bridgett Jackson-Tatum (6:01).

Others: Scott Cummings, Teresa Battrick, Deana Rand, Evan Ditmore, Jill Williams, Shaun Williamson, Brian Lewis, Holly Black, Tiffany Burleson, Cannon Campbell, Grace deCordova, Kelley Copeland, Jeremy Owen, Jacki Owen, Nicole Dawley, Kristen Curry, Nelson Kortis.

Aslone Foy called the meeting to order at 6:00 p.m.

Jim Longbotham gave the Invocation.

Jason Milstead led the Pledges to the Flag.

Stephen Bradley read the District Mission Statement.

Public Comment: There were no public comments.

Tiffany Burleson, Limestone County TX Farm Bureau Representative, presented Cannon Campbell with the FFA Member of the Month Award for the month of August, and Grace deCordova received the award for the month of September.

Entered into Executive Session: 6:02 p.m.

Reconvened: 7:01 p.m.

Motion by Sindra McLean, seconded by Stephen Bradley, to uphold the Level II appeal decision. Motion carried unanimously. Voting For: Aslone Foy, Jim Longbotham, Sindra McLean, Jason Milstead, Stephen Bradley, Angela Crane, Bridgett Jackson-Tatum. Aslone Foy stated, "The Board has reached a decision concerning Mr. and Mrs. Owen's Level Three Appeal. The vote of the Board has been taken in open session in the presence of Mr. and Mrs. Owen. In accordance with Board policy, the Board's vote thereby constitutes oral notice to Mr. and Mrs. Owen that the Level Three Appeal and the relief that was requested has been denied. This Level Three hearing is concluded. The time is 7:02 p.m."

Scott Cummings gave an update on projects at GHS auditorium, tennis, baseball and softball fields, ag barn, transportation, HOW gutters, HOW intercom system, Kids Kare parking lot/driveway. Jim Longbotham asked about the wash area at transportation, and Bridgett Jackson-Tatum asked about the bus parking.

Deana Rand presented bids for the HOW intercom system. High School and Enge-Washington Intermediate have Frontrow and would like to go with Frontrow for HOW. Motion by Jim

Longbotham, seconded by Stephen Bradley, that we adopt and approve the resolution pertaining to the H. O. Whitehurst Intercom System Project. Motion carried unanimously. Voting For: Aslone Foy, Jim Longbotham, Sindra McLean, Jason Milstead, Stephen Bradley, Angela Crane, Bridgett Jackson-Tatum.

Consent Agenda: Motion by Jason Milstead, seconded by Angela Crane, to approve the consent agenda. Motion carried unanimously. Voting For: Aslone Foy, Jim Longbotham, Sindra McLean, Jason Milstead, Stephen Bradley, Angela Crane.

- A. Minutes of Previous Board Meeting
- B. Budget Report and Amendments
- C. Tuition Paid Prekindergarten
- D. Teacher Incentive Allotment (TIA) Revision
- E. Donation(s)
- F. Surplus

Entered into Executive Session: 7:09 p.m.

Reconvened: 7:50 p.m.

There was no action taken.

Superintendent Comments: Student enrollment is 1416. Board Meeting October 19 and Team of Eight training on November 19.

Motion by Stephen Bradley, seconded by Jim Longbotham, to adjourn. Motion carried unanimously. Voting For: Aslone Foy, Jim Longbotham, Jason Milstead, Stephen Bradley.

Adjourned: 7:52 p.m.

Aslone Foy, Board President

Bridgett Jackson-Tatum, Secretary

October 19, 2026
Date Approved

XII.B. Budget Report and Amendments

Comparison of Revenue to Budget
 As of September

	Estimated Revenue	Current Realized Revenue	Realized Revenue To Date	Revenue Balance	Percent Realized
General Operating Funds					
199 / 7 - GENERAL FUND 5000	20,689,760.00	-3,231,381.62	-3,231,381.62	17,458,378.38	15.62%
Totals 5000	20,689,760.00	-3,231,381.62	-3,231,381.62	17,458,378.38	15.62%
Totals 7000	.00	.00	.00	.00	.00%
Totals General Operating Funds	20,689,760.00	-3,231,381.62	-3,231,381.62	17,458,378.38	15.62%
Special Revenue Funds					
211 / 7 - TITLE I, PART A 5000	480,615.00	.00	.00	480,615.00	.00%
214 / 7 - TITLE IV, PART A - SSAEP 5000	33,644.00	.00	.00	33,644.00	.00%
224 / 7 - IDEA - PART B, FORMULA 5000	351,609.00	.00	.00	351,609.00	.00%
225 / 7 - IDEA - PART B, PRESCHOOL 5000	7,336.00	.00	.00	7,336.00	.00%
240 / 7 - FOOD SERVICE 5000	905,254.00	-55,675.02	-55,675.02	849,578.98	6.15%
240 / 7 - FOOD SERVICE 7000	50,000.00	.00	.00	50,000.00	.00%
244 / 7 - CAREER & TECHNICAL 5000	19,981.00	.00	.00	19,981.00	.00%
255 / 7 - TITLE II, PART A 5000	69,450.00	.00	.00	69,450.00	.00%
265 / 7 - ACE FEDERALLY FUNDED 5000	100,000.00	.00	.00	100,000.00	.00%
410 / 7 - IMA/TEXTBOOK 5000	250,991.41	.00	.00	250,991.41	.00%
429 / 7 - STATE FUNDED 5000	390,716.62	.00	.00	390,716.62	.00%
Totals 5000	2,609,597.03	-55,675.02	-55,675.02	2,553,922.01	2.13%
Totals 7000	50,000.00	.00	.00	50,000.00	.00%
Totals Special Revenue Funds	2,659,597.03	-55,675.02	-55,675.02	2,603,922.01	2.09%
Interest & Sinking Funds					
511 / 7 - DEBT SERVICE 5000	3,936,750.00	-21,299.52	-21,299.52	3,915,450.48	.54%
Totals 5000	3,936,750.00	-21,299.52	-21,299.52	3,915,450.48	.54%
Totals 7000	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	3,936,750.00	-21,299.52	-21,299.52	3,915,450.48	.54%
Construction Funds					
699 / 7 - CAPITAL PROJECTS 5000	.00	-89,068.18	-89,068.18	-89,068.18	.00%
Totals 5000	.00	-89,068.18	-89,068.18	-89,068.18	.00%
Totals 7000	.00	.00	.00	.00	.00%
Totals Construction Funds	.00	-89,068.18	-89,068.18	-89,068.18	.00%
Expendable Trust Funds					
829 / 7 - TRUST & AGENCY FUND 5000	.00	-1.54	-1.54	-1.54	.00%
Totals 5000	.00	-1.54	-1.54	-1.54	.00%
Totals 7000	.00	.00	.00	.00	.00%
Totals Expendable Trust Funds	.00	-1.54	-1.54	-1.54	.00%
Total Revenues 5000	27,236,107.03	-3,397,425.88	-3,397,425.88	23,838,681.15	12.47%
Total Revenues 7000	50,000.00	.00	.00	50,000.00	.00%
Total Revenues	27,286,107.03	-3,397,425.88	-3,397,425.88	23,888,681.15	12.45%

Comparison of Expenditures and Encumbrances to Budget
 As of September

	<u>Appropriation</u>	<u>Encumbrance</u>	<u>Current Expenditure</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
General Operating Funds						
199 / 7 - GENERAL FUND 6000	-20,639,760.00	1,581,057.72	2,005,346.06	2,005,346.06	-17,053,356.22	9.72%
Totals 6000	-20,639,760.00	1,581,057.72	2,005,346.06	2,005,346.06	-17,053,356.22	9.72%
Totals 8000	-50,000.00	.00	.00	.00	-50,000.00	-.00%
Totals General Operating Funds	-20,689,760.00	1,581,057.72	2,005,346.06	2,005,346.06	-17,103,356.22	9.69%
Special Revenue Funds						
211 / 7 - TITLE I, PART A 6000	-480,615.00	350.00	55,718.32	55,718.32	-424,546.68	11.59%
214 / 7 - TITLE IV, PART A - SSAEP 6000	-33,644.00	31,001.00	2,000.00	2,000.00	-643.00	5.94%
224 / 7 - IDEA - PART B, FORMULA 6000	-351,609.00	102,077.81	15,284.65	15,284.65	-234,246.54	4.35%
225 / 7 - IDEA - PART B, PRESCHOOL 6000	-7,336.00	.00	.00	.00	-7,336.00	-.00%
240 / 7 - FOOD SERVICE 6000	-955,254.00	.00	21,656.21	21,656.21	-933,597.79	2.27%
244 / 7 - CAREER & TECHNICAL 6000	-19,981.00	17,640.00	.00	.00	-2,341.00	-.00%
255 / 7 - TITLE II, PART A 6000	-69,450.00	2,500.00	18,157.32	18,157.32	-48,792.68	26.14%
265 / 7 - ACE FEDERALLY FUNDED 6000	-100,000.00	149.95	3,796.53	3,796.53	-96,053.52	3.80%
270 / 7 - TITLE V 6000	-10,000.00	197.01	13,572.34	13,572.34	3,769.35	135.72%
410 / 7 - IMA/TEXTBOOK 6000	-250,991.41	.00	3,691.56	3,691.56	-247,299.85	1.47%
429 / 7 - STATE FUNDED 6000	-390,716.62	.00	.00	.00	-390,716.62	-.00%
Totals 6000	-2,669,597.03	153,915.77	133,876.93	133,876.93	-2,381,804.33	5.01%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Special Revenue Funds	-2,669,597.03	153,915.77	133,876.93	133,876.93	-2,381,804.33	5.01%
Interest & Sinking Funds						
511 / 7 - DEBT SERVICE 6000	-3,936,750.00	.00	.00	.00	-3,936,750.00	-.00%
Totals 6000	-3,936,750.00	.00	.00	.00	-3,936,750.00	-.00%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Interest & Sinking Funds	-3,936,750.00	.00	.00	.00	-3,936,750.00	-.00%
Construction Funds						
699 / 7 - CAPITAL PROJECTS 6000	-29,104,443.59	11,247,639.97	465,671.33	465,671.33	-17,391,132.29	1.60%
Totals 6000	-29,104,443.59	11,247,639.97	465,671.33	465,671.33	-17,391,132.29	1.60%
Totals 8000	.00	.00	.00	.00	.00	.00%
Totals Construction Funds	-29,104,443.59	11,247,639.97	465,671.33	465,671.33	-17,391,132.29	1.60%
Total Expenditures 6000	-56,350,550.62	12,982,613.46	2,604,894.32	2,604,894.32	-40,763,042.84	4.62%
Total Expenditures 8000	-50,000.00	.00	.00	.00	-50,000.00	-.00%
Total Expenditures	-56,400,550.62	12,982,613.46	2,604,894.32	2,604,894.32	-40,813,042.84	4.62%

	EstimatedRevenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
000					
199 / 7 GENERAL FUND	20,611,760.00	-3,217,199.01	-3,217,199.01	17,394,560.99	15.61%
211 / 7 TITLE I, PART A	480,615.00	.00	.00	480,615.00	.00%
224 / 7 IDEA - PART B, FORMULA	351,609.00	.00	.00	351,609.00	.00%
225 / 7 IDEA - PART B, PRESCHOOL	7,336.00	.00	.00	7,336.00	.00%
244 / 7 CAREER & TECHNICAL	19,981.00	.00	.00	19,981.00	.00%
255 / 7 TITLE II, PART A	69,450.00	.00	.00	69,450.00	.00%
265 / 7 ACE FEDERALLY FUNDED	100,000.00	.00	.00	100,000.00	.00%
270 / 7 TITLE V	.00	.00	.00	.00	.00%
289 / 7 TITLE IV	.00	.00	.00	.00	.00%
410 / 7 IMA/TEXTBOOK	250,991.41	.00	.00	250,991.41	.00%
429 / 7 STATE FUNDED	390,716.62	.00	.00	390,716.62	.00%
461 / 7 CAMPUS ACTIVITY	.00	.00	.00	.00	.00%
511 / 7 DEBT SERVICE	3,936,750.00	-21,299.52	-21,299.52	3,915,450.48	.54%
865 / 7 STUDENT ACTIVITIES	.00	.00	.00	.00	.00%
Totals for 000	26,219,209.03	-3,238,498.53	-3,238,498.53	22,980,710.50	12.35%
999 - Undistributed Organization Unit					
199 / 7 GENERAL FUND	78,000.00	-14,182.61	-14,182.61	63,817.39	18.18%
Totals for 999 - Undistributed Organization Unit	78,000.00	-14,182.61	-14,182.61	63,817.39	18.18%
Total 5000 Revenues	26,297,209.03	-3,252,681.14	-3,252,681.14	23,044,527.89	12.37%
Total 7000 Revenues	.00	.00	.00	.00	.00%
Total Revenues	26,297,209.03	-3,252,681.14	-3,252,681.14	23,044,527.89	12.37%

Cnty Dist: 147-902

Recap Comparison of Expenditures and Encumbrances to Budget

Page: 2 of 3

Groesbeck ISD

File ID: C

As of September

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
001 - Groesbeck High School						
199 / 7 GENERAL FUND	-5,112,382.00	55,506.54	387,933.43	387,933.43	-4,668,942.03	7.59%
211 / 7 TITLE I, PART A	.00	.00	.00	.00	.00	.00%
244 / 7 CAREER & TECHNICAL	-19,981.00	17,640.00	.00	.00	-2,341.00	-.00%
255 / 7 TITLE II, PART A	-28,842.00	.00	2,003.78	2,003.78	-26,838.22	6.95%
270 / 7 TITLE V	.00	.00	.00	.00	.00	.00%
429 / 7 STATE FUNDED	.00	.00	.00	.00	.00	.00%
461 / 7 CAMPUS ACTIVITY	.00	.00	.00	.00	.00	.00%
865 / 7 STUDENT ACTIVITIES	.00	.00	.00	.00	.00	.00%
Totals for 001 - Groesbeck High School	-5,161,205.00	73,146.54	389,937.21	389,937.21	-4,698,121.25	7.56%
042 - Groesbeck Middle School						
199 / 7 GENERAL FUND	-2,001,765.00	6,119.81	175,910.66	175,910.66	-1,819,734.53	8.79%
211 / 7 TITLE I, PART A	-62,916.00	.00	7,178.59	7,178.59	-55,737.41	11.41%
224 / 7 IDEA - PART B, FORMULA	-24,219.00	.00	2,033.18	2,033.18	-22,185.82	8.39%
255 / 7 TITLE II, PART A	-15,367.00	.00	1,317.20	1,317.20	-14,049.80	8.57%
270 / 7 TITLE V	.00	.00	.00	.00	.00	.00%
429 / 7 STATE FUNDED	.00	.00	.00	.00	.00	.00%
Totals for 042 - Groesbeck Middle School	-2,104,267.00	6,119.81	186,439.63	186,439.63	-1,911,707.56	8.86%
101 - Enge-Washington Intermediate						
199 / 7 GENERAL FUND	-2,402,571.00	3,614.81	201,778.74	201,778.74	-2,197,177.45	8.40%
211 / 7 TITLE I, PART A	-107,595.00	.00	6,845.98	6,845.98	-100,749.02	6.36%
224 / 7 IDEA - PART B, FORMULA	.00	.00	.00	.00	.00	.00%
255 / 7 TITLE II, PART A	-1,622.00	.00	.00	.00	-1,622.00	-.00%
270 / 7 TITLE V	.00	197.01	.00	.00	197.01	.00%
429 / 7 STATE FUNDED	-48,100.00	.00	.00	.00	-48,100.00	-.00%
Totals for 101 - Enge-Washington Intermediate	-2,559,888.00	3,811.82	208,624.72	208,624.72	-2,347,451.46	8.15%
104 - H O Whitehurst Elementary						
199 / 7 GENERAL FUND	-3,103,009.00	3,982.70	232,132.88	232,132.88	-2,866,893.42	7.48%
211 / 7 TITLE I, PART A	-307,229.00	.00	41,693.75	41,693.75	-265,535.25	13.57%
224 / 7 IDEA - PART B, FORMULA	-69,146.00	.00	4,995.23	4,995.23	-64,150.77	7.22%
225 / 7 IDEA - PART B, PRESCHOOL	-7,336.00	.00	.00	.00	-7,336.00	-.00%
255 / 7 TITLE II, PART A	-1,622.00	.00	399.00	399.00	-1,223.00	24.60%
265 / 7 ACE FEDERALLY FUNDED	-90,000.00	149.95	3,023.50	3,023.50	-86,826.55	3.36%
270 / 7 TITLE V	.00	.00	.00	.00	.00	.00%
429 / 7 STATE FUNDED	-49,151.46	.00	.00	.00	-49,151.46	-.00%
Totals for 104 - H O Whitehurst Elementary	-3,627,493.46	4,132.65	282,244.36	282,244.36	-3,341,116.45	7.78%
701 - Superintendent						
199 / 7 GENERAL FUND	-347,097.00	58,950.84	22,314.63	22,314.63	-265,831.53	6.43%
Totals for 701 - Superintendent	-347,097.00	58,950.84	22,314.63	22,314.63	-265,831.53	6.43%
702						
199 / 7 GENERAL FUND	-90,659.00	5,250.00	12,542.91	12,542.91	-72,866.09	13.84%
Totals for 702	-90,659.00	5,250.00	12,542.91	12,542.91	-72,866.09	13.84%

Cnty Dist: 147-902

Recap Comparison of Expenditures and Encumbrances to Budget

Page: 3 of 3

Groesbeck ISD
As of September

File ID: C

	Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
703						
199 / 7 GENERAL FUND	-515,000.00	352,547.02	115,922.42	115,922.42	-46,530.56	22.51%
Totals for 703	-515,000.00	352,547.02	115,922.42	115,922.42	-46,530.56	22.51%
750 - Groesbeck ISD Business Office						
199 / 7 GENERAL FUND	-453,748.00	23,130.00	36,305.33	36,305.33	-394,312.67	8.00%
211 / 7 TITLE I, PART A	.00	.00	.00	.00	.00	.00%
429 / 7 STATE FUNDED	.00	.00	.00	.00	.00	.00%
Totals for 750 - Groesbeck ISD Business Office	-453,748.00	23,130.00	36,305.33	36,305.33	-394,312.67	8.00%
999 - Undistributed Organization Unit						
199 / 7 GENERAL FUND	-6,663,529.00	1,071,956.00	820,505.06	820,505.06	-4,771,067.94	12.31%
211 / 7 TITLE I, PART A	-2,875.00	350.00	.00	.00	-2,525.00	-.00%
224 / 7 IDEA - PART B, FORMULA	-258,244.00	102,077.81	8,256.24	8,256.24	-147,909.95	3.20%
255 / 7 TITLE II, PART A	-21,997.00	2,500.00	14,437.34	14,437.34	-5,059.66	65.63%
265 / 7 ACE FEDERALLY FUNDED	-10,000.00	.00	773.03	773.03	-9,226.97	7.73%
270 / 7 TITLE V	-10,000.00	.00	13,572.34	13,572.34	3,572.34	135.72%
289 / 7 TITLE IV	.00	.00	.00	.00	.00	.00%
410 / 7 IMA/TEXTBOOK	-250,991.41	.00	3,691.56	3,691.56	-247,299.85	1.47%
429 / 7 STATE FUNDED	-293,465.16	.00	.00	.00	-293,465.16	-.00%
461 / 7 CAMPUS ACTIVITY	.00	.00	.00	.00	.00	.00%
511 / 7 DEBT SERVICE	-3,936,750.00	.00	.00	.00	-3,936,750.00	-.00%
865 / 7 STUDENT ACTIVITIES	.00	.00	.00	.00	.00	.00%
Totals for 999 - Undistributed Organization Unit	-11,447,851.57	1,176,883.81	861,235.57	861,235.57	-9,409,732.19	7.52%
Total 6000 Expenditures	-26,257,209.03	1,703,972.49	2,115,566.78	2,115,566.78	-22,437,669.76	8.06%
Total 8000 Expenditures	-50,000.00	.00	.00	.00	-50,000.00	-.00%
Total Expenditures	-26,307,209.03	1,703,972.49	2,115,566.78	2,115,566.78	-22,487,669.76	8.06%

End of Report

XII.C. Quarterly Investment Report



Groesbeck Independent School District

Quarterly Investment Report

For the Quarter Ended

August 31, 2026

Prepared by

Valley View Consulting, L.L.C.

The investment portfolio of the Groesbeck Independent School District is in compliance with the Public Funds Investment Act and the District's Investment Policy.



Scott Cummings, Superintendent/Investment Officer



Melissa Smith, Business Manager/Investment Officer

Disclaimer: These reports were compiled using information provided by Groesbeck Independent School District. No procedures were performed to test the accuracy or completeness of this information. The market values included in these reports were obtained by Valley View Consulting, L.L.C. from sources believed to be accurate and represent proprietary valuation. Due to market fluctuations these levels are not necessarily reflective of current liquidation values. Yield calculations are not determined using standard performance formulas, are not representative of total return yields and do not account for investment advisor fees.



Annual Portfolio Performance Summary

Fiscal Year End Results by Investment Category:

Asset Type	August 31, 2025			August 31, 2026		
	Avg. Yield	Book Value	Market Value	Avg. Yield	Book Value	Market Value
Pools/DDA/MMA	4.13%	\$ 11,671,787	\$ 11,671,787	3.65%	\$ 46,298,925	\$ 46,298,925
Totals		<u>\$ 11,671,787</u>	<u>\$ 11,671,787</u>		<u>\$ 46,298,925</u>	<u>\$ 46,298,925</u>

Fourth Quarter-End Yields 4.13%

3.65%

Average Quarter-End Yields - Fiscal Year (1)

	2025 Fiscal Year	2026 Fiscal Year
GISD	4.25%	3.65%
Rolling Three Month Treasury	4.46%	3.81%
Rolling Six Month Treasury	4.44%	3.81%
TexPool	4.42%	3.74%
Fiscal YTD Interest Earnings	\$ 445,476	\$ 976,304

(1) Average Quarterly Yield calculated using quarter-end report average yield and adjusted book value.



Summary

Quarter End Results by Investment Category:

Asset Type	May 31, 2026			August 31, 2026		
	Book Value	Market Value		Book Value	Market Value	Ave. Yield
Pools/DDA/MMA	\$ 21,527,057	\$ 21,527,057		\$ 46,298,925	\$ 46,298,925	3.65%
Totals	\$ 21,527,057	\$ 21,527,057		\$ 46,298,925	\$ 46,298,925	3.65%

Average Quarterly Yield (1)		Average Quarter-End Yields - Fiscal YTD	
Total Portfolio	3.65%	Total Portfolio	3.65%
Rolling Three Month Treasury	3.85%	Rolling Three Month Treasury	3.81%
Rolling Six Month Treasury	3.84%	Rolling Six Month Treasury	3.81%
TexPool	3.68%	TexPool	3.74%

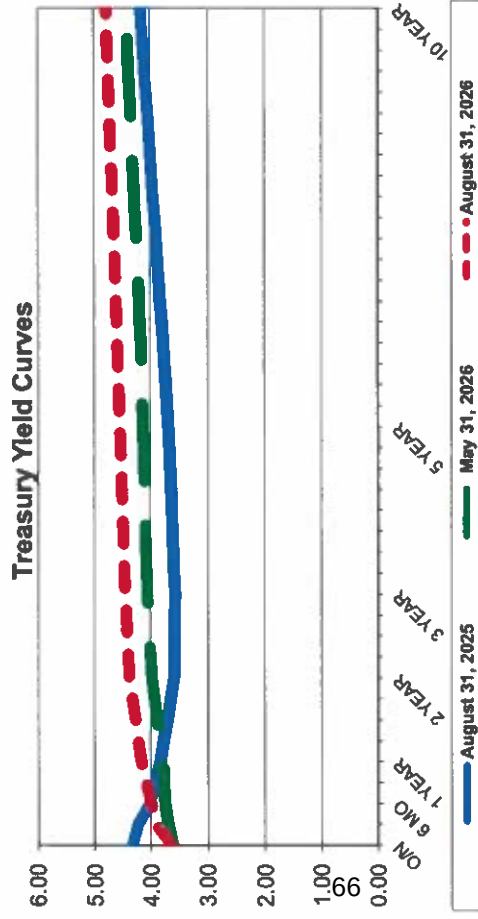
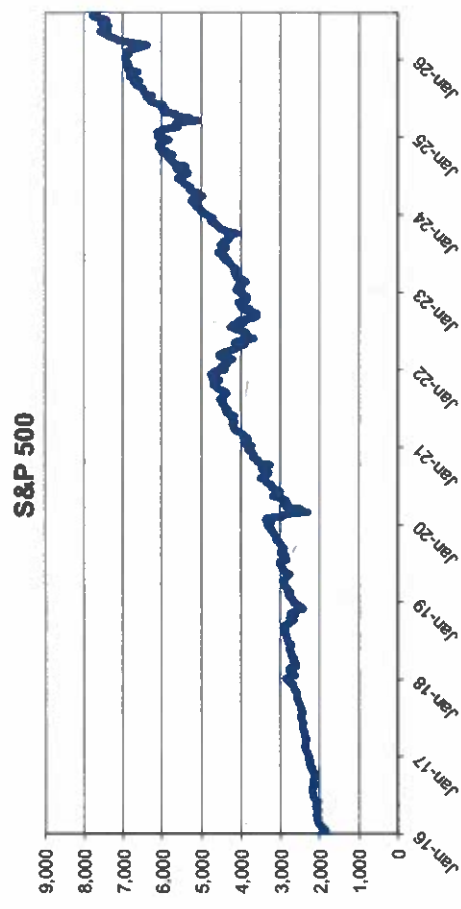
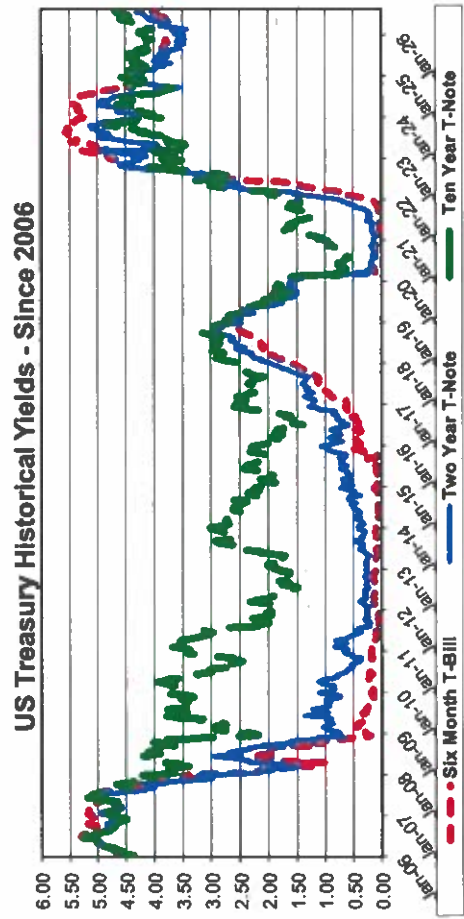
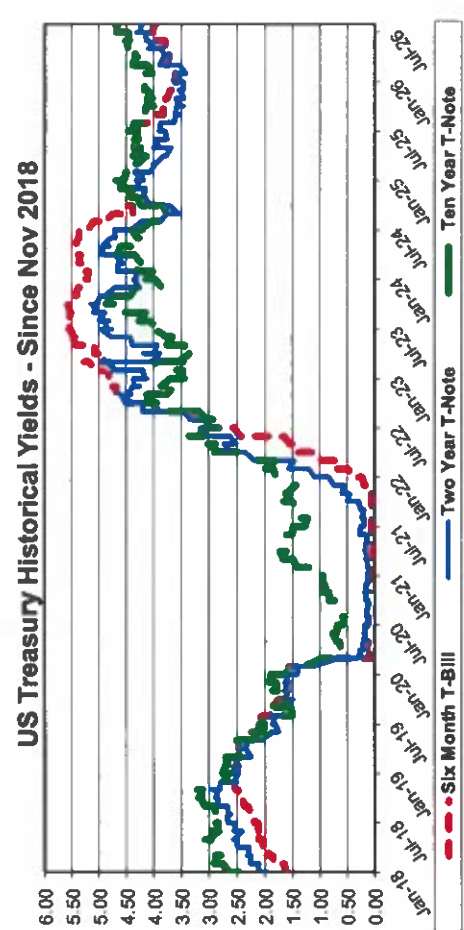
Interest Earnings (Approximate)	
Quarter Interest Earnings	\$466,136
Year-to-Date Interest Earnings	\$976,304

(1) **Average Quarter Yield** - calculated using quarter end report yields and adjusted book values; does not reflect a total return analysis, realized or unrealized gains/losses, or account for advisory fees. The yield for the reporting month is used for bank, pool, and money market balances.
(2) **Average Quarter-End Yields** - calculated using quarter end report yields and adjusted book values and does not reflect a total return analysis or account for advisory fees.

Economic Overview

The Federal Open Market Committee (FOMC) did not meet in August. Chairman Warsh's Jackson Hole Symposium speech implied a rate hike before year end (Effective Fed Funds trade +/- 3.63%). Second Quarter GDP (Second Estimate) expanded by 1.5%. August Non-Farm Payroll added 162k (versus +56k expected). The three month average increased to +71k. The S&P 500 Stock Index reached new highs and trades +/-7,700. The positively sloped yield curve increased slightly. Crude Oil continues +/- \$85. Inflation stabilized above the FOMC 2% target (Core CPI 2.5% and Core PCE +/-3.3%). The uncertain world events still influence volatility.

8/31/2026





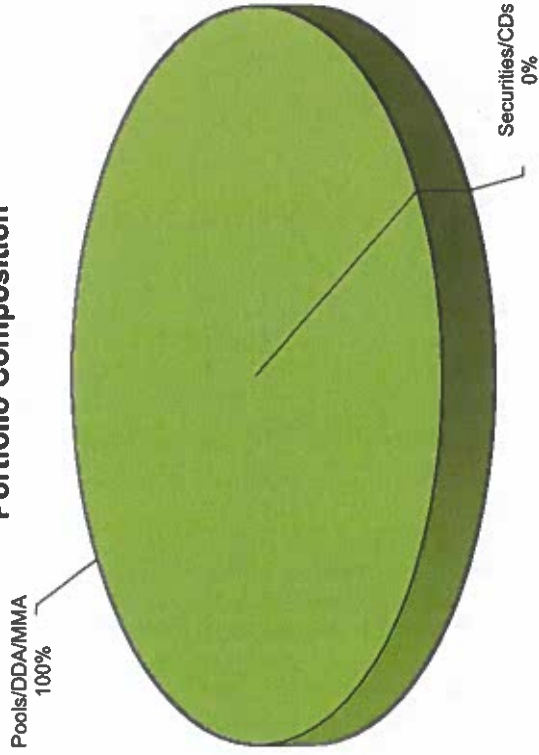
Investment Holdings August 31, 2026

	Description	Coupon/ Discount	Maturity Date	Settlement Date	Par Value	Purchase Price	Book Value	Market Price	Market Value	Life (days)	Yield
Huntington Bank	Checking	0.70%	09/01/26	08/31/26	\$ 896,793	1.00	\$ 896,793	1.00	\$ 896,793	1	0.70%
Huntington Bank	MMA	4.00%	09/01/26	08/31/26	2,509,135	1.00	2,509,135	1.00	2,509,135	1	4.00%
TexPool	LGIP	3.68%	09/01/26	08/31/26	39,186,202	1.00	39,186,202	1.00	39,186,202	1	3.68%
InterBank	Cash Mgt	3.75%	09/01/26	08/31/26	249,893	1.00	249,893	1.00	249,893	1	3.75%
InterBank ICS	MMA	3.82%	09/01/26	08/31/26	3,456,902	1.00	3,456,902	1.00	3,456,902	1	3.82%
					\$ 46,298,925		\$ 46,298,925		\$ 46,298,925	1	3.65%
										(1)	(2)

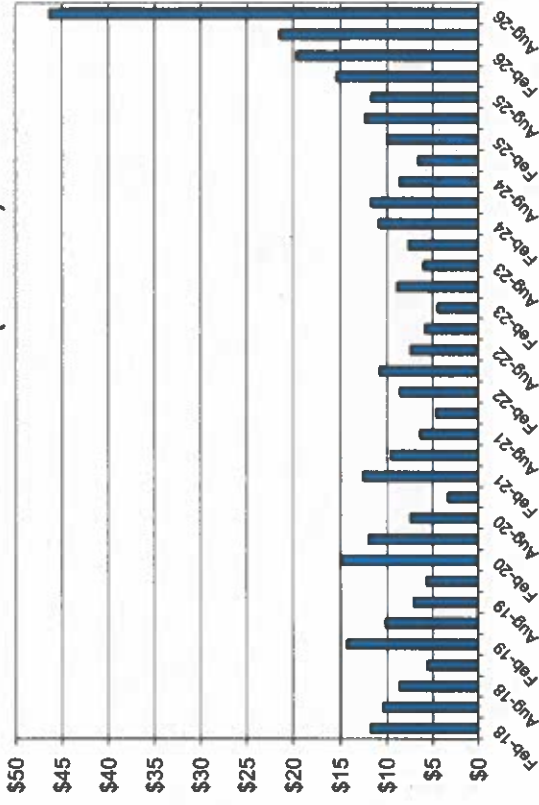
(1) Weighted average life - For purposes of calculating weighted average life, Bank Deposit, Local Government Investment Pool, and Money Market Mutual Fund investments are assumed to have a one day maturity.

(2) Weighted average yield to maturity - For purposes of calculating weighted average yield to maturity, realized and unrealized gains/losses, and Investment Advisor fees are not considered.

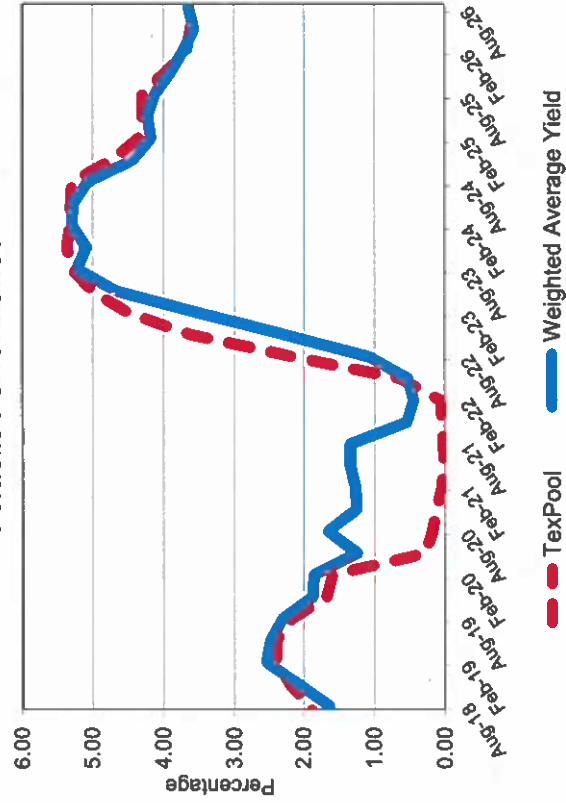
Portfolio Composition



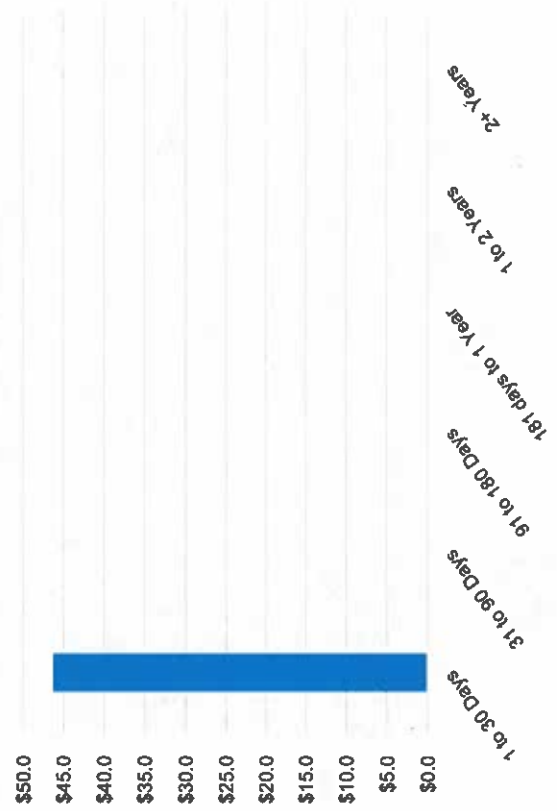
Total Portfolio (Millions)



Portfolio Performance



Distribution by Maturity (Millions)





Book & Market Value Comparison

Issuer/Description	Yield	Maturity Date	Book Value 05/31/26	Increases	Decreases	Book Value 08/31/26	Market Value 05/31/26	Change in Market Value	Market Value 08/31/26
Huntington Bank	0.70%	09/01/26	\$ 1,329,941	\$ -	\$ (433,148)	\$ 896,793	\$ 1,329,941	\$ (433,148)	\$ 896,793
Huntington Bank	4.00%	09/01/26	4,419,739	-	(1,910,604)	2,509,135	4,419,739	(1,910,604)	2,509,135
TexPool	3.68%	09/01/26	12,105,547	27,080,655	-	39,186,202	12,105,547	27,080,655	39,186,202
InterBank	3.75%	09/01/26	249,793	100	-	249,893	249,793	100	249,893
InterBank ICS	3.82%	09/01/26	3,422,037	34,865	-	3,456,902	3,422,037	34,865	3,456,902
TOTAL / AVERAGE	3.65%		\$ 21,527,057	\$ 27,115,620	\$ (2,343,752)	\$ 46,298,925	\$ 21,527,057	\$ 24,771,868	\$ 46,298,925



Book & Market Value Allocated by Fund **August 31, 2026**

	Description/ Maturity	Total	General Operating	Debt Service	Capital Projects	Activity Fund	Scholarship Trust
Huntington Bank	Checking	\$ 896,793	\$ 825,249	\$ -	\$ -	\$ 67,935	\$ 3,609
Huntington Bank	MMA	2,509,135	2,509,135	-	-	-	-
TexPool	LGIP	39,186,202	2,854,250	6,884,176	29,447,776	-	-
InterBank	Cash Mgt	249,893	249,893	-	-	-	-
InterBank ICS	MMA	3,456,902	3,456,902	-	-	-	-
		\$46,298,925	\$ 9,895,430	\$ 6,884,176	\$ 29,447,776	\$ 67,935	\$ 3,609



Book & Market Value Allocated by Fund **May 31, 2026**

	Description/ Maturity	Total	General Operating	Debt Service	Activity Fund	Scholarship Trust
Huntington Bank	Checking	\$ 1,329,941	\$ 1,242,387	\$ -	\$ 70,374	\$ 17,180
Huntington Bank	MMA	4,419,739	4,419,739	-	-	-
TexPool	LGIP	12,105,547	2,828,096	9,277,451	-	-
InterBank	Cash Mgt	249,793	249,793	-	-	-
InterBank ICS	MMA	3,422,037	3,422,037	-	-	-
		\$21,527,057	\$ 12,162,053	\$ 9,277,451	\$ 70,374	\$ 17,180

XII.D. Limestone Medical Contracts: Bus Driver Physicals, Dietary Employees' TB Skin Testing, and Speech Therapy

**LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642**

**CONTRACT
GROESBECK ISD
DIETARY EMPLOYEES' TB SKIN TESTING**

January 1, 2027 through December 31, 2027

South Limestone Hospital District d/b/a Limestone Medical Center/Family Medicine Center agrees to provide tuberculosis (PPD) skin testing, with interpretation of results, for dietary employees of the Groesbeck Independent School District. **The cost will be \$5.00 per employee test.**

The employee may present to the Family Medicine Center (clinic building adjacent to LMC hospital) for TB skin testing between 9 am and 4 pm Monday through Friday. It is preferable to call first, but it can also be done on a walk-in basis. The employee will need to return to the clinic after 48-72 hours for test interpretation. A copy of the test and result will be given to the employee to be returned to dietary supervisor.

A 1-view chest x-ray will be necessary in the following instances:

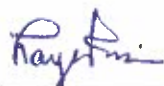
1. The employee has a history of a positive PPD, or allergic reaction to the PPD. In this case, the PPD is not administered.
2. The employee returns for the PPD evaluation and has a positive response. In this case, a follow-up chest x-ray is advised.

The cost for the chest x-ray will be \$17.30 per employee. In addition, the radiologist who interprets the film will bill a separate fee directly to GISD. The radiologist office may be contacted by GISD to determine the usual charge. This phone number is available by contacting Limestone Medical Center x-ray department.

Any employee testing positive will be referred to TDH in Mexia following a chest x-ray. It is important to note that a positive TB test does not always mean the employee has active TB.

Limestone Medical Center will submit an invoice for services provided each month.

The term of this contract shall be January 1, 2027 through December 31, 2027 to coincide with the calendar year. Either party may terminate this contract by written notification at least 30 days prior to the intended date of termination.

 _____ Larry N. Price Chief Executive Officer Limestone Medical Center	Date	10-5-2026 _____ 	Date	_____ 	Scott Cummings Superintendent Groesbeck Independent School District
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**LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642**

**CONTRACT
GROESBECK ISD
DIETARY EMPLOYEES' TB SKIN TESTING**

January 1, 2027 through December 31, 2027

South Limestone Hospital District d/b/a Limestone Medical Center/Family Medicine Center agrees to provide tuberculosis (PPD) skin testing, with interpretation of results, for dietary employees of the Groesbeck Independent School District. **The cost will be \$5.00 per employee test.**

The employee may present to the Family Medicine Center (clinic building adjacent to LMC hospital) for TB skin testing between 9 am and 4 pm Monday through Friday. It is preferable to call first, but it can also be done on a walk-in basis. The employee will need to return to the clinic after 48-72 hours for test interpretation. A copy of the test and result will be given to the employee to be returned to dietary supervisor.

A 1-view chest x-ray will be necessary in the following instances:

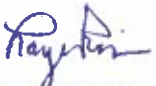
1. The employee has a history of a positive PPD, or allergic reaction to the PPD. In this case, the PPD is not administered.
2. The employee returns for the PPD evaluation and has a positive response. In this case, a follow-up chest x-ray is advised.

The cost for the chest x-ray will be \$17.30 per employee. In addition, the radiologist who interprets the film will bill a separate fee directly to GISD. The radiologist office may be contacted by GISD to determine the usual charge. This phone number is available by contacting Limestone Medical Center x-ray department.

Any employee testing positive will be referred to TDH in Mexia following a chest x-ray. It is important to note that a positive TB test does not always mean the employee has active TB.

Limestone Medical Center will submit an invoice for services provided each month.

The term of this contract shall be January 1, 2027 through December 31, 2027 to coincide with the calendar year. Either party may terminate this contract by written notification at least 30 days prior to the intended date of termination.

 _____ Larry N. Price Chief Executive Officer Limestone Medical Center	Date	10-5-2026 _____ Scott Cummings Superintendent Groesbeck Independent School District	Date _____
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LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR SPEECH THERAPY
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2027 through December 31, 2027

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating Special Education Department; and

Whereas, Limestone Medical Center can provide such medical services for Speech Language Evaluations and Therapy for their students;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with Speech Language Therapy for students attending Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Speech Language Therapy Evaluations for children 8 years and younger, \$300.00
- Speech Language Therapy Evaluations for children over 8 years, \$450.00
- Speech Language Therapy, \$100.00 per session

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of the Special Education Department of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2027 through December 31, 2027. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR SPEECH THERAPY
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2027 through December 31, 2027

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating Special Education Department; and

Whereas, Limestone Medical Center can provide such medical services for Speech Language Evaluations and Therapy for their students;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with Speech Language Therapy for students attending Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Speech Language Therapy Evaluations for children 8 years and younger, \$300.00
- Speech Language Therapy Evaluations for children over 8 years, \$450.00
- Speech Language Therapy, \$100.00 per session

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of the Special Education Department of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2027 through December 31, 2027. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR BUS DRIVER PHYSICALS
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2027 through December 31, 2027

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating drivers for said district school buses; and

Whereas, Limestone Medical Center can provide such medical services for their transportation driver employment physicals;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with employment physicals for the drivers of the school buses of Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Employment physicals for bus drivers, \$25.00

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of Transportation of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2027 through December 31, 2027. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability in any respect shall not affect any other provisions thereof, and this agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

LIMESTONE MEDICAL CENTER
701 McCLINTIC
GROESBECK, TX 76642

CONTRACT FOR BUS DRIVER PHYSICALS
GROESBECK INDEPENDENT SCHOOL DISTRICT

January 1, 2027 through December 31, 2027

Whereas, South Limestone Hospital District d/b/a Limestone Medical Center is a political subdivision of the County of Limestone, and represents the health interest of the citizens; and

Whereas, Groesbeck Independent School District (GISD) has within its limits the Groesbeck Independent School District incorporating drivers for said district school buses; and

Whereas, Limestone Medical Center can provide such medical services for their transportation driver employment physicals;

Now, therefore, the Groesbeck Independent School District and Limestone Medical Center hereby enter into this agreement for and in consideration of the material covenants, conditions and promises contained herein and agreed to as follows:

The Limestone Medical Center physicians will provide the necessary medical services and procedures performed at Limestone Medical Center in conjunction with employment physicals for the drivers of the school buses of Groesbeck Independent School District.

These medical services will be performed by pre-arranged appointment schedules (no walk-ins).

The following fees apply to this agreement:

- Employment physicals for bus drivers, \$25.00

Limestone Medical Center shall submit an invoice for services provided each month. This shall be sent to the Director of Transportation of Groesbeck Independent School District for approval of payment.

The term of this contract shall be January 1, 2027 through December 31, 2027. Thereafter, the contract shall be reviewed and renegotiated annually or until such time as Groesbeck Independent School District accepts a competing bid.

This Agreement may be terminated by either party by notifying the other party in writing at least 30 days prior to the intended termination of the agreement.

In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability in any respect shall not affect any other provisions thereof, and this agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein.

XII.E. Resolution of the Board to Establish Non-Business Days for Public
Information Act

**Resolution of the Board to Establish
Non-Business Days for Public Information Act**

WHEREAS, the Groesbeck Independent School District is a public school district subject to the Texas Public Information Act (hereinafter “the Act”);

WHEREAS, the 88th Texas Legislature (2023) authorized the passage of HB 3033, which revised the Act by adding section 552.0031 to the Government Code, defining “business days” for purposes of the Act;

WHEREAS, Section 552.0031 defines “business day” to mean any day other than a Saturday or Sunday, a national holiday, or a state holiday;

WHEREAS, Section 552.0031 establishes that a school district board of trustees may designate up to ten additional days per calendar year as nonbusiness days;

WHEREAS, the Board recognizes that the District’s 2026-2027 academic calendar includes non-school days that are not Saturdays, Sundays, or state or national holidays; and

WHEREAS, the Board recognizes that designating additional nonbusiness days will allow school staff to better align with the District’s academic calendar when responding to public information requests.

Now, Therefore, It Be Resolved By The Board That:

1. The Board determines that the District will designate the specific dates listed in the attached **Exhibit A** as “nonbusiness days” for purposes of the Public Information Act for the 2026 and 2027 calendar years;
2. Future action by the Board will be required to designate nonbusiness days for future calendar years; and
2. The Board hereby authorizes the Superintendent to undertake additional measures as necessary to implement this designation for the purpose of the District’s response to public information requests.

Adopted by the vote of the majority of members of the Board of Trustees of the Groesbeck Independent School District present and voting at an open meeting of the Board on the 19th day of October 2026, at which a quorum was present.

By: _____
Aslone Foy, Board President

By: _____
Bridgett Jackson-Tatum, Board Secretary

EXHIBIT A

FOR THE 2026 & 2027 CALENDAR YEAR NON-BUSINESS DAYS FOR PUBLIC INFORMATION ACT REQUESTS

State and Federal Holidays

Tuesday, September 1, 2026
Tuesday, October 13, 2026
Wednesday, November 11, 2026
Thursday, November 25, 2026
Friday, December 25, 2026
Friday, January 1, 2027
Monday, January 18, 2027
Tuesday, February 16, 2027
Monday, May 31, 2027

Additional Designated Non-Business Days

[Subject to District Choice]

Monday, October 26, 2026
Monday, November 23, 2026
Tuesday, November 24, 2026
Wednesday, November 25, 2026
Friday, November 27, 2026
Friday, December 18, 2026
Monday, December 21, 2026
Tuesday, December 22, 2026
Wednesday, December 23, 2026
Thursday, December 24, 2026
Monday, December 28, 2026
Tuesday, December 29, 2026
Wednesday, December 30, 2026
Thursday, December 31, 2026
Monday, January 4, 2027
Friday, February 12, 2027
Monday, March 15, 2027
Tuesday, March 16, 2027
Wednesday, March 17, 2027
Thursday, March 18, 2027
Friday, March 19, 2027
Friday, March 26, 2027
Friday, April 9, 2027
Monday, May 3, 2027
Friday, June 4, 2027
Friday, June 11, 2027
Friday, June 18, 2027
Friday, June 25, 2027
Friday, July 2, 2027
Friday, July 9, 2027
Friday, July 16, 2027
Friday, July 23, 2027
Friday, July 30, 2027
Friday, August 6, 2027

XII.F. English as a Second Language (ESL) Waiver

XII.G. School Health Advisory Committee Members

XII.H. Copier Equipment Bids

XII.I. Donation(s)

XIII. EXECUTIVE SESSION

XIII.A. Review Recommendation for Employment (Tex. Gov't. 551.074)

XIII.B. Personnel Resignations, Leave of Absences, or Reassignments (Tex. Gov't. 551.074)

XIII.C. Deliberations Regarding Security Devices or Security Audits (Tex. Gov't. 551.076)

XIII.D. Consultation with Attorney (Tex. Gov't. 551.071)

XIV. RECONVENE IN OPEN MEETING

XV. DISCUSSION AND POSSIBLE ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

XV.A. Recommendation for Employment

XV.A.I. Other Personnel Positions as Needed

XV.B. Personnel Resignations, Leave of Absences, or Reassignments

XV.C. Recommendation Regarding Security - School Resource Officer (SRO) Memorandum of Understanding

XV.D. Consultation with Attorney

XVI. SUPERINTENDENT COMMENTS

XVII. BOARD PRESIDENT COMMENTS AND REPORTS

XVIII. ADJOURNMENT