Public Meeting

Monday, March 24, 2025 5:00 PM
Granbury ISD Board Room, 217 N. Jones St., Granbury, Texas 76048

1. **CALL TO ORDER**
2. **CONVENE IN CLOSED SESSION under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**
   a. Section 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
      1. Staff Recommendations
      2. Teacher Contracts
      3. Discussion regarding student incident. Tex. Gov't Code 551.0821; 074
   b. Section 551.072 - Purchase, Exchange, Lease or Value of Real Property
      1. Discussion regarding Acton property
   c. Section 551.071 Private consult with the Board's Attorney, as needed
3. **RECONVENE IN OPEN SESSION - 6pm**
4. **INVOCATION**
5. **PLEDGES - U.S. Flag & Texas Flag**
6. **ACHIEVEMENT SPOTLIGHT**
   a. GMS Youth and Government students
   b. Shottenkirk Senior of the Month
   c. Swim Team State Tournament athletes
7. **SUPERINTENDENT'S REPORT**
8. **PUBLIC COMMENTS**
   Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.
9. **Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION**
   a. Staff Recommendations
   b. Teacher Contracts
10. **CONSENT AGENDA ITEMS**
    a. Previous Board Meeting Minutes
    b. Board Meeting Schedule
    c. Out of State Travel Request: GHS Stowaways
    d. Budget Amendments
    e. Consider the approval of the purchase of two vehicles.
    f. Consider the approval of the Facility Services Assessment for a three-year term.
11. **DISCUSSION/ACTION**
    a. Discussion and possible approval of an OER- Transition Plan
    b. Discussion and possible approval for the purchase and installation of fire alarm panels for Oak Woods elementary through BuyBoard.
12. **REPORTS**
    a. Academic Update
    b. Financial Statements for period ending February 28, 2025
    c. Cash Flow and Investment Report for period ending February 28, 2025
13. **ADJOURN**

For:	Board of Trustees
Date:	March 24, 2025,
Action:	Consent

To:	Board of Trustees	From:	Board Secretary
RE:	Previous Board Meeting Minutes for Approval		

SUMMARY:

Previous Board Meeting Minutes for your approval:

February Regular Board meeting and March Community Meeting

RECOMMENDATION:
The recommendation is to approve all as presented.

Respectfully,

Billy Wimberly
Board Secretary

Public Meeting
Monday, February 17, 2025 5pm

Granbury ISD Board Room
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Karen Lowery:	Present
Mike Moore:	Present
Barbara Townsend:	Present
Billy Wimberly:	Present

Present: 7.

1. CALL TO ORDER
Meeting was called to order at 5:01 pm by Board President Courtney Gore.
2. CONVENE IN CLOSED SESSION under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.
Convened into closed session at 5:02 pm.
- 2.a. Section 551.074
  - 2.a.1. Personnel Recommendations
  - 2.a.2. Administrative Contracts
- 2.b. Section 551.071

3. RECONVENE IN OPEN SESSION
Meeting reconvened at 6:00 pm
4. INVOCATION
Led by Mrs. Karen Lowery
5. PLEDGES - U.S. Flag & Texas Flag
Led by the Mambrino Elementary students
6. ACHIEVEMENT SPOTLIGHT
The GEF report was delivered by President Stacy Mitchell at the beginning of Achievement Spotlight.
- 6.a. Spanish Campus and District Spelling Bee Winners
- 6.b. Campus and District Spelling Bee Winners
- 6.c. Shottenkirk Seniors of the Month for January and February
- 6.d. GHS Senior Football Academic All State
- 6.e. GHS Senior Volleyball Academic All State

7. SUPERINTENDENT'S REPORT
Student Current Events:
Marine Corps JROTC 8th consecutive Marine Corps Championships
Swim team – Five qualifiers for the state meet
Community Current Events:
Coffee with CFO Tuesday March 25
Community Engagement Session March 3 5:00 pm

8. DEMOGRAPHICS REPORT

Presented by Hudson Huff, Zonda Education.

9. PUBLIC COMMENTS

Patrons who have duly registered per policy BED (LOCAL) may address the board regarding matters of concern/interest to the district. The board may not act upon any matter that is not listed under the action item portion of the agenda.

Item 11B was removed from the agenda.

The following speakers signed up to speak on other agenda items.

1. Jim Jarratt- audit engagement, request for qualifications or request for proposal, request that Snow Garrett Williams not be allowed to enter a bid, save money
2. Monica Brown- 11f, budget amendments, demographic reports lead to mistrust since board tries to pass bonds
3. Dave Eagle- demographic report, understanding the median

10. Consider ACTION on ITEMS DISCUSSED IN CLOSED SESSION

Move to accept the items discussed in closed session. This motion, made by Nancy Alana and seconded by Barbara Townsend, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

10.a. Personnel Recommendations

10.b. Administrative Contracts

11. CONSENT AGENDA ITEMS

Move to approve the consent agenda items as presented. This motion, made by Mike Moore and seconded by Karen Lowery, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0
Billy Wimberly would like to pull 11f to highlight the donations received from the community including: the Optimist Club (multiple times), an anonymous donor, Acton Elementary PTO, Barry and Ann VanDuzee, Julia Pannell, Granbury Pirate Boys Golf Booster Club, Lady Pirate Golf Booster Club, Stowaways Booster Club, Rockbury Inc, Derek and Danielle Thomas, Kelly Jeffrey, American Legion 491, Christian Brothers (Michael and Donna Loter) for a total donation of $20, 390.18.

11.a. Consider previous meeting minutes for approval, including November's canvass meeting, December interview work sessions and previous board meetings.

11.c. Out of state travel requests from GHS for F1 and DECA

11.d. Updated District of Innovation Policy

11.e. Updated TASB Local policies: CAA, CDA, CY, DH, EHB, EHBB, FFG and GKA

11.f. Consider Budget Amendments

11.g. Consider the middle school course catalog and grade level sheets for 2025-2026.

12. DISCUSSION/ACTION

12.a. 2025-2026 Academic Calendar presented by Lissa Oliver, Dir. Of Community Relations
Move to accept the Academic Calendar as presented. This motion, made by Nancy Alana and seconded by Billy Wimberly, Passed.

Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.b. Teacher Incentive Allotment payment plan presented by Stacie Brown, Dir. Of Curr.
Move to approve the Teacher Incentive Allotment plan as presented. This motion, made by Tim Bolton and seconded by Barbara Townsend, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.c. Updated Gifted and Talented Policy and Procedures manual for 2024-25 school year presented by Karla Willmeth, Asst. Dir. Of Curr.
Move to approve the updated Gifted and Talented Policy and Procedures manual for 2024-25 school year. This motion, made by Barbara Townsend and seconded by Mike Moore, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.d. Budget Assumptions and Calendar for the 2025-2026 Budget presented by Emmett Whitefield, CFO
Move to approve the budget assumptions and calendar for the 2025-2026 budget as presented. This motion, made by Billy Wimberly and seconded by Nancy Alana, Passed.
Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Karen Lowery: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 7, Nay: 0

12.e. Renewal of Auditing Engagement for the 2024-2025 School Year presented by Emmett Whitefield.
Move to approve the auditing engagement of Snow Garrett Williams as the auditor for the 2024-2025 school year as presented, with future consideration for an RFQ process in the fall. This motion, made by Nancy Alana and seconded by Mike Moore, Passed.
Karen Lowery: Nay, Nancy Alana: Yea, Tim Bolton: Yea, Courtney Gore: Yea, Mike Moore: Yea, Barbara Townsend: Yea, Billy Wimberly: Yea
Yea: 6, Nay: 1

Discussion:
Tim thinks it is good practice to change auditors every few years and would like to ask about other audit firms.
Snow Garrett Williams, there was a break in service 2008-2010.
Emmett: RFQ will give us a delay and it would be May before we could bring it back to you. Usually, June and October to present audit by December for the PEIMS.
Billy: When would we normally do that?
Emmett: November would help us ideally for the RFQ so that we can make our deadlines.
Tim: still would like to take in RFQs.

13. REPORTS

CTE Report was presented by Todd Gibson, CTE Director

Targeted Improvement Plans for Nettie Baccus Elementary and Granbury Middle School was presented by Dr. Lacey Padgett and Julie Rohleder, campus principals.

Both financial reports were delivered by Emmett Whitefield.

Financial Statements for periods ending December 31, 2024 and January 31, 2025

Cash Flow and Investment Report for periods ending December 31, 2024 and January 31, 2025

14. Meeting adjourned at 8:22 pm.

MEETING MINUTES

Community Engagement Meeting
March 3, 2025, 5pm

Administration Building
217 N. Jones St.
Granbury, Texas 76048

Nancy Alana:	Present
Tim Bolton:	Present
Courtney Gore:	Present
Karen Lowery:	Present
Mike Moore:	Present
Barbara Townsend:	Present
Billy Wimberly:	Present

Present: 7.

Call To Order

President Courtney Gore noted that a quorum of the Board was present and called the meeting to order at 5pm.

Board Member Barbara Townsend gave the invocation, and all trustees led the pledges.

Community Engagement Session

GISD's new Superintendent Dr. Courtney Morawski delivered a presentation to the community followed by a time of questions/answers. Several community members had questions ranging from possibly 4-day school week, bond election, bus miles traveled daily, the budget, number of years avg of a teacher at GISD, demographics report and other current events within the community.

Public Comments

Monica Brown and David Rogers spoke.

The meeting adjourned at 6:05pm.

GRANBURY ISD

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**March 24, 2025**
Action:	**Approve**

TO: **Board of Trustees** **From: Dr. Courtney Morawski**

RE: **Board Meeting Schedule**

SUMMARY:

Board Meeting Schedule from June 2025 through June 2026

Respectfully submitted,

Dr. Courtney Morawski
Superintendent

GISD Board Meeting Schedule

Community Meeting	Regular Board Meeting
June 9, 2025	**June 23, 2025**
September 29, 2025	**July 21, 2025**
December 1, 2025	**August 25, 2025**
March 2, 2026	**September 15, 2025**
June 1, 2026	**October 20, 2025**
	November 17, 2025
	December 15, 2025
	January 12, 2026
	February 16, 2026
	March 23, 2026
	April 20, 2026
	May 18, 2026
	June 15, 2026

Regular Board Meetings will begin with Closed Session and Open Meeting begins at 6pm.

DATES ARE SUBJECT TO CHANGE AND MAY NOT INCLUDE
SPECIAL CALLED BOARD MEETINGS

For:	Board of Trustees
Date:	March 24, 2025
Action:	Consent

To:	Board of Trustees	From:	Jamie Robinson, GHS Principal
RE:	Consider a GHS Out of State Travel Request		

SUMMARY: Granbury High School Stowaways Drill Team to participate in a Disney dancing workshop as well as give students an opportunity to see the life of professionals in the dance, theatre and entertainment industry.

RECOMMENDATION:
It is Recommended that the Board approve the request as presented.

Respectfully submitted,

Jamie Robinson, GHS Principal

GRANBURY ISD

Granbury ISD

Request for Out of State Travel

Name of group or organization: Stowaways Drill Team

Date of request: 2/24/2025

Date of departure and return: December 19-22, 2025

Destination: Orlando, Florida

Purpose of trip, i.e., event to be attended, instructional value of the trip:

To participate in a Disney Dancing Workshop, watch the Fantasmic Show/Production, gain information on the Disney college program, and give opportunities to GHS students to see a glimpse into the life of a professional dance, theatre, and entertainment industry life.

Estimation of total trip cost: $109,450.00 (at 50 travelers)

Estimation of district's cost of trip: $0.00

Estimation of organizations cost of trip: $2,002-$2,189.00 per individual; personal funds pay individually; optional trip

District employee sponsor and organization: Shelby Sargent, Emily Trammel, Brenda Pickett (administrator)

Number of students/employees participating: 35-45 students, 3 employees, and parent/chaperone travelers

Signature of district employee sponsor: Shelby Sargent

Signature of campus principal: Jennie Pe

For Office Use Only

- ☐ Approved
- ☐ Denied

Reason, if denied:

Board or Designee Signature:

Date:






FLORIDA

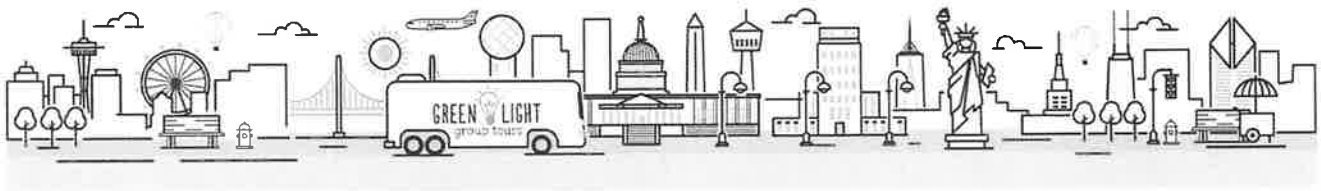
Granbury High School Dance

Friday, December 19th
- 6:00am Arrive at DFW
- 8:08am Depart on American Airlines
- 11:41am Arrive in sunny Orlando, FL!
- 12:00pm Meet your Green Light tour manager
- 12:15pm Board motorcoach
- 12:45pm Enjoy *Disney's Magic Kingdom®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- See Happily Ever After Firework Spectacular
- 10:00pm Check into hotel

Saturday, December 20th
- Breakfast at the hotel
- 10:00am Participate in a Disney Dance Workshop
- Enjoy *Disney's Hollywood Studios®*
- Lunch within the park (dining card provided)
- Dinner within the park (dining card provided)
- See *Fantasmic™* light, fire and water show
- 10:00pm Arrive back at hotel

Sunday, December 21st
- Breakfast at the hotel
- 10:00am Enjoy Universal Studios and Islands of Adventure (home to Harry Potter!)
- Lunch within the park (voucher provided)
- Dinner within the park (voucher provided)
- 8:30pm Free time in City Walk
- 10:30pm Arrive back at hotel

Monday, December 22nd
- Breakfast at the hotel
- 8:00am Check out and load bus
- 9:00am Enjoy a second day at Universal Studios and Islands of Adventure
- Lunch within the park (voucher provided)
- 2:15pm Load motorcoach
- 3:00pm Arrive at airport
- Dinner at the airport (cashback)
- 5:52pm Depart on American Airlines
- 8:00pm Arrive in Dallas









FLORIDA

Ground package Includes

- Round trip flight (does not include luggage fees)
- Motorcoach transfers
- Access to Disney's complimentary buses
- Dedicated tour manager
- Three nights lodging
- Two-day Disney basic pass
- Two-day Universal two-park ticket
- Disney Performing Arts Workshop (students only)
- Breakfast daily at the hotel
- Four *©Disney* dining cards ($20 each)
- Three Universal meal vouchers
- Dinner at the airport (cashback)
- Two million dollar liability insurance policy
- Name badge with emergency phone numbers and mini itinerary
- Nighttime hotel security guard
- Standard trip delay protection
- Three complimentary director's packages: Two at double and one at single occupancy
- Online registration and billing

Minimum number of paying travelers:	30	35	40	45	50
Quad	$2,189	$2,109	**$2,049**	$2,002	$2,065
Triple	$2,243	$2,162	**$2,102**	$2,055	$2,118
Double	$2,350	$2,270	**$2,209**	$2,163	$2,226
Single	$2,672	$2,591	**$2,531**	$2,484	$2,547

Does Not Include

- Transportation to and from the Dallas Airport
- Snacks and souvenirs



GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
Chief Financial Officer
DATE: March 7, 2025
RE: Budget Amendments

SUMMARY:

Attached are the monthly general fund budget amendments for Board approval. The first page is the budget amendment for the current period and indicates any increases to revenue as well as increases/decreases to each function and the overall net effect of the amendment totals to the budget. For convenience, the budget amendments that will generate new revenue (i.e. campus book fairs, etc.) or are the result of donations made to GISD, have been highlighted in green so that the board may recognize these donations and efforts if they so choose. The second page is a summary and indicates how the current amendment will impact the overall general fund budgets as well as how any previous amendments have impacted these budgets.

Also, attached is a separate Debt Service Fund budget amendment to amend funds necessary to take into consideration updated interest payment and state hold harmless funding.

BUDGET IMPACT: As indicated on the attached.

RECOMMENDATION:

I recommend the Board approve the amendments as presented.

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: March 7, 2025

2024-2025
Budget Amendment #6
General Operating

	March 24, 2025 Meeting Proposed Budget Amendment #6	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	0	0	
5800		0	0	
5900		0	0	
	Total	**0**	**0**	**0**
Function	**Expenses**			
11	AMS - Amend funds for campus supplies	2,700	0	
	GHS - Amend funds for MS Scheduling Board Purchase	0	2,427	
	GHS - Amend funds for science dept conference	0	300	
	Finance - Amend funds for year end transportation costs and special projects	0	846,000	
	Overall effect on Function 11	**2,700**	**848,727**	**(846,027)**
12	AMS - Amend funds for library book purchase	1,000	0	
	Overall effect on Function 12	**1,000**	**0**	**1,000**
13	AMS - Amend funds for campus supplies	0	2,700	
	AMS - Amend funds for library book purchase	0	1,000	
	GHS - Amend funds for science dept conference	300	0	
	Overall effect on Function 13	**300**	**3,700**	**(3,400)**
21	**Overall effect on Function 21**	**0**	**0**	**0**
23	GHS - Amend funds for MS Scheduling Board Purchase	2,427	0	
	Overall effect on Function 23	**2,427**	**0**	**2,427**
31	**Overall effect on Function 31**	**0**	**0**	**0**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	**Overall effect on Function 33**	**0**	**0**	**0**
34	Finance - Amend funds for year end special projects	462,000	0	
	Overall effect on Function 34	**462,000**	**0**	**462,000**
36	**Overall effect on Function 36**	**0**	**0**	**0**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	Finance - Amend funds for year end transportation costs and special projects	384,000	0	
	Overall effect on Function 51	**384,000**	**0**	**384,000**
52	**Overall effect on Function 52**	**0**	**0**	**0**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	**Overall effect on Function 71**	**0**	**0**	**0**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**852,427**	**852,427**	**0**

Other Donations from Community:	
Donation from Constellation Energy to the Emma Roberson Early Learning Center campus activity account for campus needs	400.00
Donation from the Oakwoods campus PTO to the campus activity fund for stage lighting upgrades	8,763.00
Donation from the Oakwoods campus PTO to the campus activity fund for the 4th grade Austin field trip	4,284.50
Donation from Netalie Richards to the GMS campus activity fund for the Youth in Government State Competition	180.00
Donation from Stephanie Sherwood to the GMS campus activity fund for the Youth in Government State Competition	375.00
Donation from Susan Schaffner to the GMS campus activity fund for the Youth in Government State Competition	250.00
Donation from Houston Tuel, DDS to the GMS campus activity fund for the Youth in Government State Competition	300.00
Donation from GBSD Technologies (Jeffrey Ross) to the GMS campus activity fund for the Youth in Government State Competition	1,355.00
Donation from The Bridge Church to the AMS student activity fund to supplement travel to the TMEA conference	1,100.00
Donation from Century 21 Judge Fite (R. Dacus) to the GHS Bleacher Creatures student activity account for sponsorship	500.00
Donation from Antonia Segars to the GHS Bleacher Creatures student activity account for sponsorship	200.00
Donation from the GHS Girls Golf Booster Club to the Lady Pirate Golf team campus activity fund to supplement tournament fees	1,700.00
Donation from Lady Pirate Softball Booster Club to the Lady Pirate Softball team campus activity fund to supplement tournament fees	2,222.50
Donation from Lady Pirate Softball Booster Club to the Lady Pirate Softball team to fund field tarp	891.00
Donation from the GHS Pirate Crew (Rene & Cindy Chehardy) to the GHS campus activity fund for teacher / staff appreciation	1,300.00
Donation from Christian Brothers Automotive (Mike Loter) to the Community Relations & HR departments campus activity fund for employee award recipients	100.00
Donation from Firehouse Subs (Karon Adoms) to the Community Relations and HR departments campus activity fund for employee award recipients	50.00
Donation from Cheerful Heart Gifts & Boutique (Bill Vaden) to the Community Relations and HR departments campus activity fund for employee award recipients	1,300.00
Donation from FFGA (Ryan Hancock) to the Community Relations and HR departments campus activity fund for employee award recipients	300.00
Donation from Spring Creek Barbecue (Kevin Guyton) to the Community Relations and HR departments campus activity fund for employee award recipients	100.00
Total Donations from Community	**25,671.00**

Granbury Independent School District

Fiscal Year 2024-2025

		Adopted Budget	Prior Budget Amendments	Budget Amendment 3/24/2025	Revised Budget
	REVENUE				
5700	Local Revenue	76,026,730	-	-	76,026,730
5800	State Revenue	16,002,246	-	-	16,002,246
59/7900	Federal Programs/Other Sources	1,872,965	-	-	1,872,965
	Total	**93,901,941**	**-**	**-**	**93,901,941**
	EXPENDITURES				
11	Instruction & Instr. Related Services	56,019,573	(37,619)	(846,027)	55,135,927
12	Instructional Resources & Media Serve	814,295	(2,000)	1,000	813,295
13	Curriculum & Instr. Staff Development	810,677	(19,223)	(3,400)	788,054
21	Instructional Leadership	1,168,517	1,125	-	1,169,642
23	School Leadership	4,425,860	3,000	2,427	4,431,287
31	Guidance, Counseling & Evaluation Serve	2,604,355	(2,325)	-	2,602,030
32	Social Work Services	-	0	-	-
33	Health Services	571,762	0	-	571,762
34	Student (Pupil) Transportation	4,113,609	990,565	462,000	5,566,174
35	Food Service	-	0	-	-
36	Co curricular/Extracurricular Activities	2,229,788	0	-	2,229,788
41	General Administration	3,135,945	28,952	-	3,164,897
51	Plant Maintenance and Operations	9,050,561	(4,765)	384,000	9,429,796
52	Security & Monitoring Services	1,688,178	0	-	1,688,178
53	Data Processing Services	1,629,021	(144,675)	-	1,484,346
61	Community Services	52,911	0	-	52,911
71	Debt Service (M&O)	39,158	176,965	-	216,123
81	Facilities Acquisition	57,500	1,217,665	-	1,275,165
91	Contracted Instruction Services - Chapter 41	3,740,231	0	-	3,740,231
93	Shared Services Arrangement		0	-	-
99	Other Governmental Charges	1,750,000	0	-	1,750,000
00	Other Uses		0	-	-
	Total Budgeted Expenditures	**93,901,941**	**2,207,665**	**-**	**96,109,606**
	Excess Revenue over (Under) Expenditures	**-**	**(2,207,665)**	**-**	**(2,207,665)**

2024-2025
Budget Amendment #1
Debt Service

	March 24, 2025 Fund 599 Proposed Budget Amendment Debt Service #1	Increase	Decrease	Net Effect
Object	**Revenue**			
5700	Revenue Generated	0	0	
5800		953,344	0	
5900		0	0	
	Total	**953,344**	**0**	**953,344**
Function	**Expenses**			
11	**Overall effect on Function 11**	**0**	**0**	**0**
12	**Overall effect on Function 12**	**0**	**0**	**0**
13	**Overall effect on Function 13**	**0**	**0**	**0**
21	**Overall effect on Function 21**	**0**	**0**	**0**
23	**Overall effect on Function 23**	**0**	**0**	**0**
31	**Overall effect on Function 31**	**0**	**0**	**0**
32	**Overall effect on Function 32**	**0**	**0**	**0**
33	**Overall effect on Function 33**	**0**	**0**	**0**
34	**Overall effect on Function 34**	**0**	**0**	**0**
35	**Overall effect on Funciton 35**	**0**	**0**	**0**
36	**Overall effect on Function 36**	**0**	**0**	**0**
41	**Overall effect on Function 41**	**0**	**0**	**0**
51	**Overall effect on Function 51**	**0**	**0**	**0**
52	**Overall effect on Function 52**	**0**	**0**	**0**
53	**Overall effect on Function 53**	**0**	**0**	**0**
61	**Overall effect on Function 61**	**0**	**0**	**0**
71	Finance - Amend funds for updated interest payment	1,029,987	0	
	Overall effect on Function 71	**1,029,987**	**0**	**1,029,987**
81	**Overall effect on Function 81**	**0**	**0**	**0**
91	**Overall effect on Function 91**	**0**	**0**	**0**
93	**Overall effect on Function 93**	**0**	**0**	**0**
99	**Overall effect on Function 99**	**0**	**0**	**0**
	Total	**1,029,987**	**0**	**1,029,987**

Granbury Independent School District

Fiscal Year 2024-2025

		Adopted Budget	Prior Budget Amendments	Budget Amendment 3/24/2025	Revised Budget
	REVENUE				
5700	Local Revenue	13,911,918	-	-	13,911,918
5800	State Revenue	0	-	953,344.00	953,344
5900	Federal Programs/Other Sources	0	-	-	0
	Total	**$13,911,918**	**-**	**953,344**	**$14,865,262**
	EXPENDITURES				
11	Instruction & Instr. Related Services	-	-	-	0
12	Instructional Resources & Media Serve	-	-	-	0
13	Curriculum & Instr. Staff Development	-	-	-	0
21	Instructional Leadership	-	-	-	0
23	School Leadership	-	-	-	0
31	Guidance, Counseling & Evaluation Serve	-	-	-	0
32	Social Work Services	-	-	-	0
33	Health Services	-	-	-	0
34	Student (Pupil) Transportation	-	-	-	0
35	Food Service	-	-	-	0
36	Co curricular/Extracurricular Activities	-	-	-	0
41	General Administration	-	-	-	0
51	Plant Maintenance and Operations	-	-	-	0
52	Security & Monitoring Services	-	-	-	0
53	Data Processing Services	-	-	-	0
61	Community Services	-	-	-	0
71	Debt Service (M&O)	12,904,748.00	-	1,029,987	13,934,735
81	Facilities Acquisition	-	-	-	0
91	Contracted Instruction Services - Chapter 41	-	-	-	0
93	Shared Services Arrangement	-	-	-	0
99	Other Governmental Charges	-	-	-	0
00	Other Uses	-	-	-	0
	Total Budgeted Expenditures	**$12,904,748**	**-**	**1,029,987**	**$13,934,735**
	Excess Revenue over (Under) Expenditures	**1,007,170.00**	**-**	**(76,643.00)**	**930,527.00**

Prepared by:
E Whitefield

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24,2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: March 7, 2025
RE: Purchase of a Truck and SUV

SUMMARY:

A request for quotes was issued to approved vendors for one 2025 ¾ ton regular Cab Truck and one 2025 Ford Explorer. Vendors were invited to submit competitive pricing to Granbury ISD. Based on the quotes received, Rockdale Country Ford, a Caldwell Country Chevrolet subsidiary provided the lowest pricing option.

The Truck will be used by the Facilities and Maintenance department, and the SUV will be added to our white fleet of vehicles.

Board Policy CH(LOCAL) requires board approval on purchases in excess of $50,000. The policy states "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more shall require Board approval before a transaction may take place, unless the purchase falls into function 35 in a categorical exemption."

RECOMMENDATION:

Administration is recommending that the Board Approve the purchase of One 2025 250 regular cab truck at $53,750 and one 2025 Ford explorer for $40,564 for a total purchase of $94,314. This purchase is through BuyBoard Coop, and includes the $400 fee for each vehicle. The savings of going through BuyBoard is $18,000.



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Houcine Chraibi
Bradee Drake

Date Submitted: March 7, 2025

ROCKDALE COUNTRY FORD

PO BOX 72, ROCKDALE, TX 76567

BUYBOARD 724-23

End User: GRANBURY ISD **Caldwell Rep:** BEN LAUREANO QUOTE#22625

Contact: HOUCINE CHRAIBI **Phone:** **979-567-6155**

Phone/email: **Date:** Wednesday, February 26, 2025

Product Description: FORD F-250 **email:** ben@caldwellcountry.com

A. **Bid Series:** 118 **A. Base Price:** **$ 45,130.00**

B. **Published Options [Itemize each below]**

Code	Options	Bid Price	Code	Options	Bid Price
F2A	2025 FORD F-250 SUPER DUTY	INCL		REMOTE KEYLESS ENTRY	INCL
	REGULAR CAB XL 4X2 142WB			CRUISE CONTROL	INCL
600A	ORDER CODE 600A	INCL		FLOOR, RUBBERIZED/VINYL	INCL
99A	ENGINE, 6.8L V8 GAS	INCL		POWER WINDOW/LOCK	INCL
44F	TRANS, 10-SPEED AUTO	INCL		SPARE TIRE/WHEEL	INCL
X37	3.73 AXLE RATIO	INCL		GVWR 10,000LB	INCL
AS	MEDIUM DARK SLATE, VINYL	INCL		BACK UP CAMERA	INCL
				Total of B. Published Options:	

C. **Unpublished Options [Itemize each below, not to exceed 25%]**

Disclaimer		Unpublished Options	Bid Price
****PRICES/QUOTES ARE VALID FOR THIRTY (30) DAYS DUE TO SUPPLY CHAIN CONSTRAINTS. REVERIFY PRICING BEFORE ISSUING A PURCHASE ORDER. COMMODITY SURCHARGES MAY APPLY AFTER A PURCHASE ORDER IS ISSUED****		Z1-OXFORD WHITE / FACTORY ORDER 2025MY Q2/Q3 2025	COLOR / DELIVERY
		Total of C. Unpublished Options:	

D.	**Registration, Inspection, Paperwork, Postage cost, Courthouse time, & Runner time:**	**$ -**
E.	**UPFITTERS:** **AFTERMARKET EQUIPMENT - ROCKDALE DEALER INSTALL**	**$ 7,845.00**
F.	**Manufacturer Destination/Delivery:**	
G.	**Floor Plan Interest (for in-stock and/or equipped vehicles):**	**$ -**
H	**Lot Insurance (for in-stock and/or equipped vehicles):**	**$ -**
I.	**Contract Price Adjustment:**	**$ -**
J.	**Additional Delivery Charge:** _____ **miles**	**$ 375.00**
K.	**Subtotal:**	**$ 53,350.00**
L.	**Quantity Ordered** 1 **x K =**	**$ 53,350.00**
M.	**Trade in:**	
N.	**BUYBOARD FEE PER PURCHASE ORDER**	**$ 400.00**
O.	**TOTAL PURCHASE PRICE WITH BUYBOARD FEE** ***(PRICES AND AVAILABILITY ARE SUBJECT TO CHANGE WITHOUT NOTICE)***	**$ 53,750.00**

ROCKDALE COUNTRY FORD

PO BOX 72, ROCKDALE, TX 76567

BUYBOARD 724-23

End User: GRANBURY ISD **Caldwell Rep:** BEN LAUREANO QUOTE#22625

Contact: HOUCINE CHRAIBI **Phone:** **979-567-6155**

Phone/email: **Date:** Wednesday, February 26, 2025

Product Description: FORD EXPLORER **email:** ben@caldwellcountry.com

A. **Bid Series:** 103 **A. Base Price:** **$ 39,789.00**

B. **Published Options [Itemize each below]**

Code	Options	Bid Price	Code	Options	Bid Price
K7D	2025 FORD EXPLORER ACTIVE	INCL		POWER LIFTGATE REAR	INCL
200A	EQUIPMENT GROUP	INCL		AM/FM/BLUETOOTH	INCL
153	FRONT LICENSE PLATE BRACKET	INCL		POWER WINDOW/LOCK	INCL
44T	TRANS, 10-SPEED AUTO	INCL		REMOTE KEYLESS ENTRY	INCL
8H	DARK GRAY/ONYX, CLOTH	INCL		CRUISE CONTROL	INCL
	CAPTAIN CHAIRS	INCL		FULL CARPET FLOOR COVERING	INCL
99H	ENGINE, 2.3L ECOBOOST I-4	INCL		LANE KEEP ASSIST/DEPARTURE	INCL
				BACK UP CAMERA	INCL
	TIRES, 255/65R18	INCL		REVERSE SENSING SYSTEM	INCL
	WHEELS, 18" PAINTED ALUMINUM	INCL			
				Total of B. Published Options:	

C. **Unpublished Options [Itemize each below, not to exceed 25%]**

Disclaimer		Unpublished Options	Bid Price
****PRICES/QUOTES ARE VALID FOR THIRTY (30) DAYS DUE TO SUPPLY CHAIN CONSTRAINTS. REVERIFY PRICING BEFORE ISSUING A PURCHASE ORDER. COMMODITY SURCHARGES MAY APPLY AFTER A PURCHASE ORDER IS ISSUED****		YZ-WHITE / 2025 FACTORY ORDER Q2/Q3 2025	COLOR / DELIVERY
		Total of C. Unpublished Options:	

D.	**Registration, Inspection, Paperwork, Postage cost, Courthouse time, & Runner time:**	**$ -**
E.	**UPFITTERS:**	
F.	**Manufacturer Destination/Delivery:**	
G.	**Floor Plan Interest (for in-stock and/or equipped vehicles):**	**$ -**
H	**Lot Insurance (for in-stock and/or equipped vehicles):**	**$ -**
I.	**Contract Price Adjustment:**	**$ -**
J.	**Additional Delivery Charge:** _____ **miles**	**$ 375.00**
K.	**Subtotal:**	**$ 40,164.00**
L.	**Quantity Ordered** 1 **x K =**	**$ 40,164.00**
M.	**Trade in:**	
N.	**BUYBOARD FEE PER PURCHASE ORDER**	**$ 400.00**
O.	**TOTAL PURCHASE PRICE WITH BUYBOARD FEE** ***(PRICES AND AVAILABILITY ARE SUBJECT TO CHANGE WITHOUT NOTICE)***	**$ 40,564.00**

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24,2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: March 7, 2025
RE: TASB Facility Assessment

SUMMARY:

After thorough evaluation and consideration and recommendation from Hailey Veron, Maintenance and Facilities Director. It has been determined that the TASB agreement is the most cost-effective solution for our district. The agreement is set at $32,000 per year for a duration of three years.

Key Benefits:

1. **Cost-Effective**: The annual cost of $32,000 is highly competitive and aligns with our budgetary constraints.
2. **No Additional Sales**: TASB does not sell any additional products, ensuring a straightforward and transparent agreement.
3. **Comprehensive Coverage**: The agreement covers all necessary services, providing value and efficiency.

RECOMMENDATION:

It is recommended that the board approves the TASB Master Agreement for a period of three years, at an annual cost of $32,000.



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Houcine Chraibi
Hailey Veron

Date Submitted: March 7, 2025

TASB
P.O. Box 400 • Austin, Texas 78767-0400 • 512.467.0222
12007 Research Blvd. • Austin, Texas 78759-2439 • tasb.org
Serving Texas Schools Since 1949

February 19, 2025

Granbury ISD
Attn: Dr. Hailey Veron, Director of Maintenance & Facilities
217 North Jones Street
Granbury, TX 76048

Re: Statement of Work under Facility Services Master Agreement – Educational Facility Assessment Services with Annual Updates and TASB Facility Dashboard Access

Dear Dr. Veron:

The Texas Association of School Boards, Inc. ("TASB") is pleased to propose this Statement of Work for the following services: Educational Facility Assessment with Annual Updates and TASB Facility Dashboard Access, described on Attachment A, which is attached and incorporated herein for all purposes.

If this Statement of Work is accepted, TASB will consult with Client regarding the timeline for commencement and completion of the initial facility assessment services ("Initial Facility Assessment"). As set forth more fully in Attachment A, Client shall also receive an annual update to the educational facility assessment in each of the two years subsequent to the Initial Facility Assessment and shall receive access to the TASB Facility Dashboard for a term of three years commencing on the date of completion of the Initial Facility Assessment. The fee for Services for each year of the three-year term of this SOW will be $32,000] as set forth more fully in Attachment A.

This proposal shall remain valid for a period of 30 days from the date of this letter. Client may accept this proposal by having a person duly authorized to sign on behalf of and bind Client sign in the space provided below and return a copy to TASB via email to jeff.clemmons@tasb.org. If accepted, this proposal constitutes a Statement of Work that is subject to the terms and conditions of the current Facility Services Master Agreement entered into by and between TASB and Client (Master Agreement). Unless otherwise indicated, all capitalized terms in the Master Agreement shall apply to this Statement of Work. **If you have any questions or need additional information regarding this Statement of Work, please contact the TASB Facility Services contact person for the proposed Services:**

Jeff Clemmons, Facility Services Director
Email: jeff.clemmons@tasb.org Phone: 512-505-2850

Sincerely,

Jeff Clemmons, TASB Facility Services Director

Accepted: Granbury ISD

_____	_____
Signature	Date
_____	_____
Printed Name	Title

ATTACHMENT A
Statement of Work

The following is a description of TASB's Educational Facility Assessment Services with Annual Updates and TASB Facility Dashboard Access ("Services"). TASB ("we" and "our") will provide Client ("you" and "your") only those Services specified in this Statement of Work ("SOW").

Required Client Information

Client agrees to provide TASB the following information ("Client Information") for performance of the Services:

- Completed Client staff surveys (form provided by TASB)
- Inventory of Client buildings
- Related Floor Plans

TASB will not commence with onsite collection of facility assessment information until Client has provided the Client Information.

General Description of Services

The following is a general description of the Initial Educational Facility Assessment, Annual Updates, and TASB Facility Dashboard access to be provided. Specific items included in the TASB Fee are listed in the "Specific Services Included" section of this SOW.

Initial Educational Facility Assessment Services

The purpose of an educational facilities assessment is to measure the quality, sustainability, functionality, and educational effectiveness of school facilities. TASB Facility Services will conduct an initial educational facility assessment for Client ("Initial Facility Assessment") utilizing a comprehensive appraisal method tailored for elementary, middle, and high school educational levels as well as support areas with those appraisal criteria categorized into the following areas:

1.0 School Site
- 1.1 Topography and soil drainage
- 1.2 Site size, location and accessibility
- 1.3 Access streets and vehicular traffic
- 1.4 Parking
- 1.5 Student loading areas
- 1.6 Pedestrian services
- 1.7 Playgrounds, athletic and intramural areas

2.0 Systems and Components
- 2.1 Roofs
- 2.2 Foundations
- 2.3 Heating, ventilation and air conditioning
- 2.4 Lighting
- 2.5 Electrical, communications, and data infrastructure
- 2.6 Drinking fountains and restrooms
- 2.7 Plumbing and mechanical infrastructure
- 2.8 Building envelope – exterior windows, doors and walls
- 2.9 Interior flooring, doors, cabinets, ceilings and walls

3.0 Site Safety and Security
- 3.1 Campus security systems
- 3.2 Emergency/life safety systems
- 3.3 Environmental/life safety systems

4.0 Educational Adequacy
- 4.1 General classrooms
- 4.2 Specialized learning areas (speech/reading/math/ESL/GT/ISS/etc.)
- 4.3 Specialized education and life skills
- 4.4 Vocational/ROTC classrooms and labs
- 4.5 Science classrooms and labs
- 4.6 Computer labs
- 4.7 Art
- 4.8 Fine arts (band/choir/music/drama)
- 4.9 Library, resource, and media center
- 4.10 Interior athletics (gym/natatorium/lock rooms/weight rooms/etc.)

5.0 Support Space
- 5.1 Cafeteria and kitchen
- 5.2 Lounge and work areas
- 5.3 Nurse
- 5.4 Campus administrative
- 5.5 Client administration and auxiliary
- 5.6 Bus barn and maintenance facility

6.0 Portable Buildings

7.0 ADA Accessibility

Note: Assessments provided under this SOW do not address structural stability or live load issues. Any concerns related to the structural integrity of the facilities should be confirmed by a licensed architect or structural engineer.

The Initial Facility Assessment shall include only the campuses and/or facilities listed on the attached Schedule 1. Client must provide reasonable access to all areas within the facilities on Schedule 1.

Facilities will be evaluated based on our visual observation, as well as information obtained from Client staff. Student demographics will be evaluated per grade and campus.

The criteria are evaluated based on various federal and state agencies, associations, industry standards, as well as TASB Facility Services staff's knowledge and experience which may, as applicable, include:

- ***TEA*** *Texas Education Agency*
- ***AFLE*** *Association for Learning Environments*
- ***ASHRAE*** *Association of Heating, Refrigerating, and Air Conditioning Engineers*
- ***IES*** *Illumination Engineering Society*
- ***NFPA*** *National Fire Protection Association*
- ***AEIS*** *TEA Academic Excellence Indicator System report*
- ***ADAAG*** *Americans with Disabilities Act Accessibility Guidelines*
- ***TAS*** *Texas Accessibility Standards*
- ***BOMA*** *Building Owners and Managers Association*
- ***IBC*** *International Building Code*

Deficiencies and needs will be provided based on category, campus, and recommended time in which deficiencies should be addressed.

Annual Updates

In each of the two fiscal years subsequent to the Initial Facility Assessment, TASB will provide client with an electronic update to the Initial Facility Assessment with updated information and recommendations ("Annual Updates"). TASB shall coordinate with Client each fiscal year for the timing of the Annual Updates, and Client shall reasonably communicate and cooperate with TASB regarding such scheduling and provide all information reasonably requested by TASB to complete the Annual Update.

Annual Updates will only include those campuses/facilities included in the Initial Facility Assessment. Facilities not including in the most recent TASB Facility Assessment will require an initial facility assessment under a separate SOW at an additional charge and are not included in this SOW.

Client acknowledges and agrees that TASB is unable to complete an Annual Update unless and until such time as Client responds to requests for scheduling and provides the information reasonably necessary and requested by TASB for the performance of the Services. Should Client fail to schedule the Annual Update or provide the requested information within 90 days of a written request from TASB, Client shall be deemed to have opted not to receive an Annual Update for that year and waive any obligation on the part of TASB to provide such Annual Update.

TASB Facility Dashboard

On or before completion of the Initial Facility Assessment, Client will be provided access to the online, web-based TASB Facility Dashboard for viewing Client's facility assessment report and data ("Client's Facility Dashboard") which shall be updated by TASB as part of the Annual Updates. TASB shall provide Client access to Client's Facility Dashboard for a term of three years commencing on the date of completion of the Initial Facility Assessment. Subsequent Annual Updates and access to Client's Facility Dashboard may be agreed to by the parties in writing by separate agreement.

Ownership/License. As between you and us, the TASB Facility Dashboard is proprietary to TASB. Unless otherwise expressly indicated, TASB owns all right, title and interest in the contents of and resources in the TASB Facility Dashboard, including without limitation all compilations of Client data. You hereby grant to TASB a non-exclusive, limited right in Client data for the purpose of TASB performing its obligations under this SOW. You otherwise retain all rights in and to Client data. Conversely, this SOW grants you a limited, non-exclusive, and non-transferable right to use Client's Facility Dashboard solely for Client's internal, noncommercial use and Authorized External Uses. Authorized External Uses means reproduction in whole or in part of screen displays and/or reports produced by the Client's Facility Dashboard for your use and display in public meetings or your public communications, subject to any required inclusion of a TASB proprietary notice (for example, "© 2021 Texas Association of School Boards, Inc.") or other attribution to TASB. Reproduction or distribution, in whole or in part, by you beyond the scope of the license in this agreement is prohibited unless specifically authorized in writing by TASB or expressly required by law. Inquiries and requests for permission for access and use of unlicensed activity of the Client Facility Dashboard will be directed to TASB Facility Services in writing at: facilitydashboard@tasb.org. TASB reserves all rights not expressly granted in this SOW.

Your licensed use of the TASB Facility Dashboard is subject to the terms and conditions of this SOW, the Website Terms and Conditions of Use, and Privacy Policy which are available at facilitydashboard.tasb.org. In the event of any conflict between the website terms and conditions of use and the terms of the Master Agreement and this SOW, the terms of the Master Agreement and SOW shall control, but only to the extent required to resolve the conflict.

Maintenance of Records: TASB shall not serve or act as custodian of records that are developed or obtained pursuant to this Agreement, within the meaning of the Texas Public Information Act, Texas State Library and Archives statute, or other law. As between Client and TASB, you shall remain the

custodian of records, including all Client facility data. TASB Facility Dashboard is not intended to serve as Client's permanent data storage facility, and Client is responsible for archiving Client data that must be retained onto a platform or location outside of TASB Facility Dashboard. Upon termination of this SOW, unless extended by other written agreement, Client shall have access to Client data for a period of 30 days after which Client data shall be subject to deletion. Upon request, TASB will cooperate with Client in transferring or converting Client data into a useful format, within the capabilities and limitations of the TASB Facility Dashboard technology; however, no promise is made that Client data will be transferred in any particular format.

Accessibility: For any public access request by Client to any portion of Client's Facility Dashboard, if Client determines that the accessibility for disabled users does not meet Client's requirements, Client shall determine and make its own accommodation.

Specific Services Included

TASB's fee for the Services shall include all expenses incurred by TASB during the project for the items marked as included below:

1.0 Project Kick-off Meeting
2.0 Initial and Annual Update Surveys
3.0 Interviews/Reviews of Initial and Annual Update Surveys
4.0 Initial and Annual Update presentations to Client staff
5.0 Initial and Annual Update presentations to Client's board/committee
6.0 Final and Annual Update reports through TASB Facility Dashboard

Services not specifically referenced within this Statement of Work are excluded.

Additional Information

In accepting this SOW, Client acknowledges that, in performing any services under this SOW, TASB is neither providing legal advice nor performing any Services as, or required by, an architect, engineer, or construction contractor of any type. Client further acknowledges that TASB is not a Registered Accountability Specialist, and the Services do not include plan reviews or inspections under the Elimination of Architectural Barriers statute (Texas Government Code Chapter 469, or any successor statute) or Texas Department of Licensing and Regulation Architectural Barriers Administrative Rules (16 T.A.C. Chapter 68 or successor rules). With respect to the services provided or work performed by any engineer or other third-party not a party to this Agreement, including but not limited to their subcontractors, employees and agents, TASB makes no warranty or guaranty regarding such services or work and does not guarantee quality, cost or time for completion of such services or work. In addition, Services performed under the Site Safety and Security section above are provided as part of a comprehensive, general facility assessment only and nothing therein is intended or shall be deemed to provide private security consulting or other security services as defined in Texas Occupations Code Chapter 1702.

Authorization for Use of Drones. Where appropriate and authorized by law, TASB may use small unmanned aircrafts, commonly referred to as "small UAS" or "drones", to collect information and assess conditions of Client facilities. In accepting this SOW, Client authorizes TASB to use small UAS on Client property in the performance of Services. Any small UAS operations shall be coordinated with Client in advance and shall only be performed by persons with a valid FAA remote pilot in command certification (TASB RPIC). Client will cooperate with the TASB RPIC in preparing for and conducting safe operations. A TASB RPIC may decline to perform services deemed in the TASB RPIC's reasonable discretion to be unsafe, unwise, or otherwise unauthorized by law or applicable regulation.

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TASB Fee

Client shall pay TASB a fee of $32,000 for the Initial Facility Assessment, and $32,000 ("Annual Fee") for each Annual Update and annual access to the TASB Facility Dashboard.

TASB will invoice Client for the first Annual Fee following completion of the Initial Facility Assessment. The Annual Fee for each of the remaining 2 years of this SOW shall be invoiced at 12 months and 24 months following the Initial Facility Assessment Annual Fee invoice. Client shall pay all invoices in accordance with the Master Agreement.

Non Appropriations, Early Termination, and Liquidated Damages:

Client agrees that it shall use best efforts to appropriate funds for the Services included in this SOW, including Annual Updates. If, during Client's annual appropriations determination, Client's governing body does not allocate funds for facility assessment-related services, then Client shall have the right to terminate this SOW upon written notice to TASB. However, if any funds are appropriated for facility assessment-related services, such funds shall be applied first to the Services to be provided pursuant to this SOW and any such funds shall not be used to pay for facility assessment-related services from any other service provider.

Client acknowledges and agrees that Client is receiving a discounted rate on the Initial Facility Assessment based on receiving the Initial Facility Assessment Services with the Annual Update Services and TASB Facility Dashboard access. Therefore, notwithstanding anything in the Master Agreement or this SOW to the contrary, should Client terminate the Master Agreement and/or this SOW after receipt of the Initial Facility Assessment, but prior to completion of one or more of the Annual Updates, for any reason including non-appropriations, Client shall pay TASB $96,000 as liquidated damages. Client agrees that such liquidated damages are a reasonable estimate of the damages due TASB for the failure to accept delivery of the Services and, as such, are not punitive in nature.

SCHEDULE 1

Campuses/Facilities

District-owned facilities, excluding staff residences (if applicable).

FACILITY SERVICES MASTER AGREEMENT

The Texas Association of School Boards, Inc. ("TASB"), a Texas nonprofit corporation, 12007 Research Boulevard, Austin, Texas 78759, and the undersigned entity ("Client") enter into this Facility Services Master Agreement ("Agreement"). This Agreement is effective as of the date indicated on the signature page ("Effective Date").

TASB Facility Services offers basic environmental, facilities, and related services to entities that subscribe to and pay the annual membership fee ("Facility Services Environmental Members"). This Agreement is for services beyond the basic Facility Services membership. The services provided under this Agreement are offered on a separate fee basis and shall be referred to as the "Service" or "Services."

TASB and Client agree to the following terms and conditions for Client's engagement of TASB to provide one or more Services:

1. PURPOSE AND SCOPE. This Agreement establishes the terms and conditions that apply to Services performed by TASB for Client as described in individual Statements of Work in accordance with Paragraph 2.

2. STATEMENT OF WORK. The specific details of the Services will be set out in writing in a Statement of Work ("SOW"), which will describe the Services to be provided and state the payment terms and any technical requirements, performance timelines, acceptance criteria, and other terms regarding the Services.

The SOW must be signed by representatives of both parties (who may be different from the signatories to this Agreement) who are duly authorized to sign on behalf of and bind their respective party. The parties may amend or modify the SOW by change order or other written agreement signed by their duly authorized representatives as may be authorized by their respective policies.

Each SOW is subject to the terms and provisions of this Agreement and is deemed to be incorporated into and attached as an exhibit to this Agreement. If a conflict or difference in terms exists between this Agreement and the SOW, the SOW will control but only to the extent necessary to reconcile the conflict or difference.

3. TERM. This Agreement begins on the Effective Date and, subject to Paragraph 4, continues as provided in this section.

a. If Client is a Facility Services Environmental Member, the initial term of this Agreement will continue until the expiration of the Client's annual membership (August 31) and then automatically renew for successive one year terms co-extensive with Client's Facility Services annual membership (September 1- August 31).

b. If Client is not a Facility Services Environmental Member on the Effective Date, the initial term of this Agreement will be for a period of two years and then automatically renew for successive one year terms.

c. If Client is a Facility Services Environmental Member on the Effective Date of this Agreement but fails to renew Client's Facility Services Environmental membership, Client will be subject to non-Member pricing for all SOWs subsequent to termination of Client's Facility Services membership, and this Agreement will continue until the end of the then current term and automatically renew for successive one year terms unless Client terminates this Agreement in accordance with Paragraph 4.

4. TERMINATION. Either party may terminate this Agreement at any time by giving the other party 30 days advance written notice, which notice will specify the effective date of termination. Additionally, if Client is eligible for TASB Active, Associate, or Affiliate membership and ceases to maintain such membership, this Agreement will terminate at the same time as Client's TASB membership. In the event of termination, TASB and Client may mutually agree in writing to have TASB complete work on any SOW outstanding as of the termination date, which work shall be governed by the terms of this Agreement and the SOW. If this Agreement is terminated, Client will pay all amounts due under any outstanding SOW(s) in accordance with the terms of such SOW(s).

5. INDEPENDENT CONTRACTOR RELATIONSHIP/ SUBCONTRACTORS.

a. In performing the Services, TASB is at all times an independent contractor. Client will have no control over the methods and means of accomplishing the desired result. Under no circumstances will TASB or an employee or agent of TASB be deemed to be an employee or agent of Client. Nothing in this Agreement will be construed to authorize either party to make commitments of any kind for the other without the other party's prior written approval. This Agreement does not constitute or create, and will not in any way be construed, as a joint venture, partnership, or agency between Client and TASB. Further, in performing the Services, TASB does not act and shall not be deemed to be acting in a fiduciary capacity and is not and shall not be deemed to be providing legal advice to Client.

b. TASB may use one or more subcontractors (including sub-subcontractors) to perform the Services, provided that such subcontractors have the licenses, permits, and approvals required by applicable law.

6. PUBLICATION RIGHTS AND CLIENT INFORMATION.

a. Client grants TASB the right to publish Client's name and logo on TASB's website, promotional and marketing materials, or other publication or medium that would identify a TASB Facility Services client. This right also shall extend to images, pictures, and videos of Client's facilities or property, including Services performed. However, under no circumstance will an unobscured image, video, or audio recording of a minor or student be permitted without Client's specific written approval. Moreover, Client shall reserve the right to revoke the right granted in this section at any time by providing written notice to TASB as provided in this Agreement.

b. Client further grants TASB a perpetual, non-exclusive, royalty-free license to copy, modify and use any information and data supplied by Client or on behalf of Client ("Client Information") so that TASB may create analytical trend data in order to improve the quality of TASB services to members, clients, and constituents, as well as to carry out TASB's legitimate business purposes. Unless otherwise authorized in writing or required by law, TASB will not disclose Client Information in a manner that allows individuals or personally identifiable information to be associated with Client's specific information. Notwithstanding the foregoing, Client agrees that Client's name may appear in a list of participating entities for reports containing such analytical trend data.

7. PAYMENT. Client will pay TASB in accordance with the SOW. Unless provided otherwise in the SOW, TASB will invoice Client for each SOW upon completion of the Services. The invoice will identify the Services performed and fees and other charges due and include appropriate supporting documentation to the extent applicable.

Client will pay each invoice in full within 45 days of the date of the invoice. If Client disputes any portion of an invoice, Client will promptly give written notice to TASB stating the details of the dispute and pay any undisputed amount. TASB's acceptance of any partial payment will not waive TASB's right to receive payment of the disputed amount.

Balances that are more than 45 days past due will accrue finance charges at the maximum rate authorized by Chapter 2251 of the Texas Government Code (Prompt Payment Act) or successor statute. TASB reserves the right to delay or suspend performing Services under any SOW if Client fails to timely pay the undisputed amount due under one or more SOW(s).

8. WARRANTIES. Services will be performed by TASB in a good and workmanlike manner, and will conform to the applicable requirements and specifications described in the SOW.

> TASB DISCLAIMS ANY AND ALL OTHER EXPRESS WARRANTIES AND ANY AND ALL IMPLIED WARRANTIES, IN REGARD TO ANY INFORMATION, PRODUCTS OR SERVICES FURNISHED UNDER THIS AGREEMENT, INCLUDING WITHOUT LIMITATION, ANY AND ALL IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

9. LIMITATION OF LIABILITY. To the fullest extent permitted by applicable law, TASB's liability to Client under this Agreement is limited to the total dollar amount paid by Client to TASB pursuant to the SOW giving rise to such liability during the immediately preceding 24 months.

> IN NO EVENT WILL TASB OR ITS OFFICERS, DIRECTORS, EMPLOYEES, AGENTS, OR REPRESENTATIVES BE LIABLE UNDER THIS AGREEMENT TO CLIENT OR ANY THIRD PARTY, IN CONTRACT, TORT, OR OTHERWISE, FOR ANY INCIDENTAL, SPECIAL, INDIRECT, CONSEQUENTIAL OR PUNITIVE DAMAGES, INCLUDING WITHOUT LIMITATION DAMAGES FOR ANY LOSS OF USE, LOSS OF TIME, INCONVENIENCE, COMMERCIAL LOSS, OR LOST PROFITS, SAVINGS, OR REVENUE, TO THE FULL EXTENT SUCH MAY BE DISCLAIMED BY LAW.

10. COMPLIANCE WITH LAW AND SAFETY. Each party will comply with all applicable federal, state and local laws, rules, regulations and orders, including without limitation those that require licensing and permitting and those that apply to the handling, management, transport, treatment and/or disposal of (as applicable) unutilized materials and waste and toxic materials and waste. As part of this obligation, each party agrees that it will not knowingly take any action in connection with performance that would be illegal or that would violate such laws, rules, regulations and orders.

TASB is in the business of providing the Services and generally understands the currently known hazards to persons, property and the environment in working with toxic and hazardous materials that may be present with respect to Services that TASB performs under this Agreement. Regardless of this understanding, Client will notify TASB's employees and agents of any known or suspected hazards on Client's property.

11. RELIANCE.

a. In performing Services under this Agreement, TASB shall be entitled to rely on the accuracy and completeness of information provided by Client and Client's contractors.

b. Any assistance or advice which may be provided by TASB as part of performing Services under an SOW under this Agreement is extended solely to Client. No other party, including but not limited to Client's other consultants or contractors, shall be entitled to rely upon advice or information provided by TASB, and TASB will not be authorized or required to represent or speak for Client.

12. MISCELLANEOUS

a. WAIVERS. Failure by either party to enforce any provision of this Agreement does not waive future enforcement of that or another provision. No right or obligation of a party may be waived without the prior written consent of the other party.

b. SUCCESSION AND ASSIGNMENT. This Agreement inures to the benefit of and is binding upon the parties and their respective successors and assigns. Either party may assign or transfer its rights or obligations under this Agreement with the prior written consent of the other party.

c. MEDIATION. The parties agree that, before bringing a lawsuit for any dispute arising out of this Agreement, they will first make a good faith effort to resolve the dispute by mediation. Each party's representative in the mediation must have full authority to compromise and settle any dispute that is the cause of the proceeding, and the results of the mediation will be binding only upon agreement of each party to be bound. The mediation will be held in Austin, Travis County, Texas, or at another location mutually agreed upon by the parties. Each party will pay its own expenses for participating in the mediation, including one-half of the mediator's fees.

d. NOTICES. Unless otherwise specified in a SOW, all notices, requests, and other communications related to this Agreement will be in writing and be delivered by personal delivery, registered or certified mail (return receipt requested), express courier (with postage prepaid), or

electronic facsimile or email (with electronic confirmation of receipt by recipient) addressed to the receiving party at the addresses set out on the signature page. Either party may change its notice information by giving the other party written notice of the change.

e. SEVERABILITY. If any part of this Agreement is declared or held unenforceable for any reason, the remaining parts will continue in full force and effect.

f. GOVERNING LAW, RULE OF CONSTRUCTION, AND VENUE. This Agreement is governed by the laws of the State of Texas without regard to its conflict of laws provisions, and without giving effect to any custom or rule of law requiring construction against the drafter. Venue for any action arising out of this Agreement is in Travis County, Texas.

g. ATTORNEYS' FEES. In the event of a lawsuit relating to this Agreement, the prevailing party is entitled to recover reasonable attorneys' fees that are equitable and just.

h. FORCE MAJEURE. Except for payment obligations, neither party will be liable to the other under this Agreement for any failure or delay in performance resulting from causes beyond the reasonable control of that party, including without limitation acts of God; work stoppages due to labor disputes or strikes; material shortages; regulations, decrees, or orders of governmental authorities; riots, war, or rebellion; epidemics; or communication or utility failures. The party claiming force majeure must inform the other party in writing promptly at the beginning and the end of the period of force majeure, use due diligence to overcome obstacles to performance created by the force majeure event, and resume performance promptly after the obstacles have been removed, provided that the Agreement or SOW has not been terminated in the interim. Delay or failure of performance caused by a force majeure event will be excused for the period of delay caused by the force majeure event, provided that the party claiming the event promptly notifies the other party in writing. Neither party shall have any claim for damages against the other resulting from delays or nonperformance caused by a force majeure event.

i. NO BOYCOTT VERIFICATIONS. To the extent required by Texas Government Code §2271.002 and §2274.002 for a written verification that a company contracting with a governmental entity does not boycott Israel, does not boycott energy companies, and does not discriminate against firearm and ammunition industries, TASB verifies that (i) TASB is a Texas nonprofit corporation and, as such, is not subject to the verification requirements and (ii) TASB does not and will not during the term of any SOW under this Agreement boycott or discriminate as defined in Texas Government Code Sections 2271.001 and 2274.001.

j. SURVIVAL. Sections 4, 5, 6, 7, 8, 9, 11 and 12 will survive the expiration or termination, for any reason, of this Agreement.

k. PAYMENT FROM CURRENT REVENUES. Client warrants that all payments required of it under a SOW will be made from current revenues available to Client.

l. ENTIRE AGREEMENT AND AMENDMENT. This Agreement, together with any SOWs and related attachments, constitutes the entire understanding between the parties and supersedes any prior written or oral agreements with respect to the subject matter of this Agreement. This Agreement may be modified or amended only by a written instrument executed by both parties.

m. COUNTERPARTS. This Agreement may be executed by the parties in one or more counterparts, each of which will be an original and all of which will constitute one and the same instrument. A facsimile or imaged signature will be deemed an original.

n. AUTHORITY. This Agreement is executed with Client's full knowledge of its terms and meanings. Each individual signing below represents and warrants that he or she is duly authorized to bind his or her respective party to the terms and conditions of this Agreement.

[SIGNATURE PAGE FOLLOWS]

WHEREFORE, the parties have caused this Master Facility Services Agreement to be executed by their duly authorized representatives.

Effective Date: _____ (if left blank, the Effective Date is the last date of signature by the parties below).

Texas Association of School Boards, Inc.

By: _____
Name: Jeff Clemmons
Title: Division Director, Facility Services

Date: _____

_____
(Client - District or Entity Name)

By: _____
(Signature of Authorized Representative)

Name: _____
(Printed Name of Authorized Representative)

Title: _____
(Authorized Representative Title/Position with Client)

Date: _____

Contacts to receive notices:

Client:	District/Entity:	_____
	Attention:	_____
	Address:	_____
		_____
TASB:		Texas Association of School Boards, Inc. Attention: Facility Services PO Box 400 Austin, TX 78767-0400

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

CURRICULUM AND INSTRUCTION

TO: Dr. Courtney Morawski, Superintendent	**FROM**: Stacie Brown **DATE**: March 7, 2025 **RE**: Open Education Resources Transition Plan for Bluebonnet Math

SUMMARY:

The Curriculum Department has developed a comprehensive Open Education Resource (OER) Transition Plan to support the implementation of Bluebonnet Math for Kindergarten through Algebra I, aligning with TEC 67.1315 and TEC 48.308. These statutes emphasize the importance of providing high-quality instructional materials and ensuring equitable access to resources that support student achievement.

Our transition plan features a structured, phased approach that will extend from spring 2025 through the 2025-26 school year, ensuring fidelity in implementation. By adhering to this structured transition plan, we aim to achieve a seamless integration of high-quality, TEKS-aligned math instruction across all campuses while supporting both teachers and students in their pursuit of academic success.

RECOMMENDATION:

It is recommended that the board approve the Open Education Resource (OER) Transition Plan to support the implementation of Bluebonnet Math OER.

Respectfully submitted,

Stacie Brown
Director of Curriculum and Instruction

Open Education Resource (OER) Transition Plan
Bluebonnet Learning Instructional Materials

Mathematics: K-Algebra 1

Stacie Brown and Karla Willmeth
Department of Curriculum, Instruction, and Assessment

GISD OPEN EDUCATION RESOURCE (OER) TRANSITION PLAN

WHAT:

Granbury ISD's initial Transition Plan for purposes of planning, execution, monitoring and evaluation of the adopted, state-developed OER Math instructional materials for mathematics: Kinder-Algebra 1, known as Bluebonnet Learning.

WHY:

Board Approval Required by TEA to meet Texas Administrative Code 67.1315 and Texas Education Code 48.308 (prior to ordering instructional materials)

GISD OPEN EDUCATION RESOURCE (OER) TRANSITION PLAN

Key Implementation Goals:

- 4 over-arching goals surrounding: Implementation, Stakeholder Investment, Teacher Practice and Student Outcomes

District Wide Aligned Expectations:

- Consistent schedules and calendars reflecting common/ collaborative planning times & math minutes by grade level
- Fidelity of implementation of materials, protocols, and curriculum embedded assessments

GISD OPEN EDUCATION RESOURCE (OER) TRANSITION PLAN

Structured Systems: Support, Progress Monitoring, Communication and Evaluation:

- **Materials access/distribution & storage plans**
- **Professional Learning Plan**
  - Before the end of the 24-25 SY:
    - All District/Campus Coaches and Principals will be trained on the Bluebonnet 101 Overview (design principles)
    - All District/Campus Coaches, Principals and Elementary Teachers will be trained on Research Based Instructional Strategies for Math
  - Before the start of the 25-26 SY:
    - All District/Campus Coaches, Principals & ALL Teachers will attend the 2-day Bluebonnet Product Academy for an in depth training on materials for their grade level

GISD OPEN EDUCATION RESOURCE (OER) TRANSITION PLAN

Structured Systems: Support, Progress Monitoring, Communication and Evaluation:

- During the 25-26 SY:
  - Quarterly Campus Support Visits (4 per campus)
  - Semester Leadership Support Visits (2 per campus)
  - Implementation Support Trainings for District/Campus Coaches (6)
- End of the 25-26 SY:
  - Program Implementation Assessment and Next Steps Planning

Link to Transition Plan Summary: Transition Plan Summary

Link to Full OER Transition Plan Document: OER Transition Plan

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

Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

The **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** help identify and support successful implementation efforts.

TAKE ACTION: Implementation Framework

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

Granbury Independent School District (ISD) has identified a significant opportunity for improvement regarding the consistency and effectiveness of mathematics instruction across all campuses and grade levels. Through comprehensive data analysis and classroom observations conducted over the past several years, it has become evident that the adoption, implementation and alignment of high-quality instructional materials is essential for fostering student success academically.

In response to this need, the curriculum department has dedicated several months to exploring research-based instructional strategies (RBIS), conducting thorough reviews of relevant research, conducting implementation site visits, and evaluating the Bluebonnet Learning Math instructional materials. Following discussions with teachers and administrators, the team selected Bluebonnet Learning as the preferred provider of high-quality instructional materials for implementation in grades K through Algebra 1 beginning SY 25-26.

Granbury ISD is set to initiate the implementation of Bluebonnet Learning as part of the initial implementation phase. The curriculum team has collaboratively developed an Open Educational Resources (OER) Transition Plan to facilitate the integration of Bluebonnet Learning's instructional materials, ensuring a strategic approach to enhancing mathematics education within the district.

1B. Implementation Goals

Specific goals for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes are listed below with a continuous improvement process that will be followed and developed with a corresponding progress monitoring timeline.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- Bluebonnet Learning Implementation Goal:
    - 100% of teachers implement the materials with fidelity by the end of the first semester

- Measure(s):
    - Classroom walkthroughs using the Bluebonnet Learning observation form
- Frequency:
    - Minimum monthly walkthroughs of each classroom
- Progress Monitoring:
    - Data review and reflection with ESC coaches, Curriculum staff, school leaders and teachers (Reviewed during ESC applicable review sessions)

Goal Area: Stakeholder Investment

- Stakeholder Investment Goal:
    - 85% of teachers and leaders report high confidence in Bluebonnet Learning instructional materials by the end of the school year
- Measure(s):
    - Stakeholder surveys to teachers, instructional coaches, and school leaders
- Frequency:
    - Three times during the school year (October, February, and May)
- Progress Monitoring:
    - Data analysis by campus and district with ESC Support Lead
    - Leadership support teams will review data and plan next steps to support adaptive change management and continued investment in Bluebonnet Learning instructional materials

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Goal Area: Teacher Practice

- Teacher Practice Goal:
    - 100% of teachers use unit or lesson internalization protocols at least once every other week during collaborative planning time by the end of the school year
- Measure(s):
    - PLC observations using the FOI Learning Walk Tool for Collaborative Planning and review of annotations in Bluebonnet Learning teacher materials
- Frequency:
    - School leaders will observe internalization at grade level PLC meetings (once every two weeks)
- Progress Monitoring:
    - Data review and reflection with ESC coaches, Curriculum staff, school leaders and teachers (Reviewed during ESC applicable review sessions)

Goal Area: Student Outcomes

- Student Outcomes Goal:
    - 100% of students engage with grade-level content from Bluebonnet Learning and build familiarity with embedded routines and strategies by the end of both semesters
- Measure(s):

    - Classroom walkthroughs using the Bluebonnet Learning observation form
- Frequency:
    - Monthly classroom walkthroughs with student focused priority only during the first six weeks. *(All areas will be incorporated into the walk as teachers develop their knowledge and skill with the resource.)*
- Progress Monitoring:
    - Data review and reflection with ESC coaches, Curriculum staff, school leaders and teachers (Reviewed during ESC applicable review sessions)

ACTION 2: Creating the Conditions for Success

2A. Materials Access

A plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution process.

TAKE ACTION: Materials Access Planning

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

- Task owner/manager: Math Coordinators, Curriculum Digital Systems Specialist, Curriculum Directors
- Timeline: February -March 2025
- Key Actions/Steps:
    - Gather needed numbers for all print based instructional materials- *Math Coordinators*
    - Request/receive quotes from all necessary vendors for all teacher and student materials - *Math Coordinators*
    - Submit orders through EMAT-*Digital Systems Curriculum Specialist.*

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

- Task owner/manager: Curriculum Math Coordinators, Curriculum Digital Systems Specialist, Curriculum Directors
- Timeline: February - April 2025
- Key Actions/Steps:
    - Review the Bluebonnet Learning Instructional materials guides and materials lists to identify and create lists of any related manipulatives by grade level- *Math Coordinators*
    - Gather needed order numbers from all campuses- *Math Coordinators*
    - Request/receive quotes from all necessary vendors for all teacher and student manipulatives - *Math Coordinators*

    - Establish funding sources and provide approval for purchase- *Director(s) of Curriculum*
    - Submit orders through EMAT- *Curriculum Digital Systems Specialis*t

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

- Task owner/manager: Curriculum Coordinators, Maintenance, Campus Instructional Specialists
- Timeline: April 2025 - June 2025
- Key Actions/Steps:
    - Inventory and barcode all non-consumable instructional materials upon delivery- *Math Coordinators*
    - Coordinate with maintenance and campus instructional specialists to arrange delivery of materials to each campus- *Math Coordinators*
    - Ensure delivered material matches the campus order form and is entered into the campus inventory- *Campus Instructional Specialists*
    - Establish a campus process for the distribution of instructional materials and any related manipulatives to staff and students- *Campus Instructional Specialists*

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

- Task owner/manager: (Campus level)- Principals (or designee) and (District level)-Math Coordinators
- Timeline: March 2025~May 2026
- Key Actions/Steps:
    - Establish checklist of campus Bluebonnet Learning materials needed at each grade level- *Math Coordinators*
    - Ensure all teachers, including general education and specialized teachers, instructional specialists, campus administrators, and any other relevant staff have access to needed Bluebonnet Learning instructional materials and any other related materials necessary for implementation- *Campus Principal or designee*
    - Ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed- *Campus Principal or designee*
    - Develop campus inventory plan regarding Bluebonnet Learning materials- *Campus Principal or designee*
    - Develop additional materials request process for securing additional materials based on increased teacher allotments and/or student population increases- *Math Coordinators and Curriculum Directors*

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

- Task owner/manager: Math Curriculum Coordinators
- Timeline: : April 2025–August 2025 and then ongoing through May 2026
- Key Actions/Steps:
    - Provide training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on access and navigation of Bluebonnet Learning materials, scope and sequences, protocols, and observation tools-*Math Coordinators*
    - Provide this training experience to any new staff hired after the start of the school year-*Math Coordinators*

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

- Task owner/manager: Curriculum Coordinators and Campus Instructional Specialists
- Timeline: March–September 2025
- Key Actions/Steps:
    - Communicate with campus instructional specialists regarding the status of materials delivery and distribution- *Math Coordinators*
    - Establish and communicate the process for the distribution and storage of materials to campuses- *Math Coordinators*

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

- Task owner/manager: Math Curriculum Coordinators
- Timeline: April–September 2025
- Key Actions/Steps:
    - Develop/schedule additional digital component training for staff to access Bluebonnet Learning instructional materials- *Math Coordinators*.
    - Communicate and provide training opportunities to staff- *Math Coordinators*

2B. Schedules and Calendars

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

TAKE ACTION: Schedules and Calendars

Master Schedule(s):

Each campus will develop a master schedule that allocates the Bluebonnet Learning recommended instructional minutes for each math class periods.

Minimum minutes required for math classes in GISD:

- Math Grades K–2, minimum of 75 minutes daily
- Math Grades 3-5, minimum of 90 minutes daily
- Math Grades 6 - Algebra 1, minimum of 45 minutes daily

Instructional Calendar(s): Each campus will ensure time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. This additional time for collaboration in Professional Learning Communities (PLCs) should be additional to instructional planning time for collaboration and support.

- Each campus will have a common planning period for K- Algebra 1
- Each campus will provide additional PLC time every 2 weeks for K-Algebra 1

2C. Aligned Expectations

Communicate clear expectations, facilitate consensus, and monitor consistency through FOI (fidelity of implementation) walkthroughs and protocols for using Bluebonnet Learning instructional materials with fidelity.

TAKE ACTION: Aligned Expectations

Alignment Item #1: Use of Bluebonnet Learning instructional materials with fidelity.

- Expectations:
  - Bluebonnet Learning instructional materials will be used for daily Tier 1 instruction for all students without substitution of other materials.
- Plan for Communication:
  - Expectations for materials use will be outlined in district scope and sequence with specific pacing guide for each grade level/course.
- Timeline:
  - Training of materials and communication of expectations will occur regularly and repeatedly throughout the spring, summer, and 25-26 school year. *(See specifics under Professional Learning Plan section)*

Alignment Item #2: Use the Internalization protocol and process as trained.

- Expectations:
  - Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and school leaders will observe and review the protocols during PLCs. Principals

may indicate a more frequent cadence for annotation submission. School leaders will observe PLCs using the FOI Learning Walk Tool for Collaborative Planning which will be due to curriculum by the following dates (October 29th, December 3rd, February 4th, March 25th, and May 6th) for discussion at principal PLCs.

- Plan for Communication:
    - All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
- Timeline:
    - Onboarding and orientation training will be scheduled throughout August. The training will be repeated throughout the 25-26 school year based on the need for new hires.
        - *(See specifics under Professional Learning Plan section)*

Alignment Item #3: Use student work analysis protocols and processes as trained.

- Expectation:
    - Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time beginning in February with support from ESC staff and coaches.
- Plan for Communication:
    - All requirements for protocol use will be communicated to stakeholders as part of the training and support from ESC staff and coaches. Instructional coaches and school leaders will model the use of student work analysis protocol and review expectations for use during PLCs .
- Timeline:
    - Starting in September, ESC staff and coaches will provide training and support on all protocols and implementation quarterly throughout the 25-26 school year.
        - *(See specifics under Professional Learning Plan section)*

Alignment Item #4: Use curriculum-embedded assessment as outlined in Bluebonnet Learning materials with fidelity as specified in scope & sequence.

- Expectations:
    - All teachers will administer all Bluebonnet Learning assessments as designed. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.
- Plan for Communication:
    - Expectations for embedded-assessment use will be integrated into Bluebonnet Learning product academy for all stakeholders.
- Timeline:
    - Product Academy will be offered throughout the summer as well as scheduled in August. The training will be repeated throughout the 25-26 school year based on the need for new hires. ESC Leads, Curriculum Directors and Coordinators and Principals will collect and

report on the fidelity of the use of Bluebonnet Learning assessments at quarterly ESC meetings with ISs and at Principal PLCs.
    - *(See specifics under Professional Learning Plan section)*

**All campus principals approved 4 initial implementation goals and aligned expectations including plan for schedules and calendars, on March 7, 2025.*

2D. Professional Learning Plan

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

TAKE ACTION: Professional Learning Plan

Professional Learning Experience #1: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- Timeline:
    - RBIS training will be offered May 27th and May 28th for K-5 staff and July 16th for secondary staff.
- Leaders/participants:
    - ESC XI Leads/Coaches will lead the training and all K- Algebra 1 math teachers will be required to attend
- Materials/Resources:
    - The Curriculum Department will communicate with the ESC to organize/arrange any materials or resources needed.

Professional Learning Experience #2: Training that focuses on communicating expectations, implementation goals, and change management.

- Timeline
    - General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding and orientation training. (Additional expectations and change management support will be an ongoing district-level focus at Instructional Specialist meetings, Principal PLC meetings, campus PLC meetings, etc.
- Leaders/participants:
    - ESC XI Leads/Coaches, District level leadership, Curriculum Coordinators, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff.

- Materials/Resources:
    - Leaders will study and use the Bluebonnet Learning Program and Course Level Resources along with resources from the service center to develop a launch presentation for onboarding. District level leadership and Curriculum Coordinators will develop a protocol for recurring discussion of these topics at Principal PLCs, Instructional Specialist meetings, and Campus PLC meetings.

Professional Learning Experience #3: Teacher Bluebonnet Learning instructional material Product Academy

- Timelines:
    - Summer dates will be offered for K-5 Product Academies June 25th and July 9th *OR* July 16th and July 23rd. Secondary Product Academy will be offered July 23rd and July 30th. For new teachers an opportunity will be provided August 7th and 8th. There will also be opportunities to attend at the ESC if staff cannot make the above dates.
- Leaders/participants:
    - The ESC staff will lead the sessions and all K-Algebra 1 math teachers will attend.
- Materials/Resources:
    - The Curriculum Department will communicate with the ESC to organize and arrange any materials or resources needed.

Professional Learning Experience #4: Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials. *(Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur during common planning. Instructional coaches and school leaders will attend additional training from the ESC to support leading internalization and conducting observation and feedback cycles.)*

- Timelines:
    - Bluebonnet 101: Overview of K-5 Bluebonnet Learning design principles- March 25 Elementary ISs/District Support Team
    - Bluebonnet 101: Overview of 6-Algebra 1 Bluebonnet Learning design principles- March 28 Secondary ISs/District Support Team
    - Bluebonnet Learning Kickoff- District Support Team: April 10-Curriculum Directors and Math Coordinators
    - Bluebonnet Leadership Launch- District Extended Support Team: May 15 & 16 Curriculum Directors, Math Coordinators and selected campus leadership reps
    - Elementary Principal Bluebonnet 101: Overview of K-5 Bluebonnet Learning design principles- April 1-Elementary Principals
    - Secondary Principal Bluebonnet 101: Overview of 6-Algebra 1 Bluebonnet Learning design principles- May 19- Secondary Principals
- Leaders/participants:
    - ESC partners
- Materials/Resources:

- Curriculum Department will communicate registration process for all above scheduled trainings at ESC XI

Professional Learning Experience #5: Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- Timelines:
  - Teachers and instructional coaches/school leaders will engage in facilitation of internalization of an upcoming unit or lesson
- Leaders/participants:
  - ESC XI Leads/Coaches, Instructional specialists, school leaders will facilitate internalization during PLCs using the Bluebonnet Learning internalization protocols *(All teachers will be trained following training of trainer sessions for Instructional Specialists/Math Coordinators by ESC staff.)*
- Materials/resources:
  - Bluebonnet Learning instructional materials and internalization protocols for all teams/teachers.

Professional Learning Experience #6: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- Timelines:
  - Work analysis protocol will begin occurring in February and throughout the school year
- Leaders/participants:
  - Instructional coaches from the ESC, Math Coordinators or school leaders *(All teachers will be trained following training of trainer sessions for Instructional Specialists/Math Coordinators by ESC staff.)*
- Materials/resources:
  - Bluebonnet Learning instructional materials and work analysis protocol for all teams/teachers.

Professional Learning Experience #7: Individual coaching sessions scheduled with instructional coach, math coordinators or school leaders.

- Timelines:
  - As requested or needed by individual teachers
- Leaders/participants:
  - Instructional coaches from the ESC, Math Coordinators or school leaders
- Materials/resources:
  - Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guide), and district pacing guide.

**All specific dates within the Professional Learning Plan were shared with campus principals on March 5, 2025 as well as all Instriuctional Specialists and math teachers on March 7, 2025.*

2E. Adaptive Change and Communication

A communication plan supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning.

TAKE ACTION: Adaptive Change and Communication

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

Message: Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that are given. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners. All teachers and students will be supported by campus, district and regional coaches as they engage with the new curriculum.

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

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

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Key Message 2: Which adaptive strategies will we use to support positive change management?

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

Audience: The Granbury ISD community - all internal and external stakeholders. The district and campus leadership teams will focus on these strategies to support positive implementation efforts:

- We will foster relationships and lead with empathy. We will remove technical barriers by ensuring the necessary conditions for success are established and will offer district-wide training on accessing the parent portal as it becomes available following the state's release of the portal.
- We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely including the slide deck templates for principals to use at faculty and parent meetings.
- We will gather and report feedback and campus implementation progress quarterly to individual campuses as well as district wide progress at the quarterly District Advisory Committee meeting.

Timeline: On-going beginning before and during implementation

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

3A. Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps through use of FOI (fidelity of implementation) Learning Walks Tool for Collaborative Learning and PLC protocols.

TAKE ACTION: Analyzing PLC Practices

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

Response: The district has a current PLC structure and is time protected by campus leadership for teachers to meet and plan using data on most campuses. Campus leadership regularly attends PLCs, but the meetings are not guided by an agenda focused on the group's HQIM protocols. Following the analysis of the ESC following PLC practices, additional training for all district and campus leaders will be implemented surrounding the FOI Learning Walks Tool for Collaborative Planning.

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

Response:

Vision: The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.

Protected Time and Frequency: All math, by grade level, will have a common planning period. All math teachers, by grade level, will have a dedicated time for PLC every other week at all levels.

Ownership: Since the previous PLC structures were not focused on Bluebonnet Learning instructional materials, the roles and responsibilities of the participants should be clearly defined for all stakeholders.

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

Educational Practices: As teams address revisions to the other "Keys to Success," collaboration will be fostered surrounding consistent mathematics practices and strategies in K-Algebra 1.

3B. Structures for Internalization and PLCs

Structures and systems to support internalization practices should include a vision, roles and responsibilities, and technical conditions needed.

> The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes.

Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Following training-Internalization will happen before instruction occurs.

Ideal implementation of units and lessons are outlined below:

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

1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.

2. All instructional staff attending collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.

3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.

4. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.

5. Teachers receive ongoing support from an instructional coach or school leader focused on practicing and improving internalization.

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

Response

Principals:

- Attend Bluebonnet 101 to understand key design principles of the product.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.
- Be part of the ESC walks at your campus
- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards implementation; reflect and provide support as needed.
- Align schoolwide systems and structures with the vision for internalization *(Protect time for ISs to lead PLCs and support teachers in implementation)*

District Instructional Coaches:

- Attend Bluebonnet 101 to understand key design principles of the product.
- Attend Bluebonnet Learning Product Academy training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Attend ESC Kickoff & launches for training on structures, processes and supports for consistent district wide implementation
- Support principals, campus instructional coaches and teachers to improve their use of Bluebonnet Learning internalization protocols, work analysis protocols and data analysis by providing support and co-planning.
- Be part of the ESC walks at all campuses
- Plan and assist in leading collaborative planning time (PLC) as needed with teams of teachers.

Campus Instructional Coaches:

- Attend Bluebonnet 101 to understand key design principles of the product.
- Attend Bluebonnet Learning Product Academy training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing support and co-planning.
- Be part of the ESC walks at your campus
- Plan and lead collaborative planning time (PLC) with teams of teachers.

Teachers:

- Complete Bluebonnet Learning Product Academy training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Implement Bluebonnet Learning with fidelity
- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.

- Participate in internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.

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

Response:

1. Redefine Granbury's Vision for PLCs to focus on Bluebonnet Learning best practices, design principles, and use of protocols.

2. Train campus instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.

3. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.

4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCS.

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

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

Response:

Time: All math, by grade level, will have a common planning period. All math teachers, by grade level, will have a dedicated time for PLC every other week at all levels.

Ownership: Schools have identified instructional coaches and school leaders who will plan and facilitate collaborative planning time and provide teachers feedback and support on their preparation.

Protocols: Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

Accountability: There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template. Both of these expectations are part of the monthly walk through document.

3C. Supporting All Learners

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

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines: Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders at least three days prior to the lesson's instructional delivery.

Support: Engagement Strategies

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

Support: Instructional Flexibility-*Training for IS on differentiation with Bluebonnet Learning on November 13th*

Guidelines: Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of materials for instructional flexibility.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

At Granbury ISD, district and school leaders use FOI Learning Walk tools to conduct math instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional specialists use the Bluebonnet Learning observation tool to engage in data collection, observation and feedback to support continuous growth and development of teaching and educational educational practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.

Next Steps:

• District leaders, school leaders, and instructional coaches will receive training on FOI Learning Walks Tools and protocols used with Bluebonnet Learning.

• District leaders, school leaders, and instructional specialists will engage in practice opportunities with the observation instruments with the curriculum department and ESC support staff and coaches.

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

Decision/Expectations:

District Leader Roles and Responsibilities

• Have a high-level understanding of the observation tools that coaches and school leaders will use to provide feedback to teachers.

• Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation as trained.

• Support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles and Responsibilities

• Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.

• Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.

• Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.

• Use FOI Learning Walk Tools to supplement data on evidence of internalization in instruction across classrooms and analyze this data with coaches to identify schoolwide trends.

Next Steps:

• District leaders, school leaders, and instructional specialists will receive training specific to the observation and feedback practices used with Bluebonnet Learning.

• The Superintendent, District Curriculum Directors, and principals will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared during administration planning.

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

Decision/Expectations:

• Leverage the use of training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.

• Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.

• Leverage the Strong Foundations Implementation Action Step Guides to provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.

• Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.

• Collect and report

Next Steps: District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning.

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

Decision/Expectations:

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

Next Steps:

• The math curriculum coordinators will ensure access to all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.

•The math curriculum coordinators will present and share the FOI Learning Walk Tool to principals

• Determine coordination regarding the cadence, frequency, and scheduling of observations with ESC Leads following district and school leader training in the Spring/Summer of 2025.

Action: Set the cadence, frequency, and scheduling of observations with ESC Leads following district and school leader training in the Spring of 2025

Decision/Expectations:

• All school leaders and instructional coaches along with curriculum department staff will conduct observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session quarterly.

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

Next Steps: The district and ESC Leads will develop the Bluebonnet Learning observation calendar for the district and each campus with campus principals.

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

Decision/Expectations:

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

Next Steps:

• The curriculum department will update the district observation platform to include the Bluebonnet Learning observation tools.

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

4B. Observation and Feedback Cycles

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

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: District/School leader and instructional coach training and practice

Decision/Expectations:

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

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

Topic: Coaching Model

Decision/Expectations:

Granbury ISD district/school leaders and coaches will provide feedback and ongoing professional learning to teachers implementing Bluebonnet Learning.

Next Steps:

• Training for all stakeholders on the Bluebonnet Learning Tools and feedback model and resources.

Topic: Feedback Cycle Process

Decision/Expectations:

Campus and district leaders will establish frequency and distribution of coaching to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Feedback and action steps will be recorded on a district designed tracker.

Next Steps: Principals and the curriculum coordinators will meet with campus leaders and instructional coaches to design expectations and processes.

Topic: Measuring Impact

Decision/Expectations:

School leaders and instructional coaches will measure impact based on the data entered in the district tracker specific to the progress action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

• Following design of feedback cycle process, Principals will meet with leadership teams to review data and progress monitoring needs of teachers.

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

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

TAKE ACTION: Analyzing Assessment Practices

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

Response:

• The Curriculum Department creates a comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STARR, End of Course, and college readiness related assessments. Consideration for shifting expectations to curriculum based assessments in math will result in a modification of all other current testing requirements.

• Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.

• Areas that will need improvement include the shift to using Bluebonnet Learning assessments across all elementary campuses and removing assessments that do not align with Bluebonnet Learning instructional materials/scope and sequences.

• Keys to success include a vision for assessment developed by the district. This vision will need to be refined to reflect Bluebonnet Learning design principles and expectations regarding the use of curriculum-embedded assessments and the consideration of removal of current assessments that are not providing useful data on student progress at all grade levels and contents.

5B. Structures for Assessment Practices

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

TAKE ACTION: Structures for Assessment Practices

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

Response:

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

• Communicate expectations regarding use of Bluebonnet Learning assessments.

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

Response:

• Facilitated student work analysis sessions will begin no later than February. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning Product Academy training and sessions with ESC support staff and coaches.

• Data analysis practices will shift to incorporate the new practice of using the student work analysis protocol alongside the district's traditional data analysis procedures

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

Response:

• District leadership will develop guidelines and samples for communicating expectations for the prioritization of Bluebonnet Learning embedded assessments, which assessments will no longer be administered, and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.

• The Curriculum department will update the district assessment calendars and scope and sequence docume to include Bluebonnet Learning unit assessments.

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

Response:

• All teachers and other instructional staff will receive training and detailed information on expectations for Bluebonnet Learning assessments during Product Academy training.

•Curriculum department will communicate regularly with school principals the expectation for prioritization of Bluebonnet Learning embedded-assessments, maintenance of assessment integrity, and the use of student work analysis.

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Bluebonnet Learning (Open Education Resource) Transition Plan Summary

Granbury Independent School District (ISD) is initiating the implementation of Bluebonnet Learning's instructional materials for Kindergarten through Algebra 1 starting in the 2025-2026 school year, aiming to improve the consistency and effectiveness of mathematics instruction. After a comprehensive review of research-based strategies and Bluebonnet Learning's materials, the district has developed an OER Transition Plan to ensure smooth integration.

Key implementation goals include:

1. Achieving 100% teacher fidelity in using the materials by the end of the first semester,
2. Fostering stakeholder confidence in the materials
3. Ensuring teachers use internalization protocols during collaborative planning
4. Ensuring all students engage with grade-level content.

Progress will be monitored through regular classroom walkthroughs, stakeholder surveys, and data reflection with district/campus leadership and teacher teams to drive continuous improvement.

Processes and procedures for timely access to Bluebonnet Learning's print materials and related manipulatives is critical to classroom success. The process includes ordering and procuring instructional materials and manipulatives by grade level and campus, with tasks assigned to Math Coordinators, Curriculum Digital Systems Specialists, and Curriculum Directors from February to April 2025. Once materials are delivered, a district and campus inventory and distribution system will be set up from April to July 2025, to ensure materials are properly barcoded, delivered, and distributed to campuses and teachers. Communication about the ordering and distribution process will be ongoing through campus instructional specialists including additional support for digital access for Bluebonnet Learning materials. Master schedules and instructional calendars are aligned to ensure that the required instructional minutes for Bluebonnet Learning's math program are met, with designated time for teacher planning and lesson preparation included in the normal workday. Math class periods will adhere to the following daily minimum time allocations:

- 75 minutes for grades K-2
- 90 minutes for grades 3-5
- 45 minutes for grades 6 through Algebra 1.

Additionally, campuses will ensure common planning periods for collaborative planning and preparation with instructional coaches and school leaders. Clear expectations for the use of Bluebonnet Learning materials, internalization protocols, student work analysis, and assessments will be communicated and monitored through regular training, walkthroughs, and Fidelity of Implementation (FOI) protocols. These expectations will be emphasized during onboarding and ongoing professional development throughout the 2025-2026 school year.

Granbury ISD's professional learning plan for teachers, instructional coaches, and school leaders includes a comprehensive range of training sessions to support the implementation of Bluebonnet Learning materials. This includes product onboarding and orientation, as well as ongoing job-embedded, curriculum-based development. Key training experiences include research-based instructional strategies (RBIS) training, expectations for material use and change management, and specific Bluebonnet Learning Product Academies for teachers.

Additionally, ongoing professional learning will focus on understanding the design principles of Bluebonnet Learning materials, internalization protocols for lesson planning, student work analysis, and individual coaching sessions. These experiences are scheduled throughout the summer and school year, with support from ESC

XI Leads/Coaches, instructional specialists, and district leadership to ensure alignment and successful implementation of the program.

Granbury ISD's communication plan for implementing Bluebonnet Learning focuses on supporting adaptive change management and ensuring stakeholders understand and commit to the program's goals. The key messages emphasize the importance of providing grade-level materials aligned with TEKS to improve student outcomes, with high expectations for student performance and teacher support for individual learners. Communication efforts will include clear guidance on implementation expectations, regular progress reports, and feedback collection, with ongoing updates provided through summer training sessions, back-to-school events, and quarterly meetings throughout the school year. These efforts aim to ensure successful and collaborative implementation of the new instructional materials.

In order to ensure consistent internalization and work analysis practices for effective use of Bluebonnet Learning instructional materials, the district/campuses have established time-protected teacher planning, with a focus on the Bluebonnet Learning protocols. Training for instructional coaches and school leaders on the FOI Learning Walks Toosl and the development of detailed agendas are key next steps. Internalization, which involves deep preparation of units and lessons prior to instruction, will be supported through collaborative planning time, with specific roles assigned to principals, instructional coaches, and teachers.

A structured system for observation and feedback to support teachers in the implementation of Bluebonnet Learning is built into the Professional Learning Plan. District leaders, school leaders, and instructional coaches will use the Bluebonnet Learning and FOI Learning Walk tools to monitor the fidelity of instruction and provide ongoing feedback. The process will include setting expectations for observation schedules, roles, and responsibilities, as well as establishing a documentation system for observations and supported by district/campus leaders and our partners at the Region 11-Educational Service Center. All stakeholders will receive feedback at least quarterly, with follow-up observations to assess the implementation of actionable steps through data collection and analysis of the Fidelity of implementation (FOI) Learning Walks Tools.

Granbury ISD has a comprehensive assessment calendar tracking universal screeners and other assessments, with regular data reviews to inform instructional decisions. However, adjustments are needed to refine its vision for math assessment to align with Bluebonnet Learning's design principles, update assessment calendars to prioritize curriculum-embedded assessments, and communicate expectations regarding assessment use.

GRANBURY INDEPENDENT SCHOOL DISTRICT
INTEROFFICE MEMO
FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24, 2025
For: Approval

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: March 7, 2025
RE: Purchase of Fire Panels for Oak Woods

SUMMARY:

This purchase is proposed for fire panels through BuyBoard, a cooperative purchasing program. The amount is $115,719.66. Multiple quotes were obtained, and this was the best value for the district.

Board Policy CH(LOCAL) requires board approval on purchases of $50,000 or more. The policy states "The Board delegates to the Superintendent or designee the authority to make budgeted purchases for goods or services. However, any single, budgeted purchase of goods or services that costs $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place, except as otherwise provided in policy."

RECOMMENDATION:

It is recommended that the Board approve the purchase of fire panels from FireTrol Proection Systems through the BuyBoard contract for a total of $115,719.66.



Emmett Whitefield
Chief Financial Officer

Staff Person Responsible: Houcine Chraibi
Bradee Drake

Date Submitted: March 7, 2025

MX Holdings US,
Inc.

GISD-Oakwood Elementary

Proposal for the Fire Alarm System Replacement and Voice Evacuation Upgrade

FIRETROL
Protection Systems

One Source Fire and Security Solutions

FIRETROL
Protection Systems

2320 Gravel Dr.
Fort Worth, TX 76118
817-740-1801

February 20, 2025

To: Granbury Independent School District

Re: GISD – Oakwood Elementary– Fire Alarm Voice Evacuation System Upgrade Proposal

Firetrol Protection Systems is pleased to offer the following proposal for your review and acceptance.

Scope of Work:
Provided, design and installation of a code minimum new non-proprietary fire alarm panel, according to local AHJ adopted codes, amendments to the 2021 IFC and Silent Knight specs according to provided documents. This proposal includes CAD design, permit, city fire marshal inspection, programming, labor and material for a complete fire alarm system. Provide and perform installation of Silent Knight 6820LX-EVS Series addressable fire alarm system with required smoke detectors, manual pull station, and notification devices (speaker and strobes) throughout the building as required by code.
Firetrol will install all requested devices per specified AHJ specs and requirements.

This proposal was prepared in accordance with the following documents.
- Specification – As stated by Fire Marshal having jurisdiction

The following are Inclusions to the Fire Alarm System:
- Design and plans shall be performed by a Texas State APS Licensed individual utilizing CAD drawings.
- All work to be performed and tested under (1) city permit per building.
- All work to be performed during normal business hours.
- Provide and install new fire control panel with all initiating, notification, and control devices, as required.
- ~~Provide installation of required monitoring devices for fire sprinkler systems, including water flow, and tamper– as required. Added sprinkler modules for sprinkler riser. (flow and tamper devices by sprinkler contractor)~~
- Provide notification, horn strobes, and strobes throughout the entire facility and external as required.
- Final acceptance test with AHJ.
- Smoke Detection as specified by AHJ.
- Voice Evacuation System and devices specified by AHJ.
- Pull stations at all exits according to AHJ.
- As-built and closed out documentation.

Exclusions and Coordination Items:
- CAD files are to be provided by others. (.DWG)
- Furnishing and Installing Water flow, Tamper Devices, and any signage for sprinkler system to be performed by others.
- Providing or installing 120VAC-dedicated power to panels, electrical to provide.
- AHU shutdown cabling and terminations. (Mechanical Contractor to provide)
- Sheet rock repair, painting, patchwork, cover plates or ceiling tiles not included, to be performed by others.
- Provision and installation of smoke control system.
- Any Work required of Firetrol that is above and beyond the scope of work addressed in this proposal.
- Overtime, acceleration, weekend or shift differential labor is not included.
- Elevator Testing or Coordination with Elevator contractor.
- Excludes knox box installation and monitoring.
- Excludes Fire Alarm monitoring.
- Elevator final connections with controller.
- Underground piping and trench work to remote buildings if present.
- Excludes BDA and Emergency Response.
- Excludes sprinkler switches and valves.
- Excludes Fire Smoke Dampers-Not listed on Drawings.
- Excludes providing and installing telephone lines.

Firetrol is a Proud Partner with:
NOTIFIER by Honeywell

FIRETROL
Protection Systems

2320 Gravel Dr.
Fort Worth, TX 76118
817-740-1801

Exclusions and Coordination Items (continued)

- BIM 360 coordination and modeling.
- Any provision of or the installation of any security, HVAC or fire door equipment.
- The provision of or the installation of components including, but not limited to EPO devices, sound systems, security doors, magnetic locked doors or stairwell pressurization devices.
- The provision or connection to any phone line(s), internet or intranet systems or services.
- All, fire putty pads, sleeving, concrete, coring, wall penetrations, ceiling work, fire caulking, sanding or sealing of a room. These items shall be the responsibility of the general contractor.
- The provision of or the installation or monitoring of any required Knox-box.
- Payment and Performance Bonds. (provided upon request)
- Excludes Sprinkler/Riser Tools
- Taxes
- In consideration of current market pricing volatility on raw material and other construction related products due to potential US tariffs and the project duration, we have included current material pricing and request that commercial terms include allowance for pricing adjustments based on the Bureau of
- Labor and Statistics (BLS) Producer Price Index (PPI) and/or actual tariff costs based on the country of origin for any material included in this quote. The inclusion of mutually agreeable application of the BLS PPI and/or tariff costs allows for equitable pricing updates to an agreement based on current competitive market conditions.

Voice Evacuation Fire Alarm System Installation: $115,719.66

Let us know if you have any questions or concerns.

Thank you,

Caitlyn DoByns-Account Manager
Firetrol Protection Systems – Ft Worth
cdobyns@firetrol.net
817.879.2218

FIRETROL IS A PROUD PARTNER WITH:
NOTIFIER by Honeywell

FIRETROL
Protection Systems

2320 Gravel Dr.
Fort Worth, TX 76118
817-740-1801

CONFIDENTIALITY STATEMENT

This proposal contains information that is confidential pertaining to Firetrol Protection Systems and Contractor/Owner. It shall neither be duplicated nor disclosed to any person or persons outside of the respective companies without prior written consent and such information shall be permitted to become known only to such employees of the bidder and the purchaser as shall be deemed necessary to make an evaluation of the proposal and any agreement which may result therefrom.

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NOTIFIER® by Honeywell

GRANBURY ISD

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**March 24, 2025**
Action:	**Information**

TO: Board of Trustees
From: Tammy Clark
Date: March 24, 2025
RE: Academic Update: Overview of Administrative Progress Monitoring

SUMMARY:

The three big areas of focus district-wide are Instruction, Safety and Security, and Attendance. Focusing on instruction, for the Academic update this month we will discuss the process for district and campus administrative staff to monitor academic progress. As an example, we will utilize one of our middle of year data points.
This informational report will present a snapshot of the district level view and the purpose behind looking at the data at the central administrative level. Then we will see two different snapshots of campus level views in order to discuss what campus administration gleans from those views to progress monitor and drive instruction for their campus.
The purpose of this update is to give a very brief overview of our academic progress monitoring processes from the administrative lens.

Respectfully submitted,

Tammy Clark
Assistant Superintendent

ACADEMIC UPDATE

TAMMY CLARK | ASSISTANT SUPERINTENDENT

ACADEMIC UPDATE: A SNAPSHOT OF ADMINISTRATIVE PROGRESS MONITORING

Purpose:

To give overview of some of our Academic progress monitoring processes

Reasoning:

*ESF 1.3: Focused plan development and regular monitoring of implementation and outcomes

*ESF 5.3: Data-driven instruction

*ESF 5.4: MTSS (multi-tiered system of supports) for students with learning gaps

MIDDLE OF YEAR ASSESSMENT: EX MAP MATH- DISTRICT LEVEL VIEW

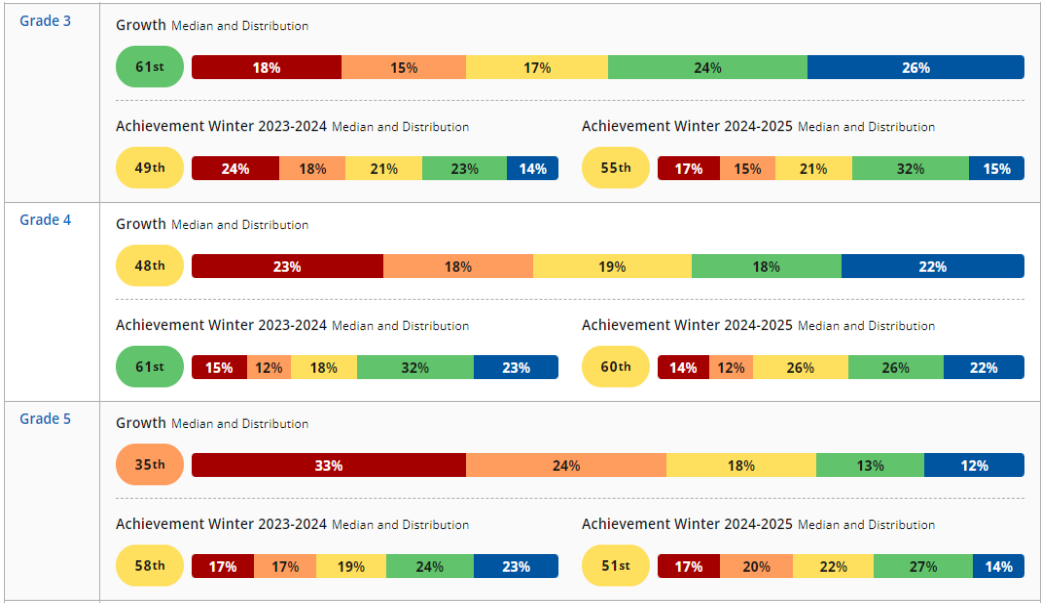
Elementary:

+ Growth grade 3 with 60% of students at above average growth
+ Achievement gains grade 3
+Cohort 3 to 4th: 37% green/blue to 48 green/blue
− Growth of grade 5
− stagnant in achievement 4/5

Purpose:

Gain understanding of Achievement/Growth across GISD

Gain data insights to support program and resource decisions



MIDDLE OF YEAR ASSESSMENT: EX MAP MATH- SCHOOL LEVEL VIEW 1

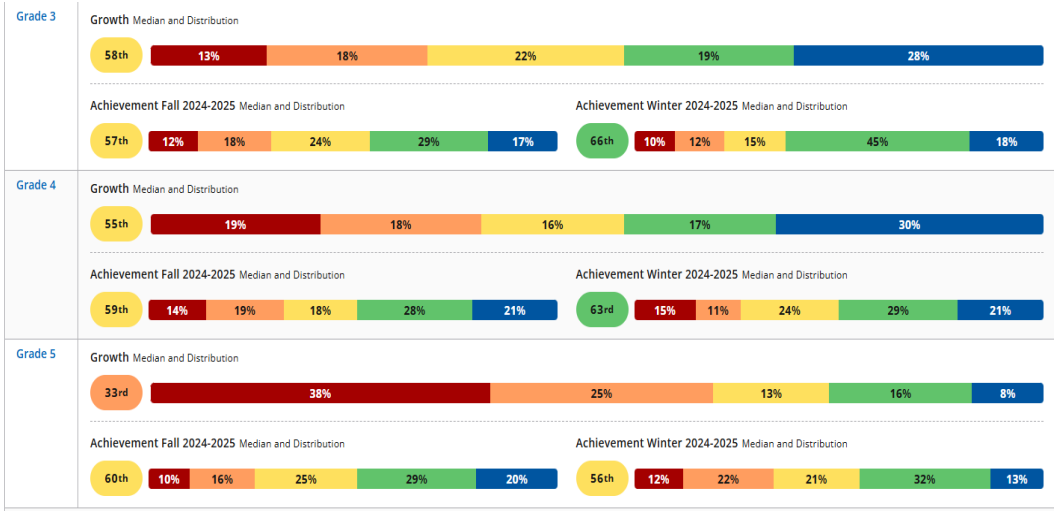
Elementary:

+ Achievement gains grades 3 and 4 (lower red/orange)
+ All grades performing above 50th percentile of nation-wide normed test achievement
+ Mastery grade 4! Blue and green at 47%!
− Growth of grade 5
− stagnant in achievement 5

Purpose:

Interactive school data visualization
Gain data insights as instructional leadership team (principal, aps, instructional coaches) for grade level support through plc
Gain information to identify areas of opportunity or strength
Insights for school-wide focused and intentional decision-making efforts

Data from one elementary school grades 3-5 math



MIDDLE OF YEAR ASSESSMENT: EX MAP MATH- SCHOOL LEVEL VIEW 2

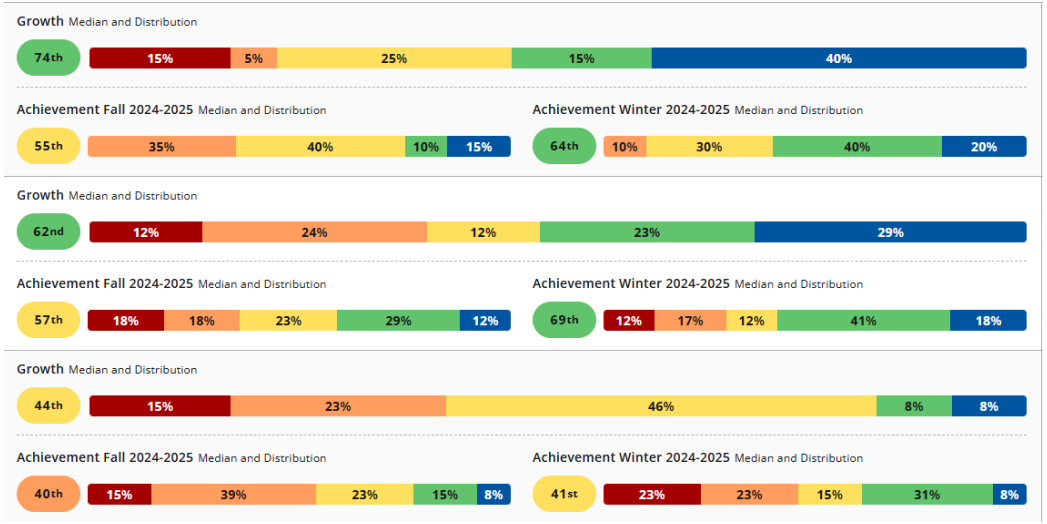
Elementary:

+ Teacher 1 showing phenomenal growth
+ All 3 teachers improved achievement for their students over last year
+ No students red achievement for teacher 1
− Growth of grade 5
− Low mastery/above grade level grade 5 (green and blue)

Purpose:

Interactive grade-level data visualizations
Enables school leaders to identify team level areas of opportunity or strengths
Quickly identify students for interventions and grade level plans to fill gaps
Monitor class progress to know when certain classes need more support- intervention/coaching

3 different grade 3 classrooms



ACADEMIC UPDATE: A SNAPSHOT OF ADMINISTRATIVE PROGRESS MONITORING

Purpose:

To give a very brief overview of some of our academic progress monitoring processes from administrative lens:

DCSI-Curriculum Team-Campus Instructional Leadership

Questions?

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: March 7, 2025
RE: February 28, 2025 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended February 28, 2025 for the general operating fund.

The statement includes only those transactions that occurred between the period of September 1, 2024, and February 28, 2025. Revenue collected to date equals 84.26% of the budgeted amount compared to 79.85% in 2023-24. Expenditures to date represent 49.33% of the budget compared to 47.78% in 2023-24.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield
Chief Financial Officer

Staff Persons Responsible: Emmett Whitefield
Kathy Butler

Date Submitted: March 7, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED FEBRUARY 28, 2025

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES						
5700	LOCAL					
	PROPERTY TAXES	73,506,730	67,457,025	6,049,705	91.77%	83.29%
	INVESTMENT INCOME	2,000,000	893,770	1,106,230	44.69%	49.19%
	OTHER LOCAL INCOME	520,000	476,714	43,286	91.68%	51.53%
5800	STATE					
	STATE FUNDING	16,002,246	10,024,819	5,977,427	62.65%	73.37%
5900	FEDERAL					
	FEDERAL PROJECTS	1,872,965	272,706	1,600,259	14.56%	13.56%
	TOTAL REVENUES	**93,901,941**	**79,125,034**	**14,776,907**	**84.26%**	**79.85%**
EXPENDITURES						
11	INSTRUCTION	55,981,954	26,670,471	29,311,483	47.64%	47.88%
12	INSTRUCTIONAL RESOURCES & MEDIA	812,295	410,988	401,307	50.60%	50.74%
13	CURRICULUM & STAFF DEVELOPMENT	791,454	395,195	396,259	49.93%	51.46%
21	INSTRUCTIONAL LEADERSHIP	1,169,642	508,412	661,230	43.47%	50.87%
23	SCHOOL LEADERSHIP	4,428,860	2,207,085	2,221,775	49.83%	44.81%
31	GUIDANCE/COUNSELING	2,602,030	1,267,971	1,334,059	48.73%	49.68%
32	SOCIAL WORK SERVICES	0	0	0	0.00%	0.00%
33	HEALTH SERVICES	571,762	264,999	306,763	46.35%	44.33%
34	TRANSPORTATION	5,104,174	3,365,176	1,738,998	65.93%	65.39%
35	FOOD SERVICE	0	0	0	0.00%	0.00%
36	CO-CURRICULAR/EXTRACURRICULAR	2,229,788	1,136,691	1,093,097	50.98%	60.00%
41	GENERAL ADMINISTRATION	3,164,897	1,648,467	1,516,430	52.09%	53.13%
51	PLANT MAINTENANCE	9,045,796	5,703,670	3,342,126	63.05%	66.93%
52	SECURITY & MONITORING SERVICES	1,688,178	704,811	983,367	41.75%	38.36%
53	DATA PROCESSING	1,484,346	750,818	733,528	50.58%	51.31%
61	COMMUNITY EDUCATION	52,911	28,537	24,374	53.93%	30.54%
71	DEBT SERVICE	216,123	216,123	0	100.00%	100.00%
81	FACILITIES CONSTRUCTION & ACQUISITION	1,275,165	1,271,975	3,190	99.75%	10.90%
91	CONTR INSTRUCTIONAL SERVICES	3,740,231	0	3,740,231	0.00%	0.00%
93	PAYMENTS TO FISCAL AGENT	0	0	0	0.00%	0.00%
99	OTHER INTER GOV CHARGES	1,750,000	861,482	888,518	49.23%	38.61%
	TOTAL EXPENDITURES	**96,109,606**	**47,412,871**	**48,696,735**	**49.33%**	**47.78%**
		0				
	OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
	EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(2,207,665)**	**31,712,163**	**(33,919,828)**		

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED FEBRUARY 28, 2025

		ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES					
5700	LOCAL SOURCES	76,026,730	68,827,509	7,199,221	90.53%
5800	STATE SOURCES	16,002,246	10,024,819	5,977,427	62.65%
5900	FEDERAL SOURCES	1,872,965	272,706	1,600,259	14.56%
	TOTAL REVENUES	**93,901,941**	**79,125,034**	**14,776,907**	**84.26%**
EXPENDITURES					
6100	PAYROLL COSTS	76,737,949	36,196,332	40,541,617	47.17%
6200	PROFESSIONAL & CONTRACTED SERVICES	11,280,321	5,128,666	6,151,655	45.47%
6300	SUPPLIES/MATERIALS	2,490,291	1,476,095	1,014,196	59.27%
6400	OTHER OPERATING	2,299,055	1,605,533	693,522	69.83%
6500	DEBT SERVICE	216,123	216,123	0	100.00%
6600	CAPITAL OUTLAY	3,085,867	2,790,122	295,745	90.42%
	TOTAL EXPENDITURES	**96,109,606**	**47,412,871**	**48,696,735**	**49.33%**
OTHER SOURCES AND USES					
7900	OTHER RESOURCES	0	0	0	0.00%
8900	OTHER USES	0	0	0	0.00%
	OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(2,207,665)**	**31,712,163**	**(33,919,828)**	

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: March 24, 2025
For: Information

TO: Dr. Courtney Morawski, Superintendent

FROM: Emmett Whitefield
DATE: March 7, 2025
RE: Cash Flow and Investment Report as of February 28, 2025

SUMMARY:

Attached is the Cash Flow and Investment Report for the period ending February 28, 2025.

BUDGET IMPACT: None

Respectfully submitted,



Emmett Whitefield RSTBA
Chief Financial Officer

Staff Person Responsible: Emmett Whitefield

Date Submitted: March 7, 2025

GRANBURY INDEPENDENT SCHOOL DISTRICT

CASH AND INVESTMENT REPORT

FROM FEBRUARY 1, 2025 TO FEBRUARY 28, 2025

FOR BOARD MEETING MARCH 24, 2025

	FIRST FINANCIAL BANK								POOL INVESTMENTS				TCG INVESTMENT ADVISORS MAPP PROGRAM		
	GENERAL FUND	DEBT	CAPITAL PROJ	PAYROLL	A/P	WC FUND	EZDENT	CHILD NUTRITION	LOGIC	LONE STAR	TEXPOOL	TEXAS RANGE	AMERITRADE	LANDING ROCK	TOTAL
BEGINNING BALANCE-FEBRUARY 1, 2025	$ 2,512,916	$ 209,743	$ 26,084	$ 1,950,587	$ 916,429	$ 904,443	$ 110,759	$ 1,976,942	$ 4,577	$ 64,913,237	$ 34	$ 275	$ -	$ 0	$ 73,526,029
LOCAL REVENUE-RENT, CAFÉ MEALS,ATH	$ 1,727,985.87		$ -	$ -				$ 344,918							$ 2,072,904
															$ -
TAX COLLECTIONS	$ -	$ -								$ 19,713,147					$ 19,713,147
															$ -
TEA COLLECTIONS:															$ -
CHILD NUTRITION	$ 275,439							$ 275,439							$ 550,878
FOUNDATION	$ -														$ -
TITLE FUNDS	$ -														$ -
ESSER Funding	$ -														$ -
IDEA-B FUNDS	$ -														$ -
IMA	$ -														$ -
PERKINS	$ -														$ -
READY TO READ LICENSE PLATE	$ 36														$ 36
MCJROTC	$ 8,024														$ 8,024
MAC/SHARS	$ 24,561														$ 24,561
TRANSFERS IN	$ 7,800,000	$ -	$ -	$ 5,146,484	$ 2,251,149	$ 68,280	$ 50,363	$ -	$ -	$ -	$ -			$ -	$ 15,316,276
															$ -
BOND PAYMENT		$ -													$ -
OPERATING EXPENSES	$ (3,711,509)	(825.00)	$ -		$ (2,251,149)	$ (68,280)	$ (50,363)	$ (479,099)	$ -	$ -			$ -	$ -	$ (6,561,225)
PAYROLL	$ (6,125,369)		$ -	$ (5,146,484)				$ (141,259)							$ (11,413,111)
TEA RECAPTURE	$ -				$ -										$ -
TRANSFERS IN SWEEP ACCOUNT	$ 2,171,180			$ 752,376	$ 602,522	$ 32,500	$ 17,514	$ 219,779							
TRANSFERS OUT SWEEP ACCOUNT	$ (682,704)	$ -	$ -	$ (676,872)	$ (708,060)	$ (35,780)	$ (32,849)	$ (194,466)	$ -	$ (7,800,000)	$ -	$ -			$ (10,130,730)
MARKET APPRECIATION / (DEPRECIATION)													$ -	$ -	$ -
MONTHLY DIVIDENDS & INTEREST EARNED AND PAID	$ 10,962	$ 591	$ 74	$ 4,952	$ 2,313	$ 2,524	$ 290	$ 5,512	15.87	$ 259,950	$ -	$ 1	$ -	$ -	$ 287,185
ACCRUED INTEREST PAID															$ -
ENDING BALANCE - FEBRUARY 29, 2025	$ 4,011,523	$ 209,510	$ 26,158	$ 2,031,043	$ 813,204	$ 903,687	$ 95,715	$ 2,007,767	$ 4,593	$ 77,086,334	$ 34	$ 276	$ -	$ 0	$ 87,189,845
INTEREST ACCRUED, NOT PAID AT MONTHS END															$ -
WEIGHTED AVERAGE MATURITY	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	1 Day	44 Days	61 Days	36 Days	1 Days			
CURRENT MONTH AVERAGE MONTHLY INTEREST RATE:	3.671%	3.671%	3.671%	3.671%	3.671%	3.671%	3.671%	3.671%	4.501%	4.516%	4.356%	4.370%			
PRIOR MONTH AVERAGE MONTHLY INTEREST RATE:	3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	3.744%	4.539%	4.594%	4.392%	4.410%			

We, the approved Investment Officers of Granbury ISD, hereby certify that the above Investment Report represents the investment position of the District (as of the end of the month indicated at the top of this investment form) in accordance with the Board approved Investment Funds Policy, the Public Funds Investment Act (Texas Government Code 2256), and Generally Accepted Accounting Principals (GAAP).

Emmett Whitefield
Chief Financial Officer

Kathy Butler

2024-25 INTEREST

ACCRUED (as of 2/29/25)

Sep-24	$ 154,540.82	Mar-25	
Oct-24	$ 138,758.94	Apr-25	
Nov-24	$ 116,395.33	May-25	
Dec-24	$ 128,733.06	Jun-25	
Jan-25	$ 247,596.54	Jul-25	
Feb-25	$ 287,184.84	Aug-25	
		TOTAL	$ 1,073,209.53

FEBRUARY INTEREST ACCRUED	$ -
FEBRUARY INTEREST EARNED & PD	$ 287,184.84
FEBRUARY TOTAL INTEREST	$ 287,184.84