

Agenda of Regular Meeting

The Board of Trustees Westwood Independent School District

A Regular Meeting of the Board of Trustees of Westwood Independent School District will be held April 13, 2026, beginning at 5:30 PM in the Westwood Administration Office.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. **Call to Order and Establish Quorum**
2. **Roll Call**
3. **Action Items**
 - A. Board to consider and approve the agenda
4. **Closed Session**
 - A. Personnel
 - B. Acknowledge Professional Contracts
 - C. Intruder Detection Audit
5. **Invocation**
6. **Pledge of Allegiance/ Texas Pledge**
7. **Board to vote on items discussed in closed session**
8. **Recognition of Students and Staff**
9. **Recognition of Westwood Varsity Basketball Boys and Girls**
10. **Recognition of Powerlifting and Business Professionals of America (BPA) Students**
11. **Public Comments**
12. **Public Hearing- TAPR report for the 2024-2025 school year**

Texas Academic Performance Report (TAPR)

2024-2025

Westwood ISD



Updates for 2024 – 2025

The issuance of **2024 and 2025 A-F ratings were released in August 2025**

2025, 2026, and 2027 Accountability Manuals Can be found online:

[2025 Accountability Manual](#)

[2026 Accountability Manual](#)

[2027 Accountability Manual \(Full Preliminary\)](#)

2024 – 2025 TAPR Content

District/Campus Performance

- STAAR performance
 - *By grade level, subject, student group, and performance level*
- School Progress
 - *Academic Growth and Accelerated Learning*
- Bilingual Education/ESL
 - *STAAR performance*
 - *School Progress by Growth and Accelerated Learning*
- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
 - *4-year longitudinal*
 - *5-year extended longitudinal*
 - *6-year extended longitudinal*
 - *4-year Federal*
 - *RHSP, DAP, FHSP Graduates*

2024 – 2025 TAPR Content

District/Campus Performance

- College, Career, and Military Ready
 - *College-Ready Graduates*
 - *Career/Military Ready Graduates*
- CCMR Readiness Indicators
 - *TSIA Results*
 - *Completed and Received Credit for College Prep Courses*
 - *AP/IB Results*
 - *SAT/ACT Results*
 - *Advance Dual-Credit Course Completion*
 - *Graduates enrolled in Texas Institution of Higher Education*
 - *Graduates in TX-IHE Completing One Year Without Enrollment in a Developmental Education Course*

2024 – 2025 TAPR Content

District/Campus Performance

- Student Information
 - *Enrollment*
 - *Ethnic distribution*
 - *Economically Disadvantaged*
 - *English Learners*
 - *Students with Disciplinary Placements (2017-2018)*
 - *At-Risk*
 - *Students with Disabilities by Type of Primary Disability*
 - *504 Students*
 - *Students with Dyslexia*
 - *Retention Rates*
 - *Class Size Information*

2024 – 2025 TAPR Content

District/Campus Performance

- Staff Information
 - *Total Staff*
 - *Professional Staff*
 - *Educational Aides*
 - *Auxiliary Staff*
 - *Teachers by Ethnicity and Sex*
 - *Teachers by Highest Degree Held*
 - *Teachers by Years of Experience*
 - *Number of Students per Teacher*
 - *Experience of Campus Leadership*
 - *Average Years Experience of Teachers*
 - *Average Teacher Salary*
 - *Turnover Rate for Teachers*
 - *Shared Service Arrangement Staff*
 - *Contracted Instructional Staff*

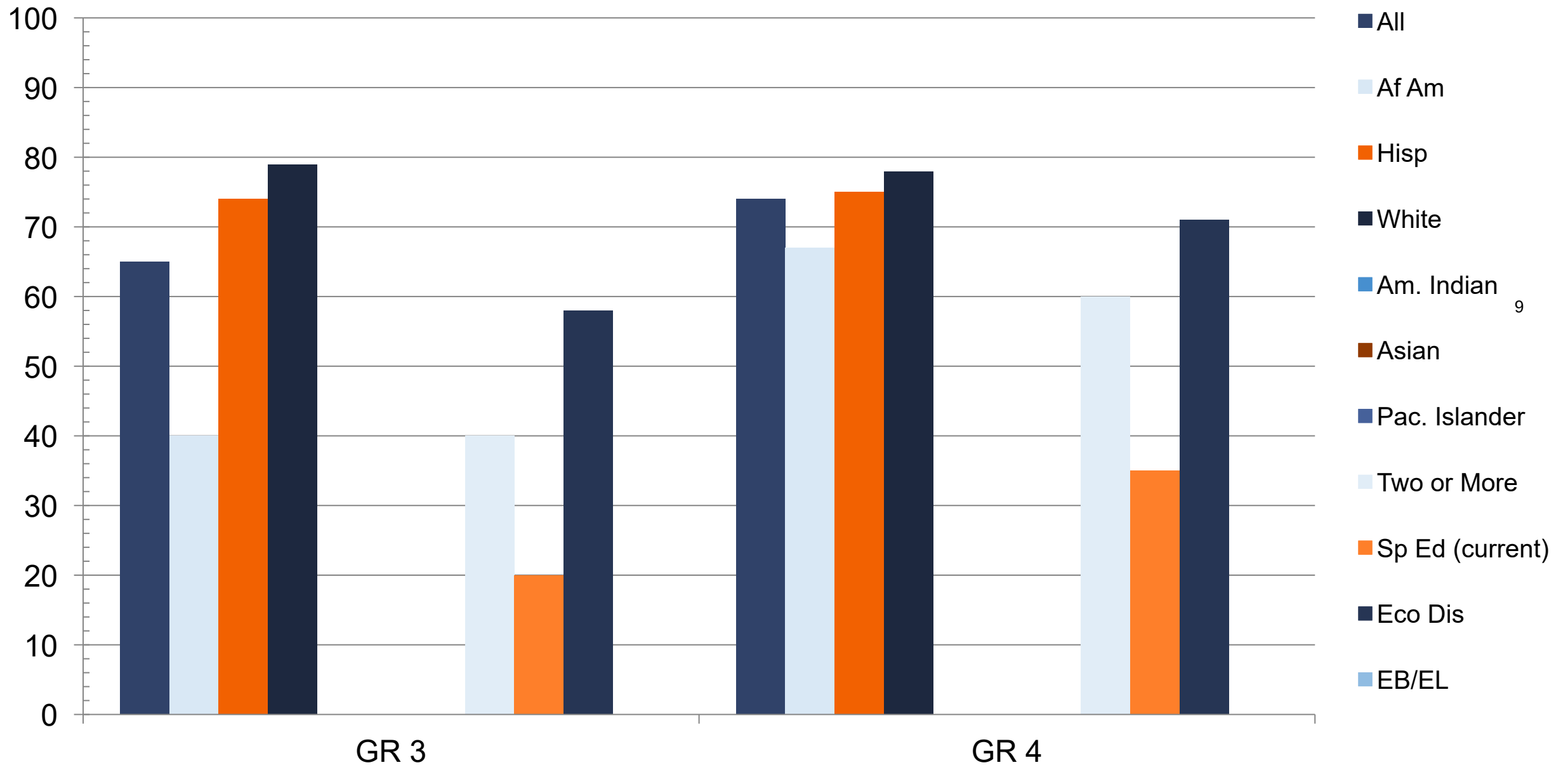
2024 – 2025 TAPR Content

District/Campus Performance

- Programs
 - *Student Enrollment by Program*
 - *Bilingual/ESL*
 - *Career & Technical*
 - *Gifted and Talented*
 - *Special Education*
 - *Teachers by Program*
 - *Bilingual/ESL*
 - *Career & Technical*
 - *Compensatory*
 - *Gifted and Talented*
 - *Regular Education*
 - *Special Education*
- Budget
 - *Link to PEIMS Financial Standard Reports*

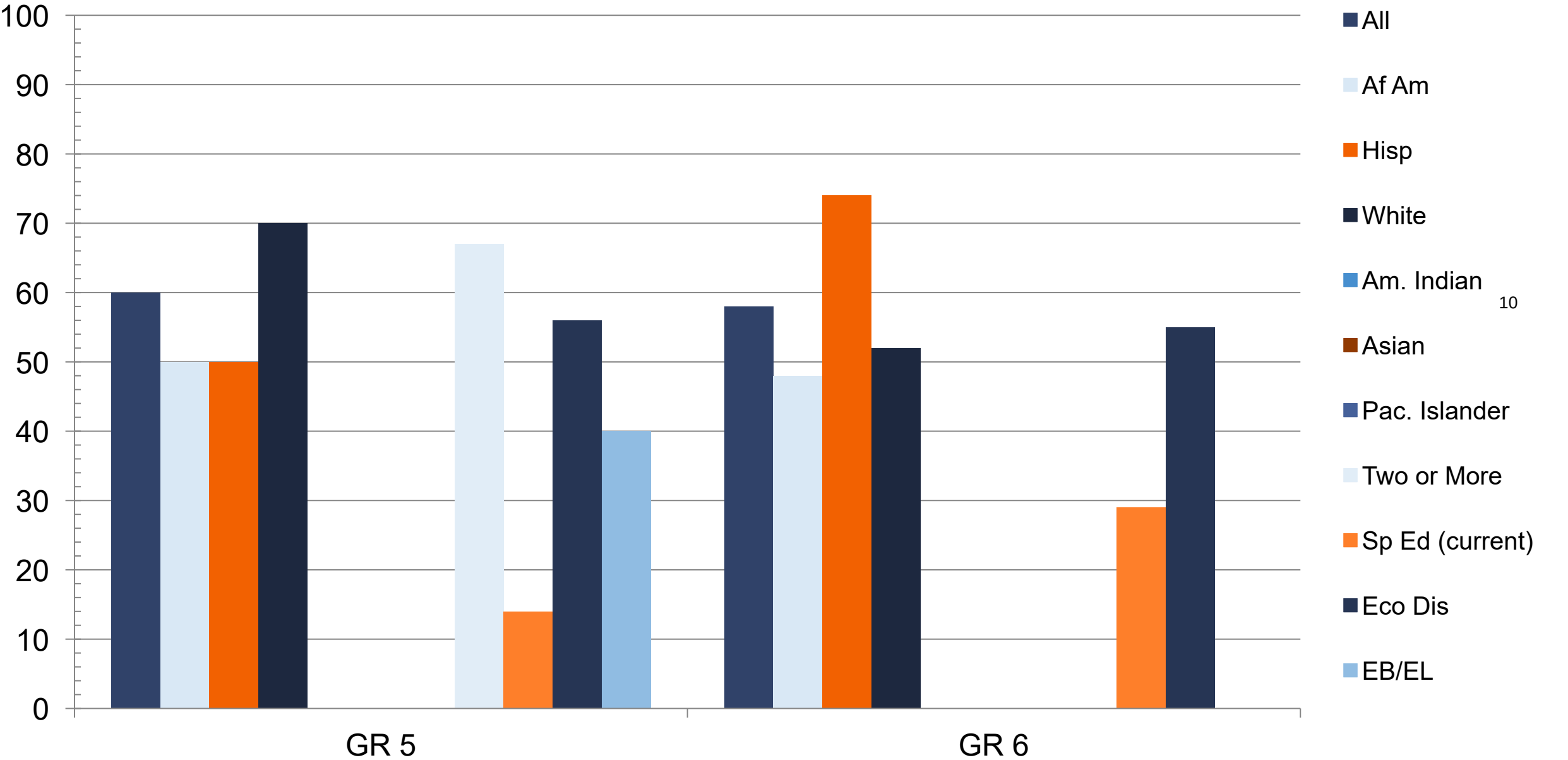
2025 STAAR 3-8 Reading Performance

Percent at Approaches Grade Level or Above



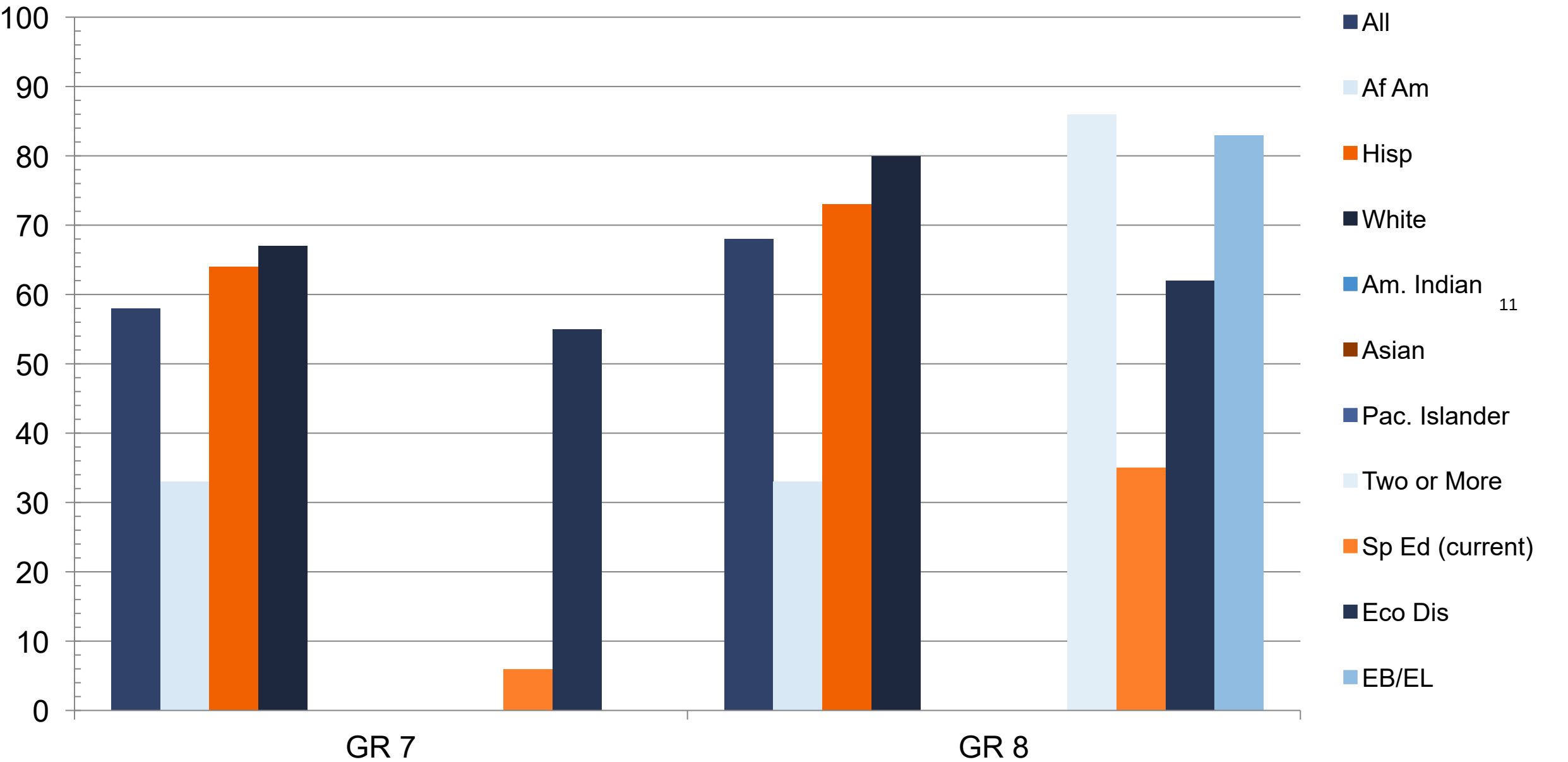
2025 STAAR 3-8 Reading Performance

Percent at Approaches Grade Level or Above



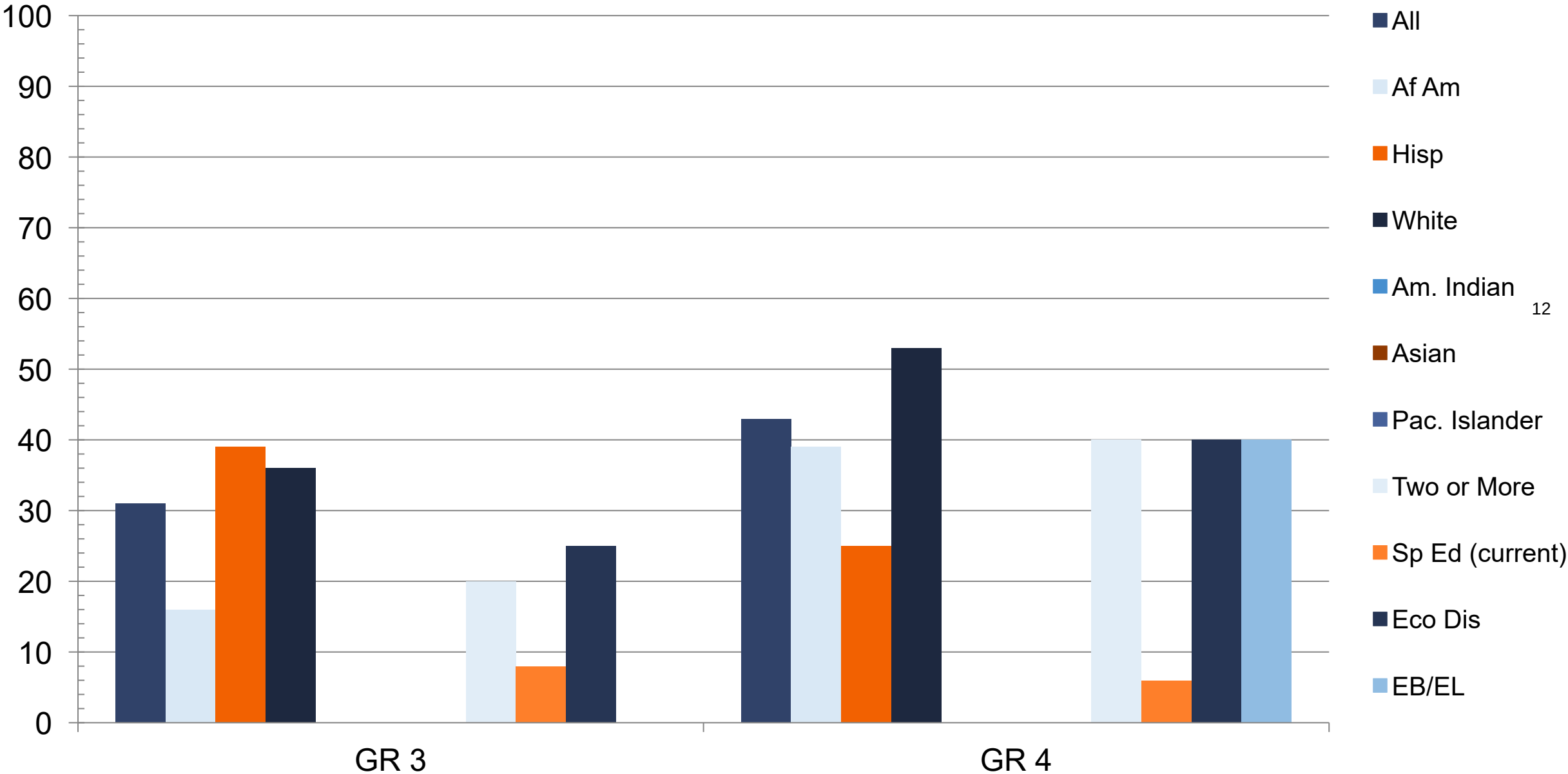
2025 STAAR 3-8 Reading Performance

Percent at Approaches Grade Level or Above



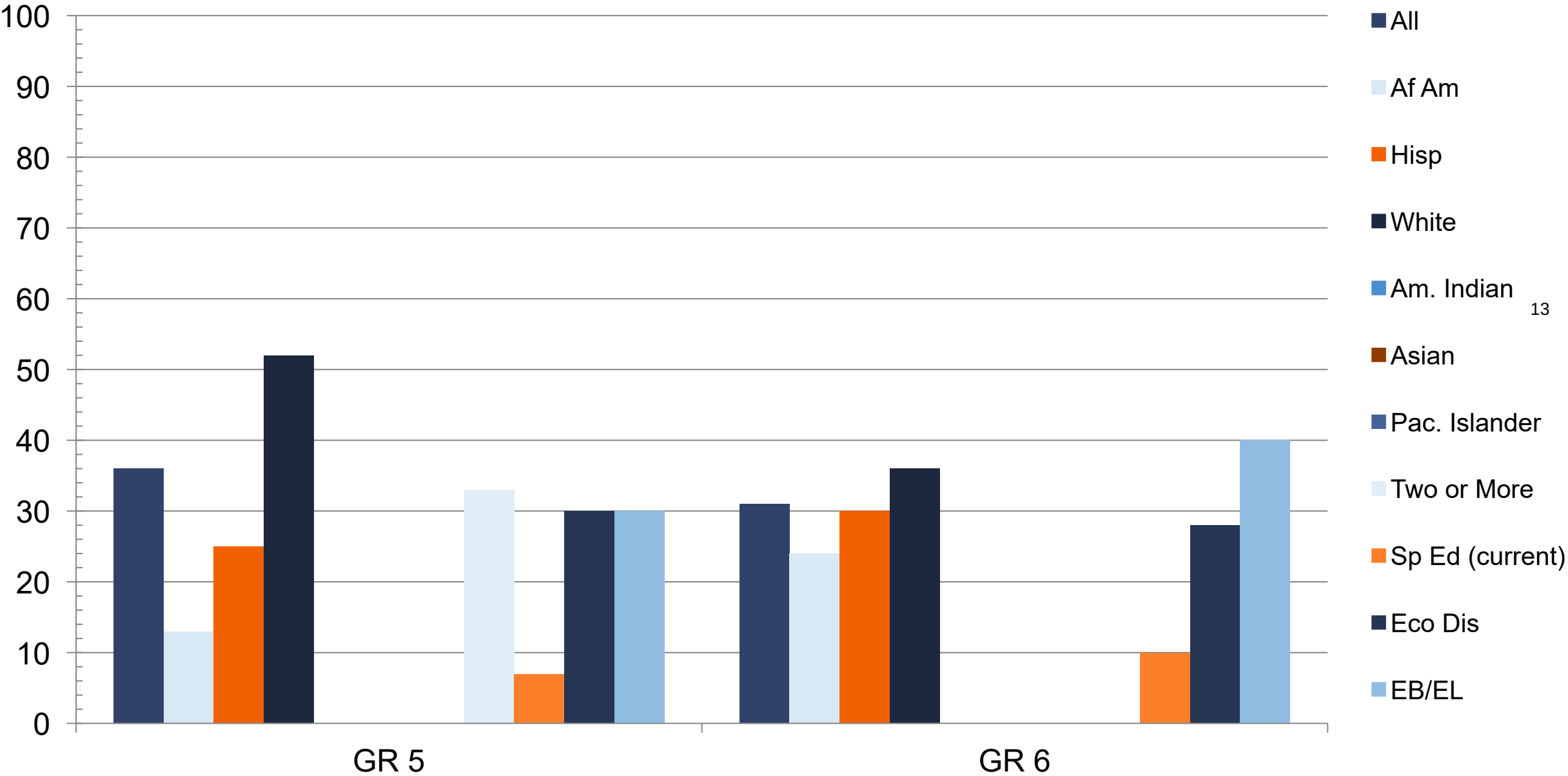
2024 STAAR 3-8 Reading Performance

Percent at Meets Grade Level or Above



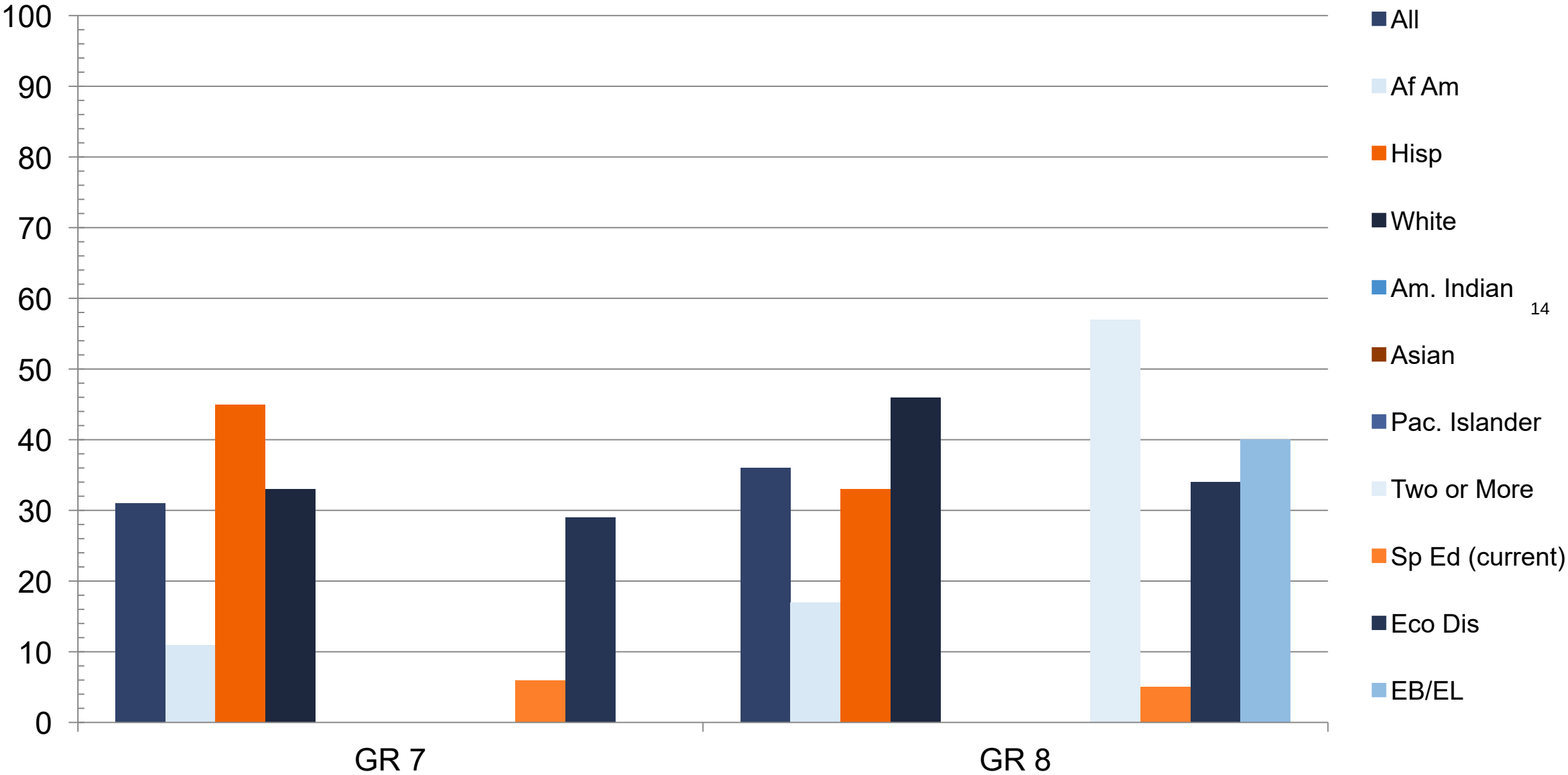
2024 STAAR 3-8 Reading Performance

Percent at Meets Grade Level or Above

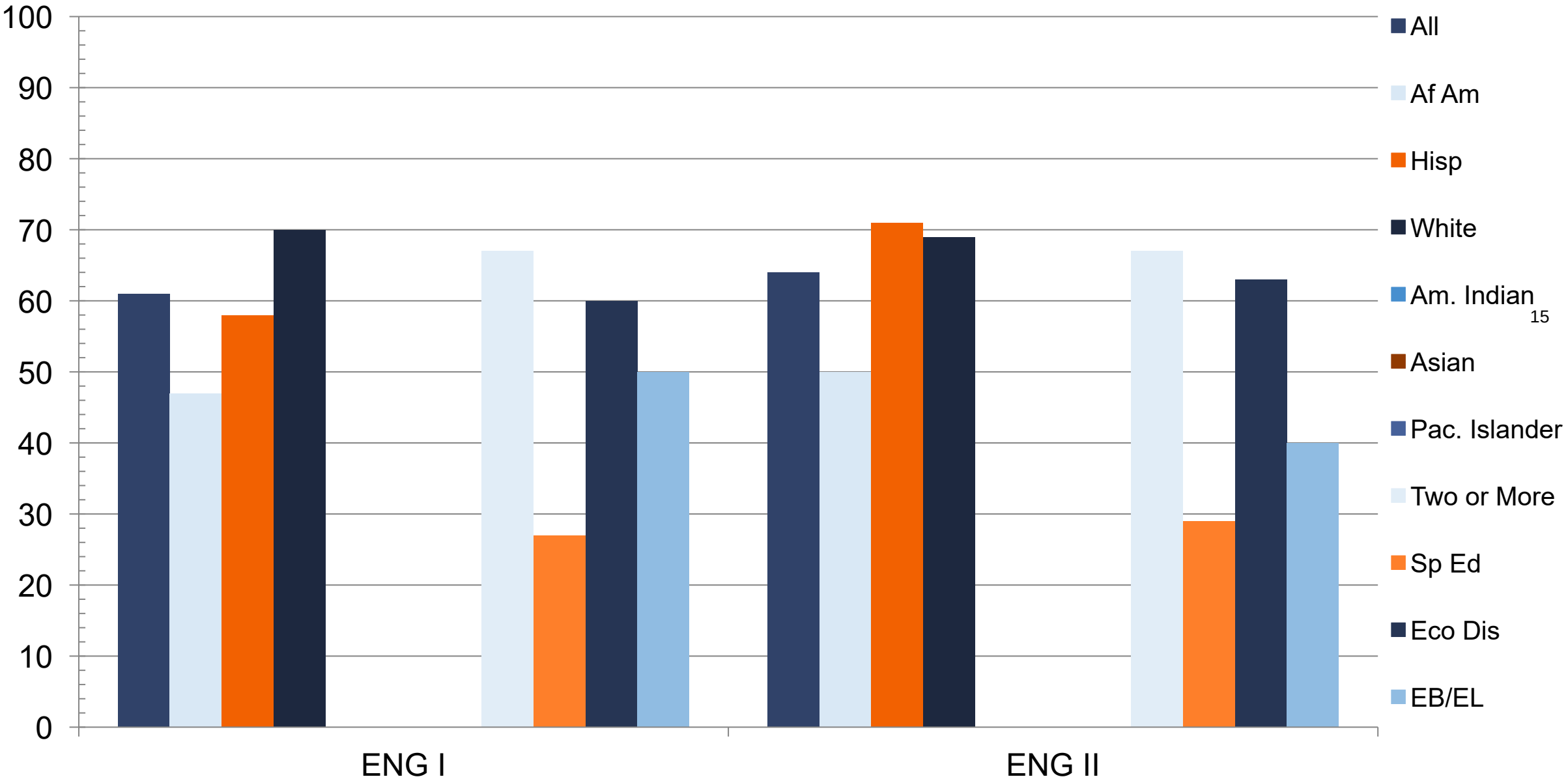


2024 STAAR 3-8 Reading Performance

Percent at Meets Grade Level or Above

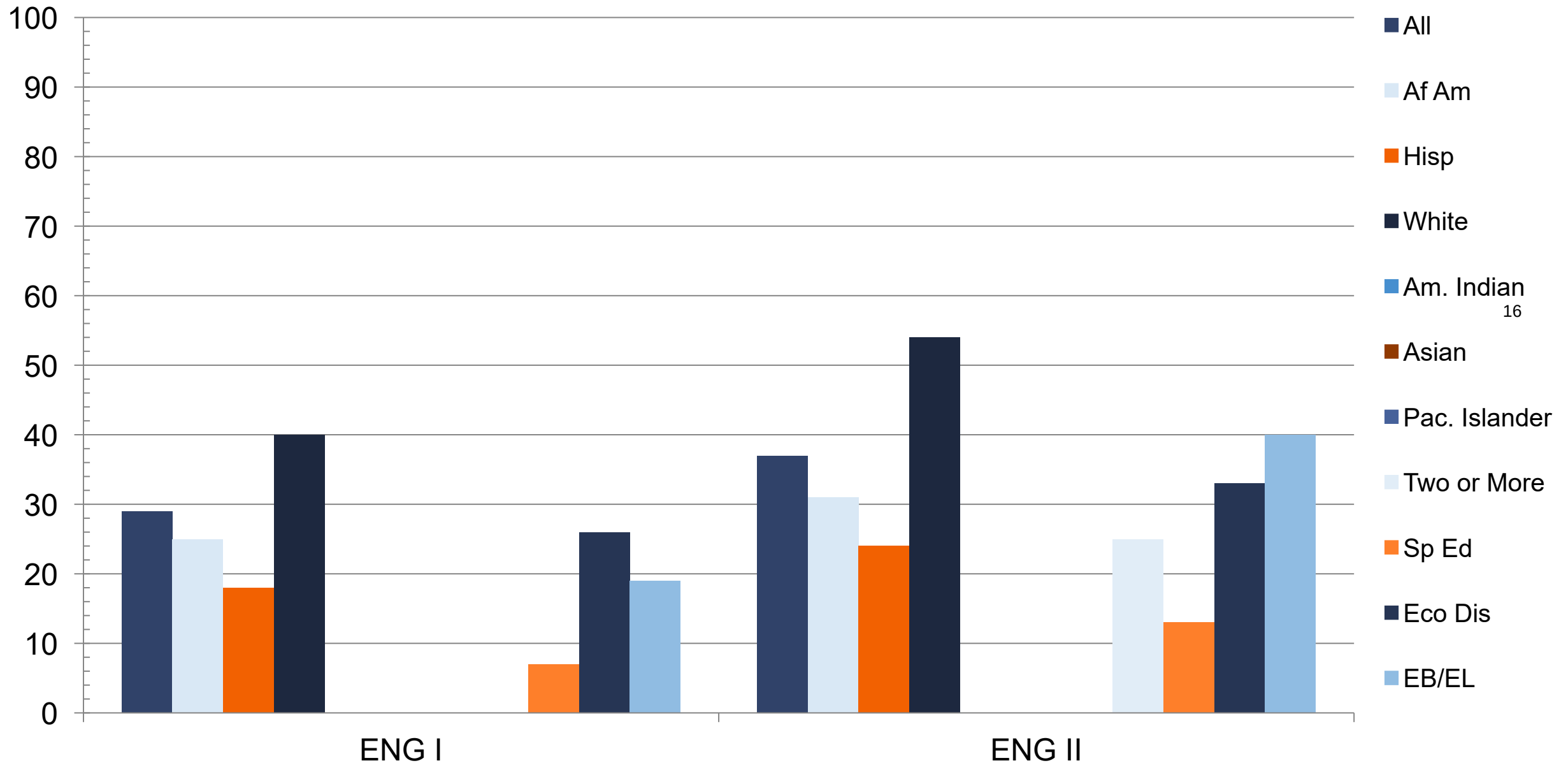


2025 STAAR End-of-Course: English Language Arts
Percent at Approaches Grade Level or Above



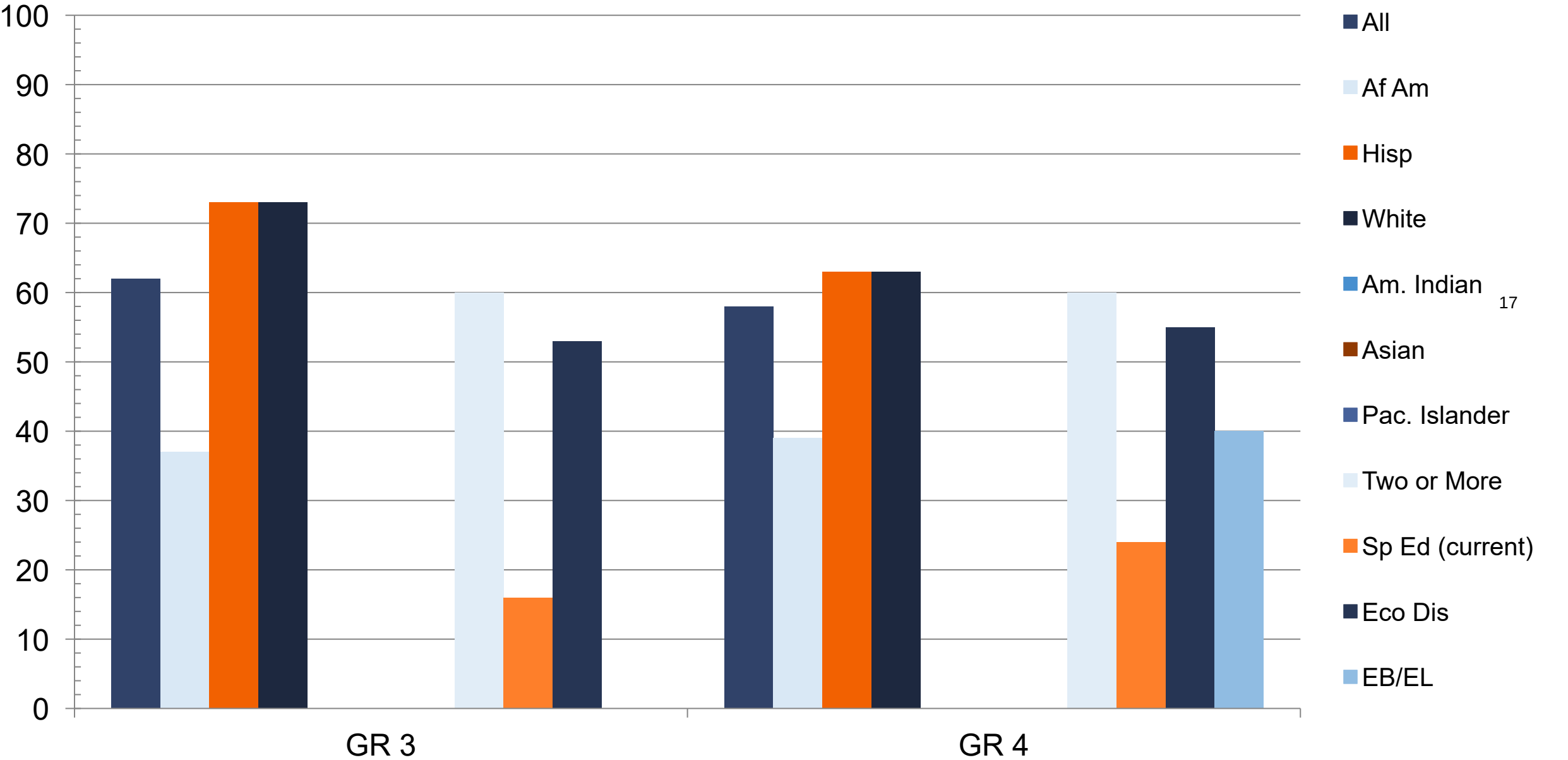
2025 STAAR End-of-Course: English Language Arts

Percent at Meets Grade Level or Above



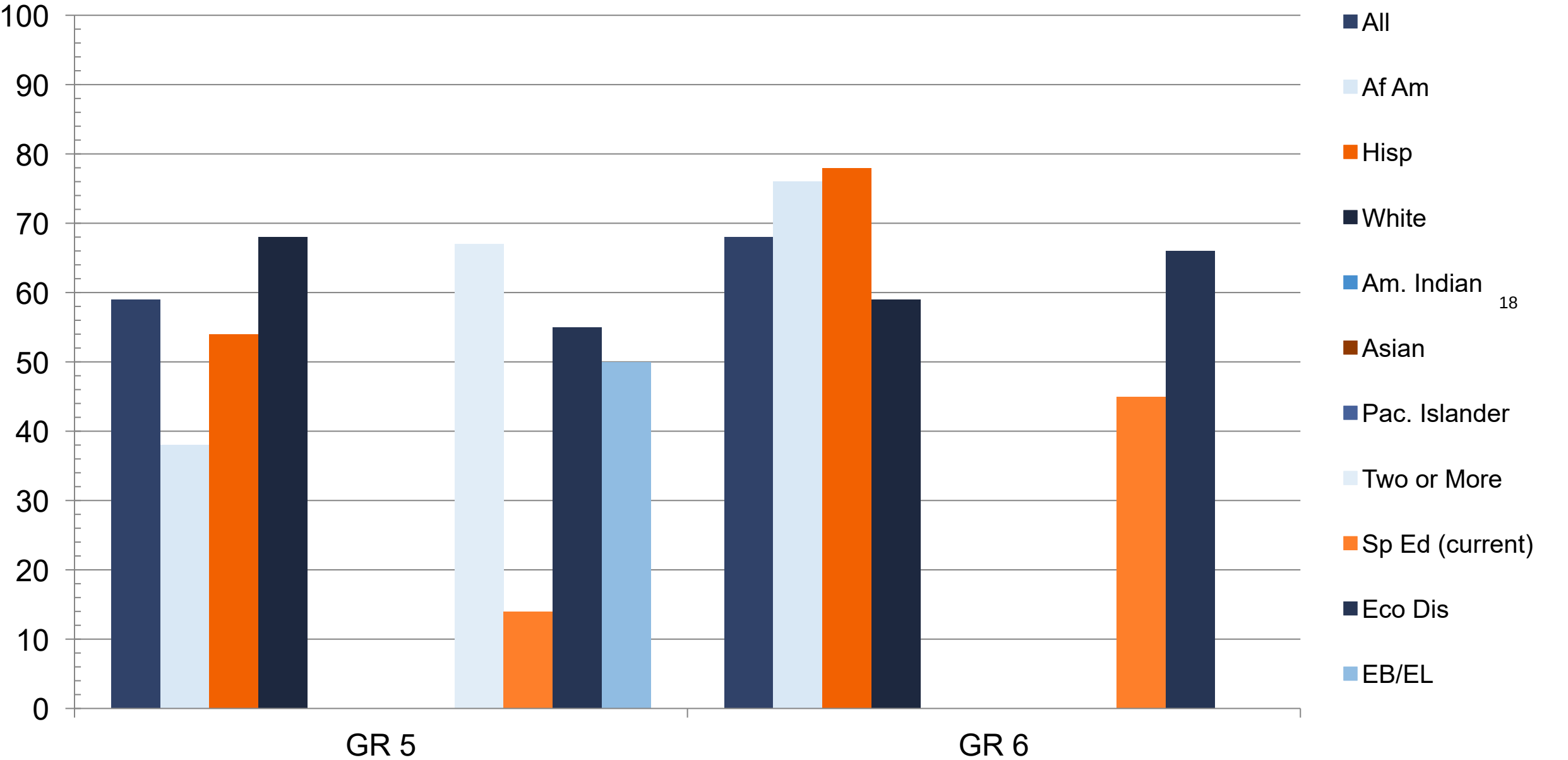
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



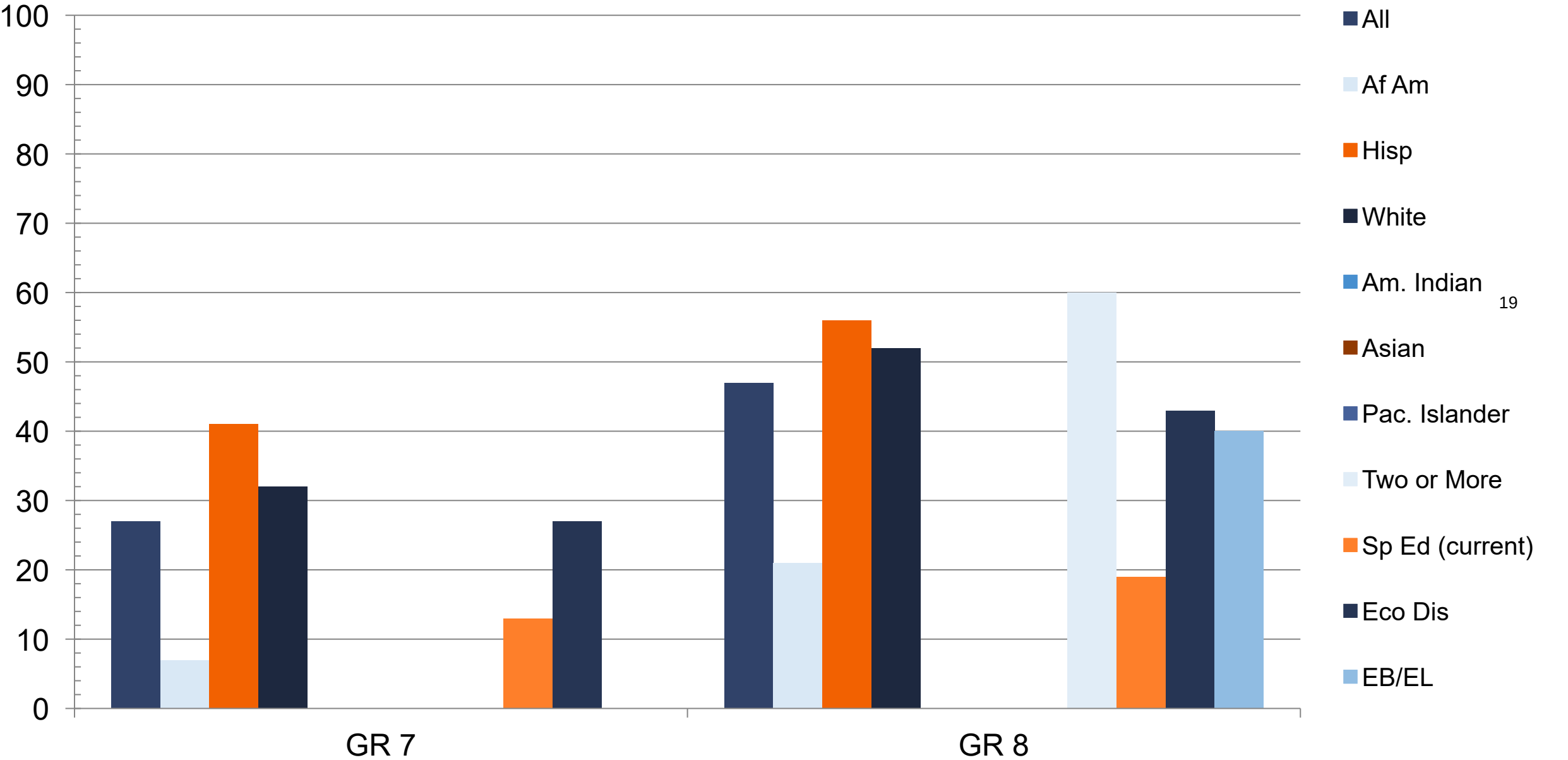
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



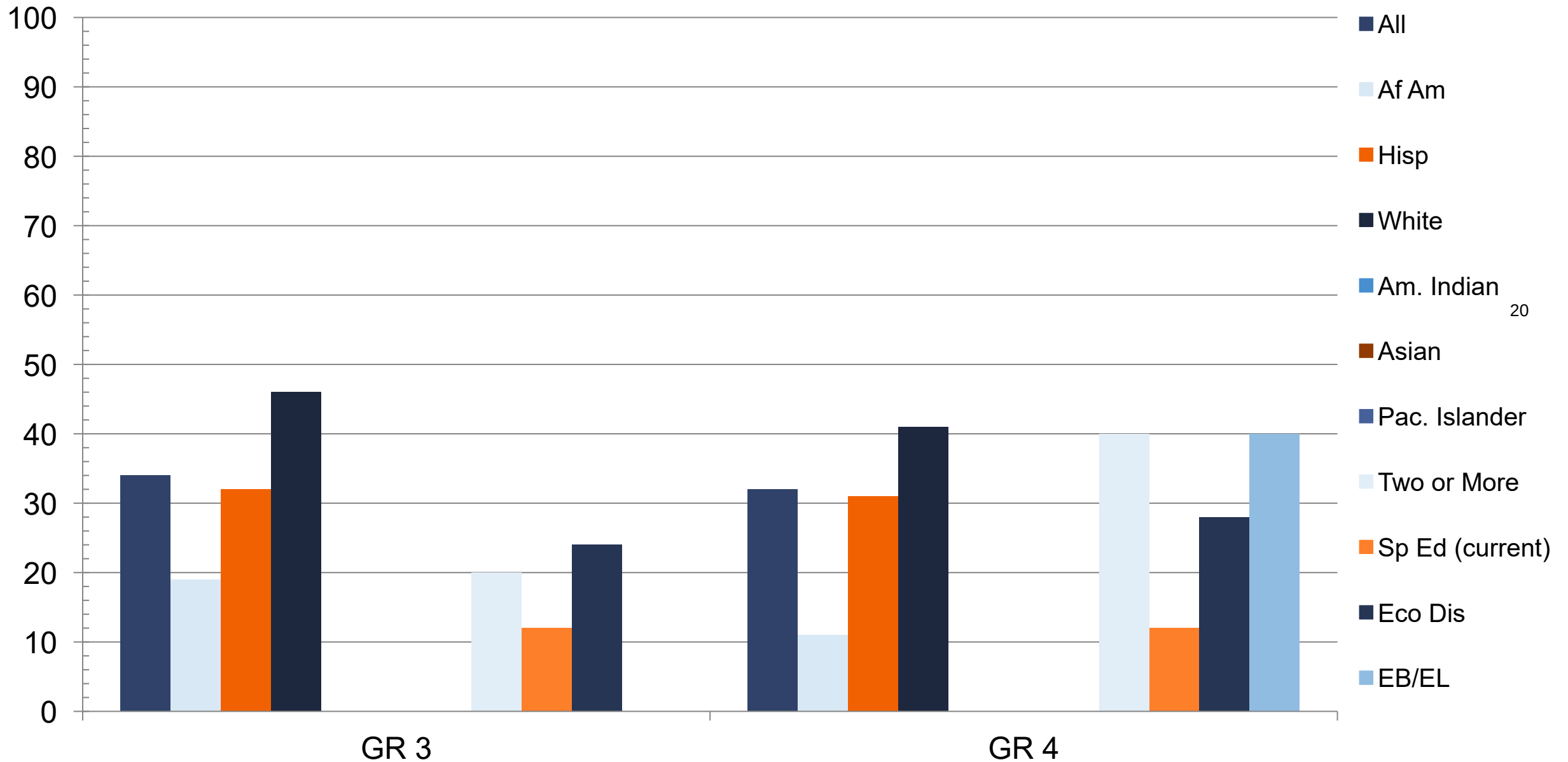
2025 STAAR 3-8 Math Performance

Percent at Approaches Grade Level or Above



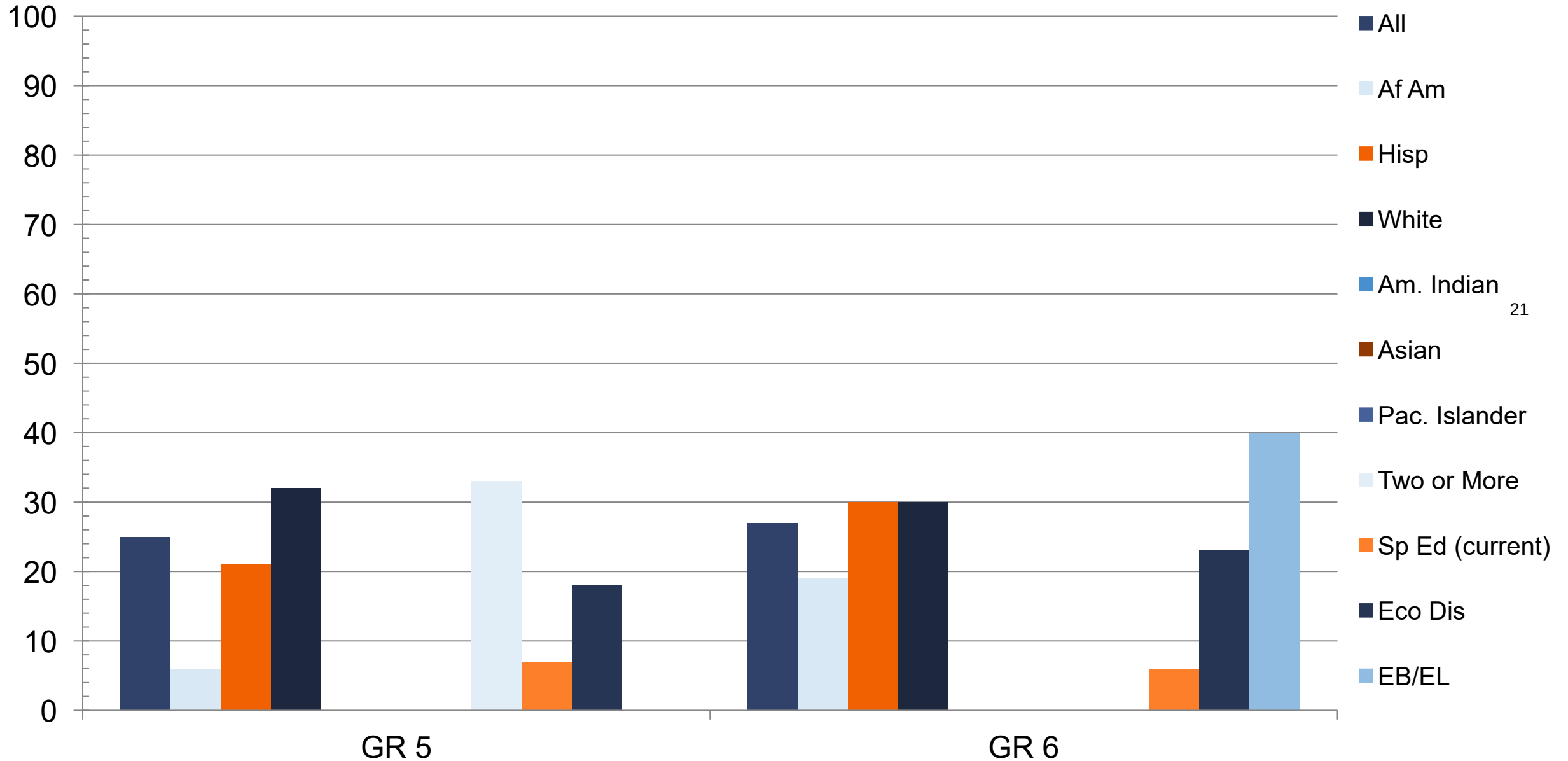
2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above



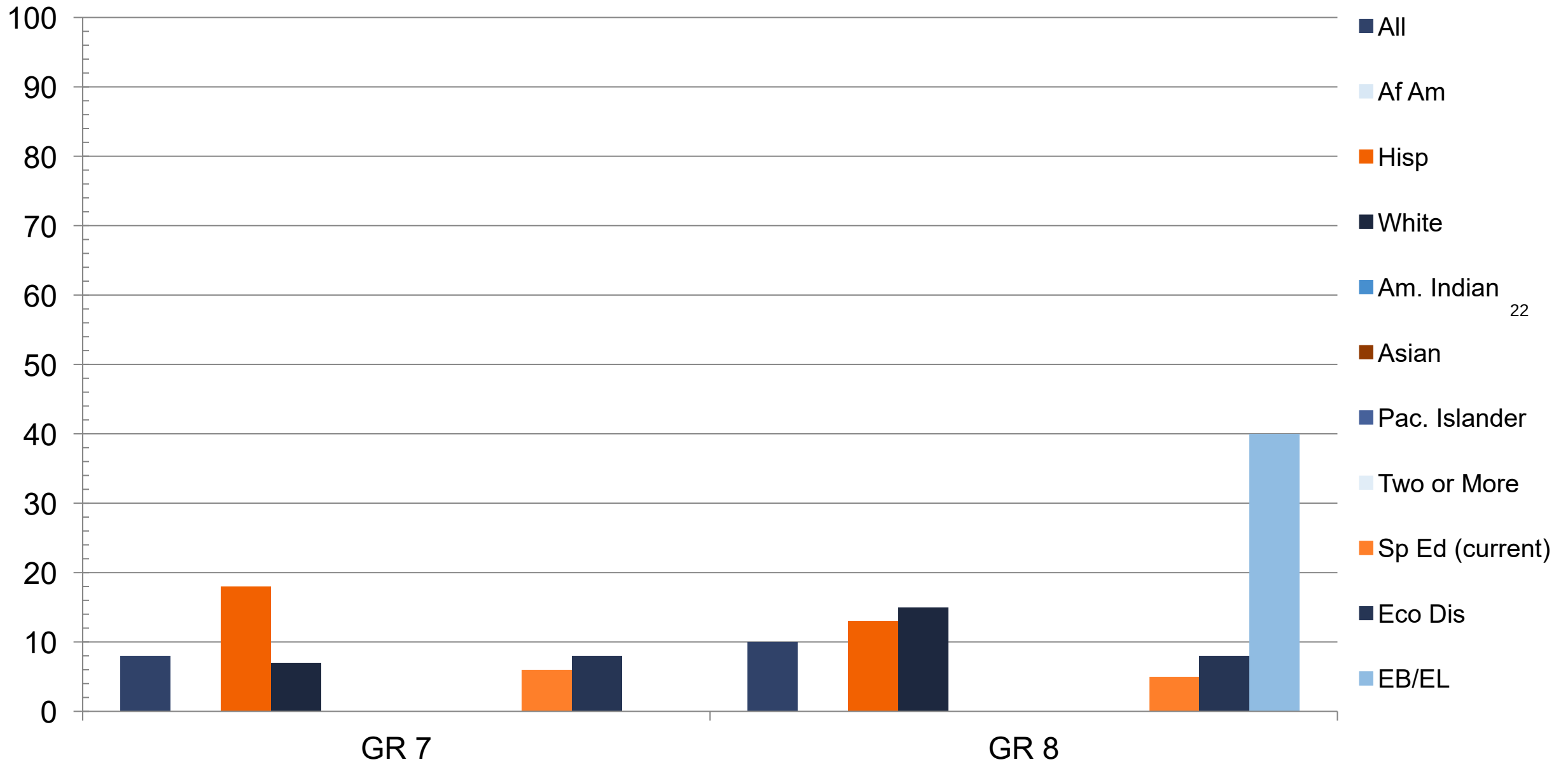
2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above

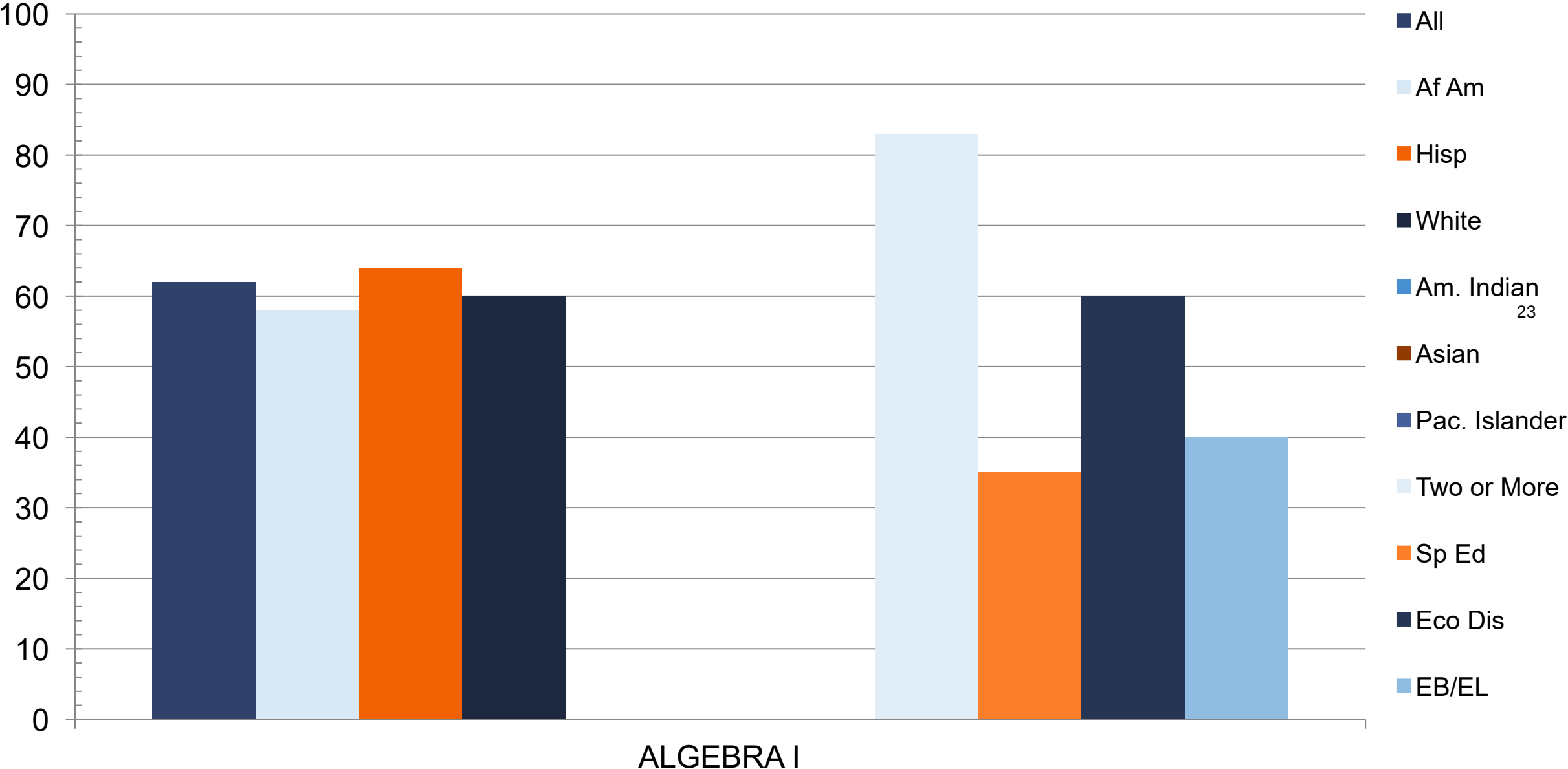


2025 STAAR 3-8 Math Performance

Percent at Meets Grade Level or Above

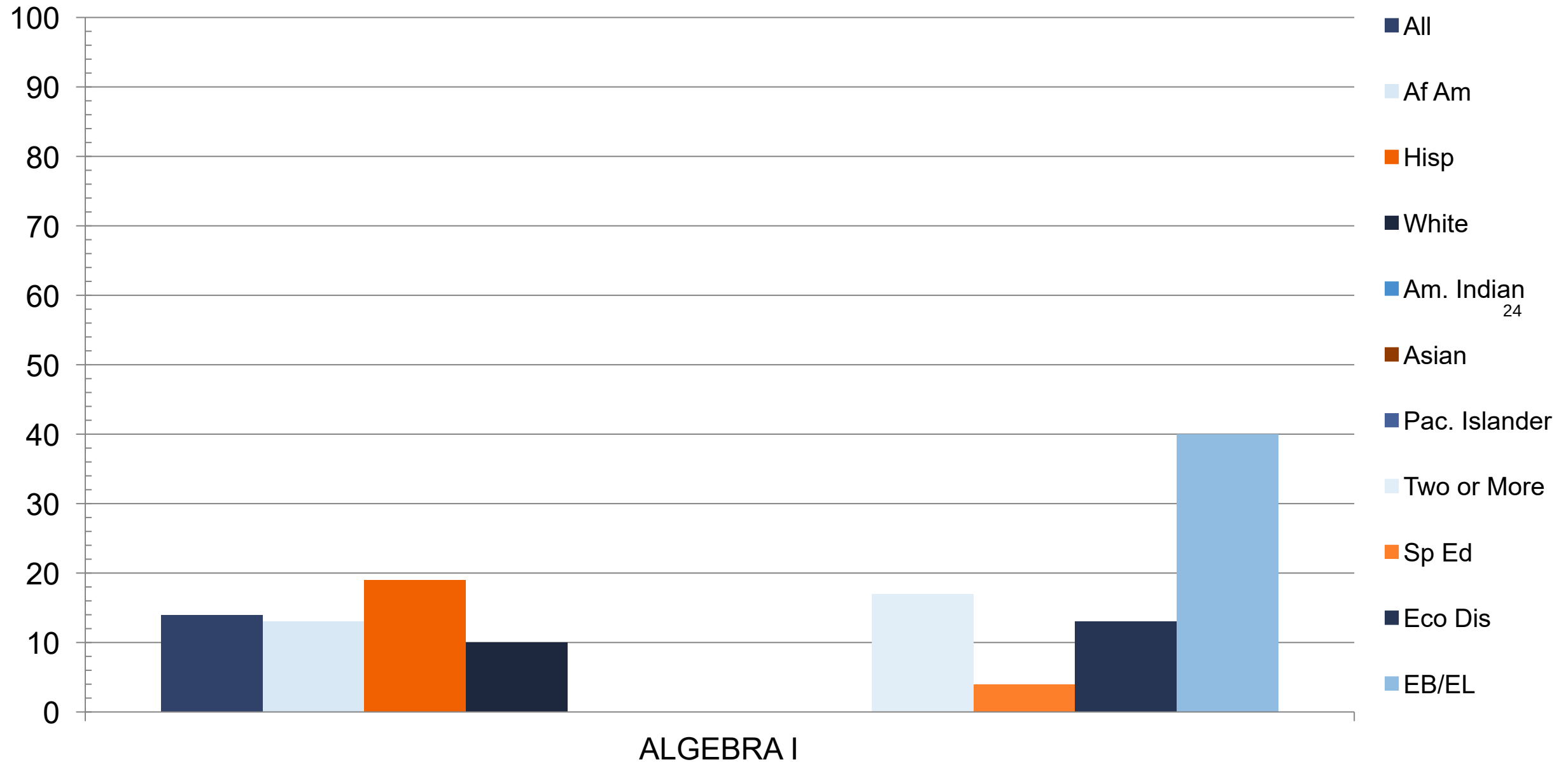


2025 STAAR End-of-Course: Mathematics
Percent at Approaches Grade Level or Above



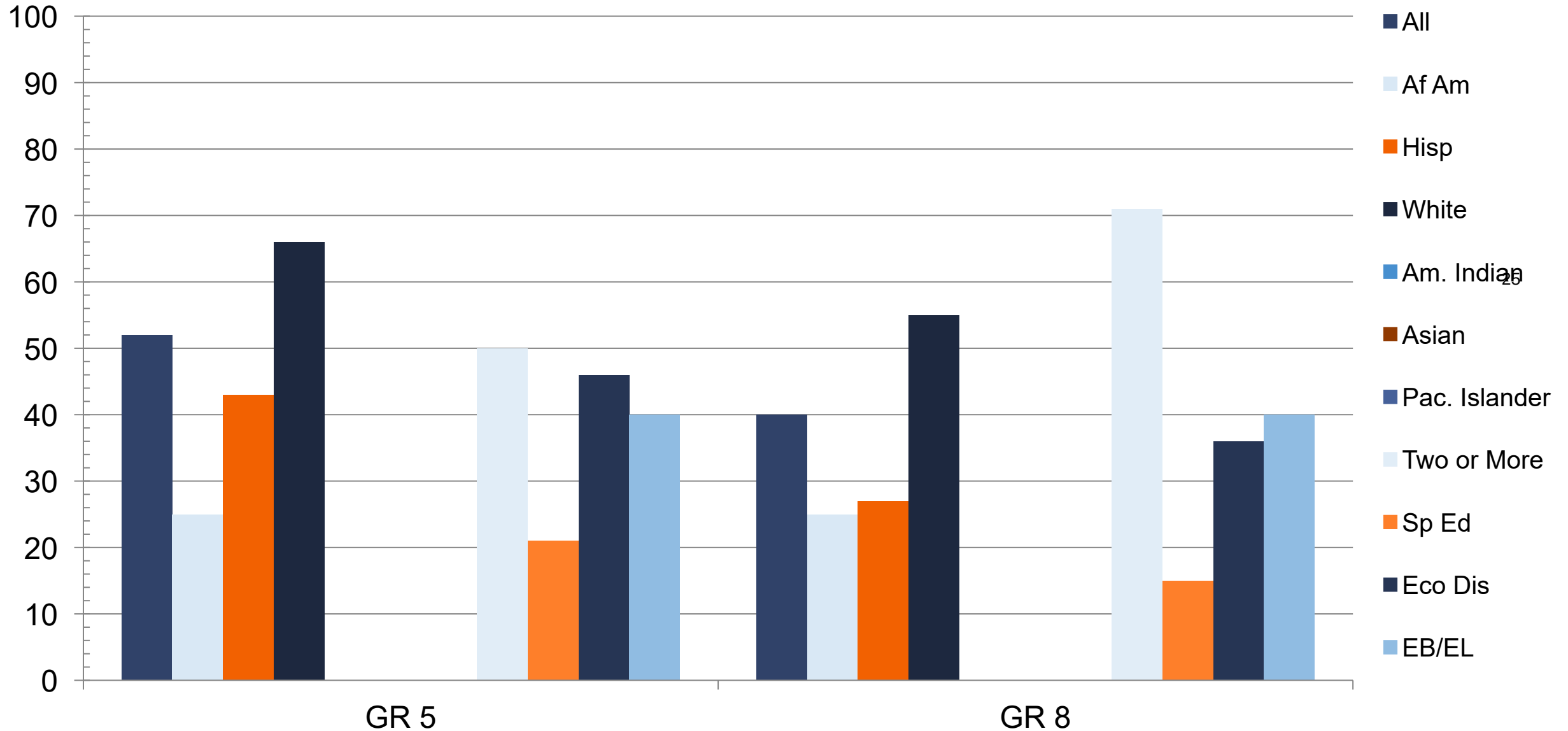
2025 STAAR End-of-Course: Mathematics

Percent at Meets Grade Level or Above



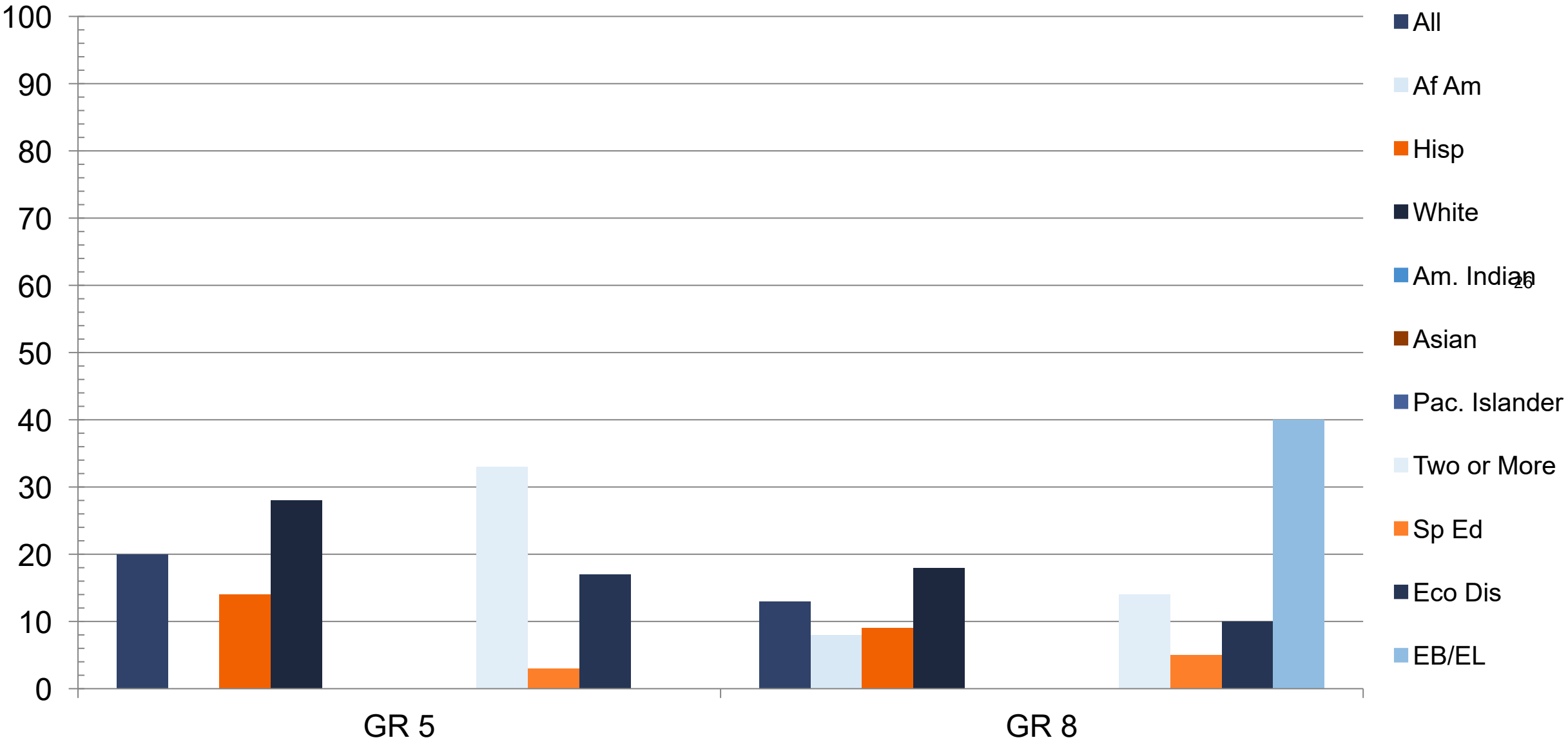
2025 STAAR 3-8 Science Performance

Percent at Approaches Grade Level or Above

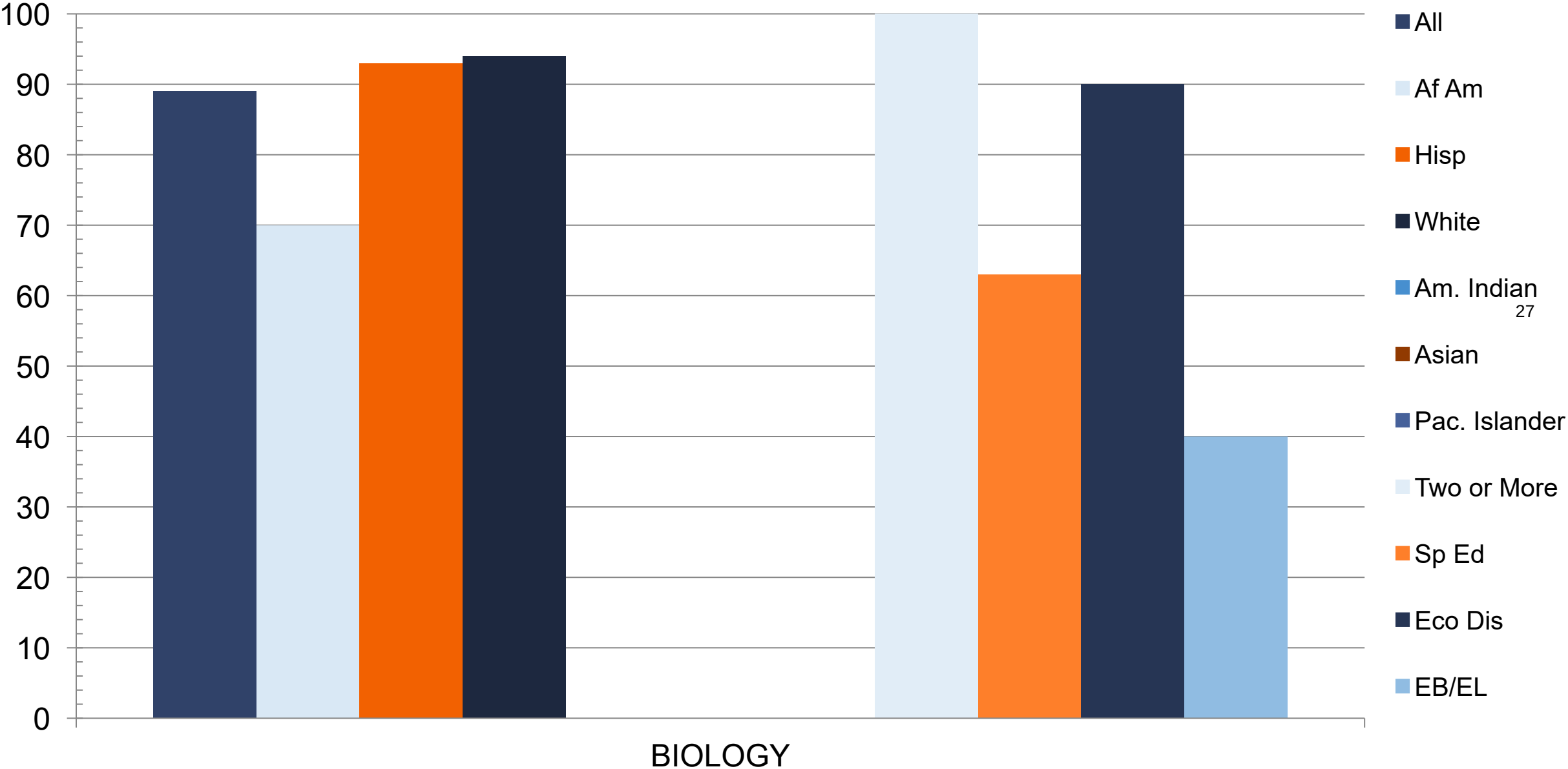


2025 STAAR 3-8 Science Performance

Percent at Meets Grade Level or Above

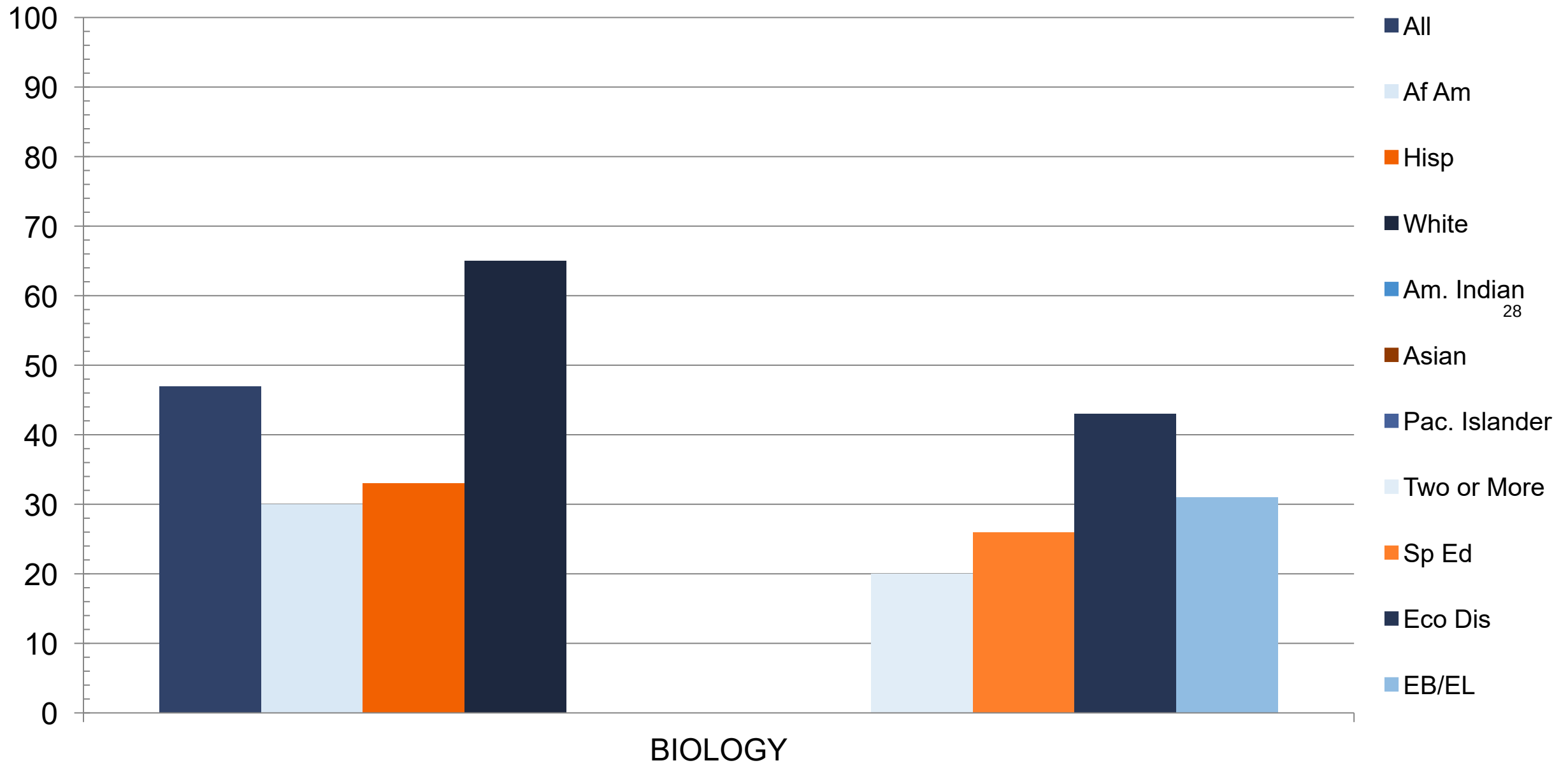


2025 STAAR End-of-Course: Biology
Percent at Approaches Grade Level or Above



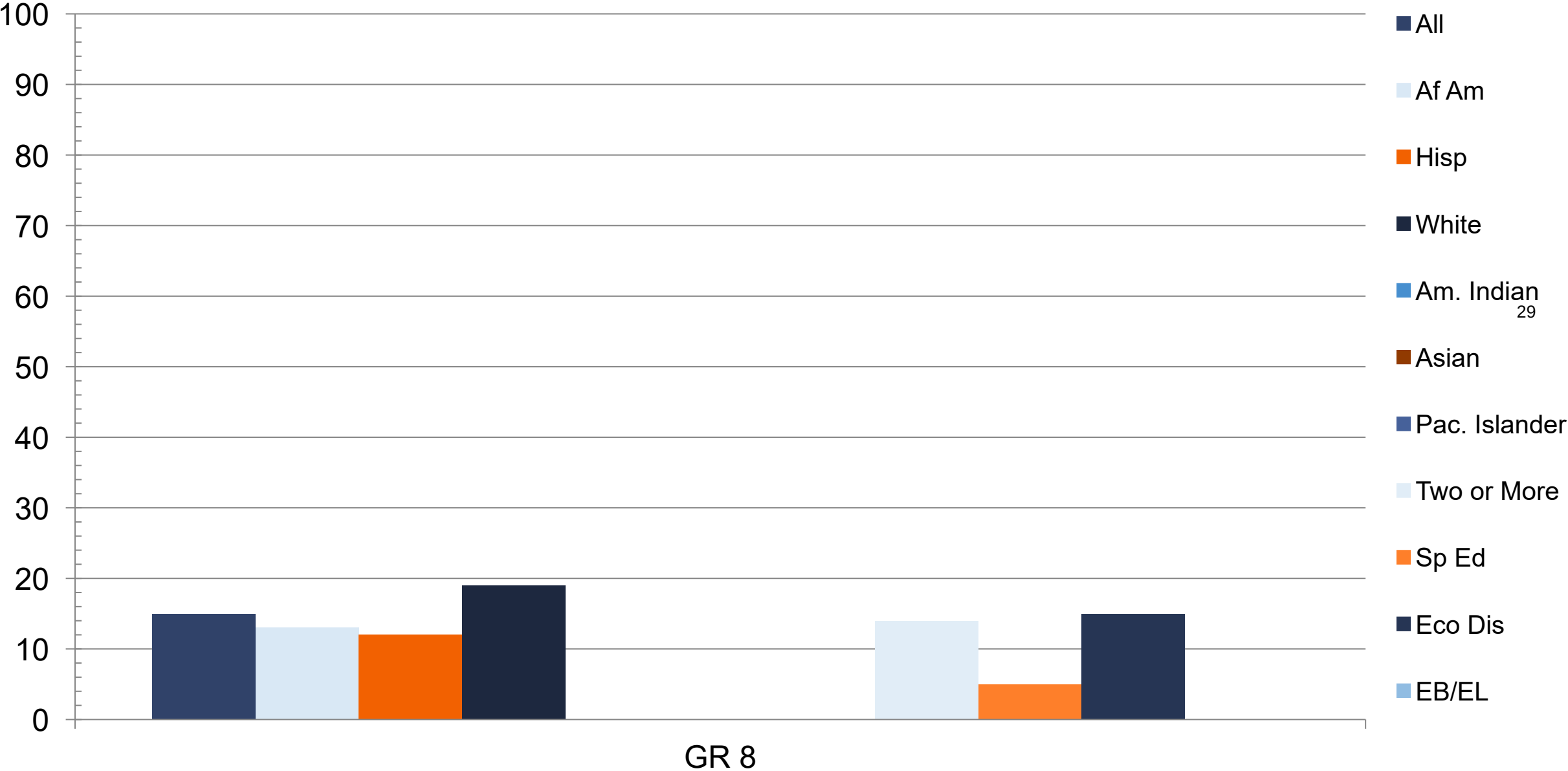
2025 STAAR End-of-Course: Biology

Percent at Meets Grade Level or Above



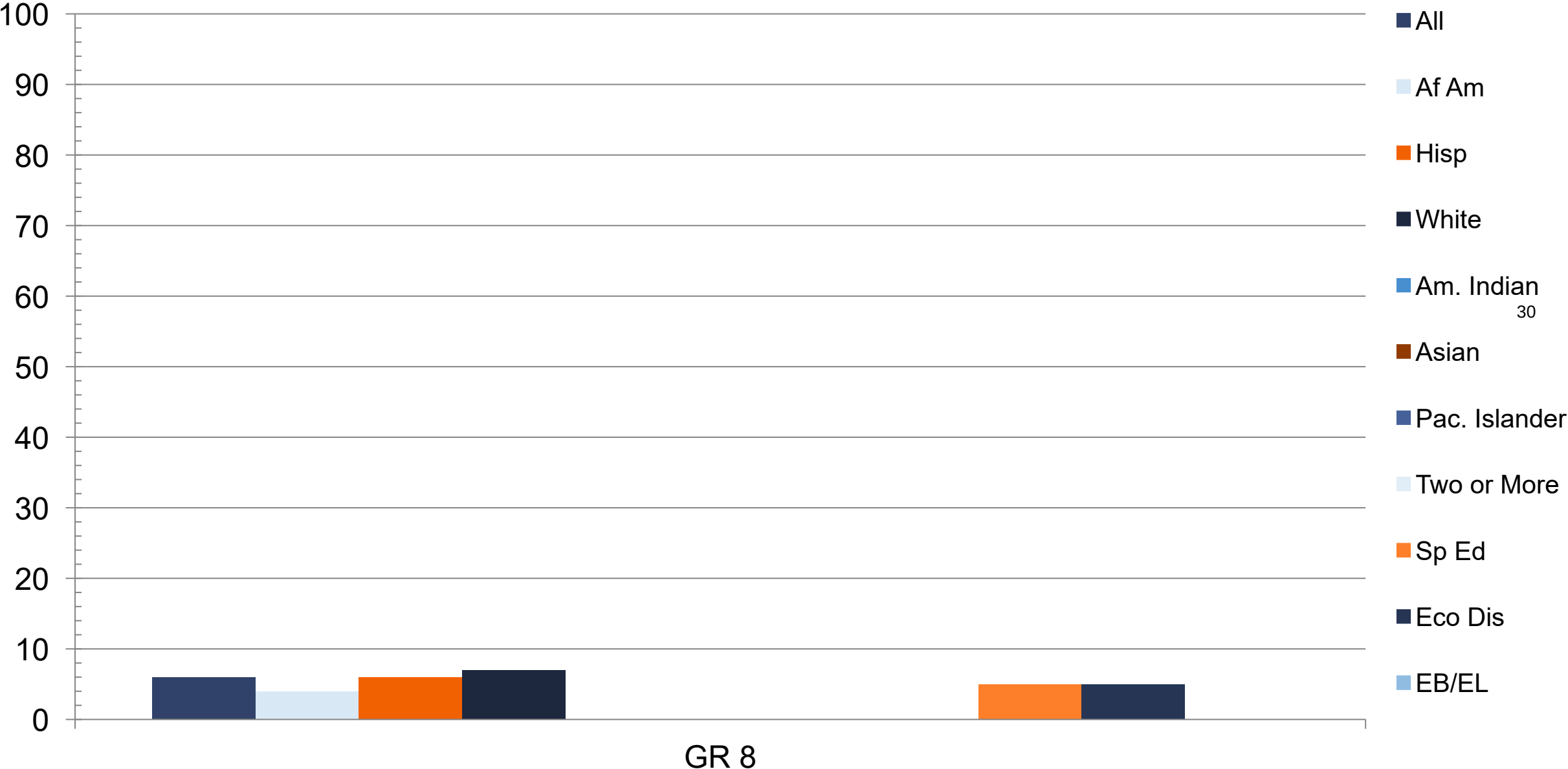
2025 STAAR 3-8 Social Studies Performance

Percent at Approaches Grade Level or Above

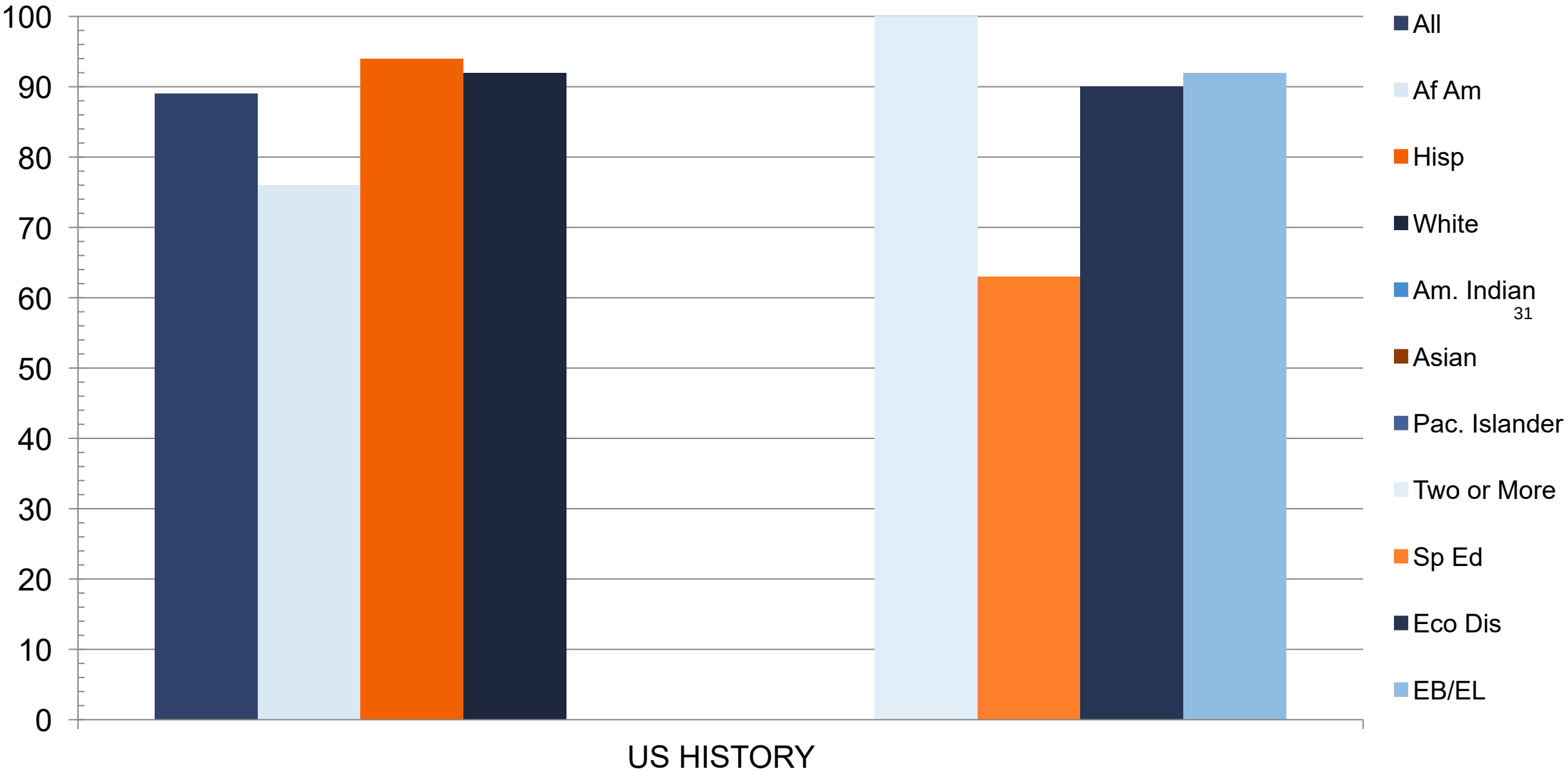


2025 STAAR 3-8 Social Studies Performance

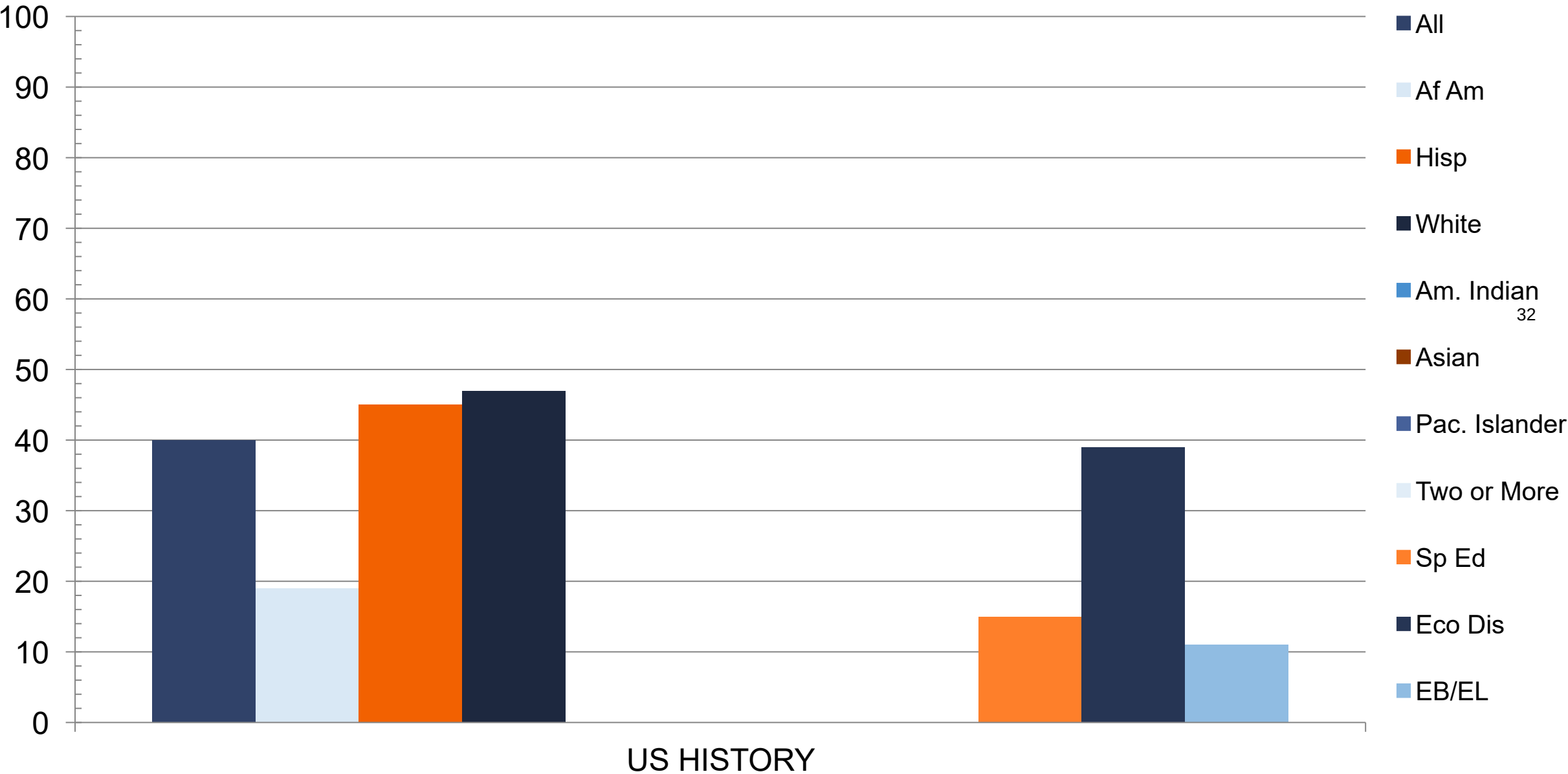
Percent at Meets Grade Level or Above



2025 STAAR End-of-Course: U.S. History
Percent at Approaches Grade Level or Above

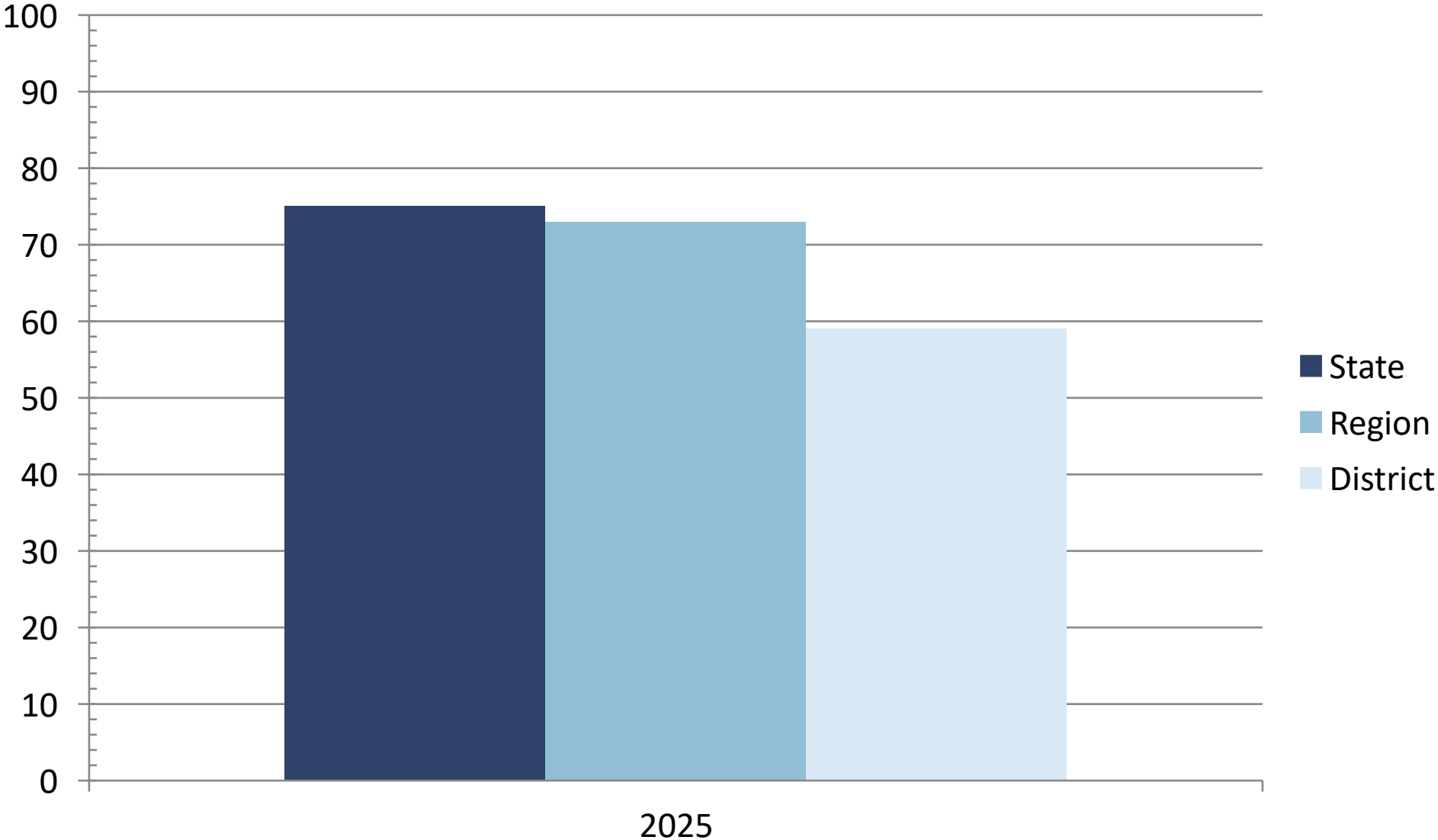


2025 STAAR End-of-Course: U.S. History
Percent at Meets Grade Level or Above

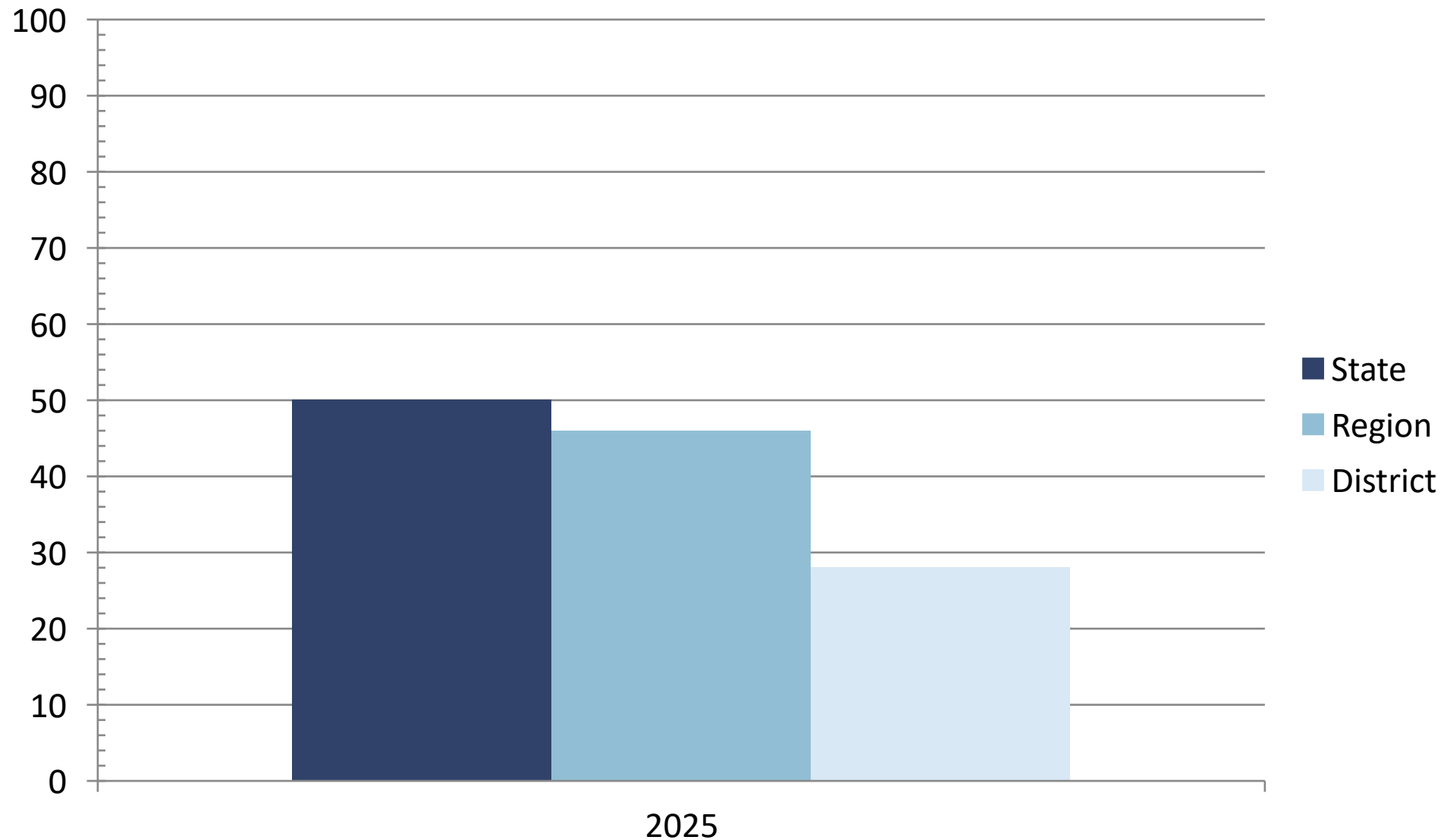


STAAR Percent at Approaches Grade Level or Above

All Grades, All Subjects

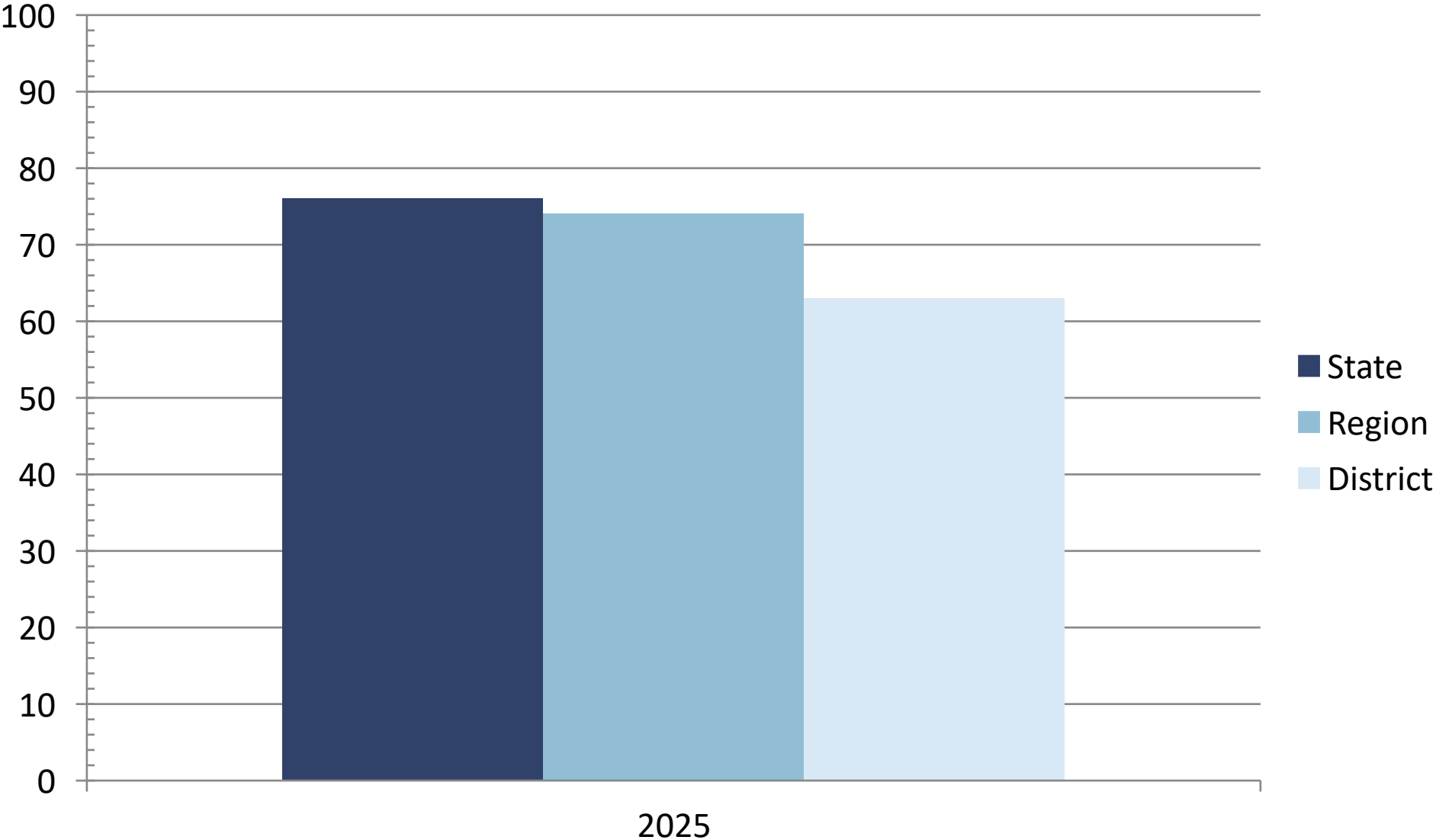


STAAR Percent at Meets Grade Level or Above All Grades, All Subjects

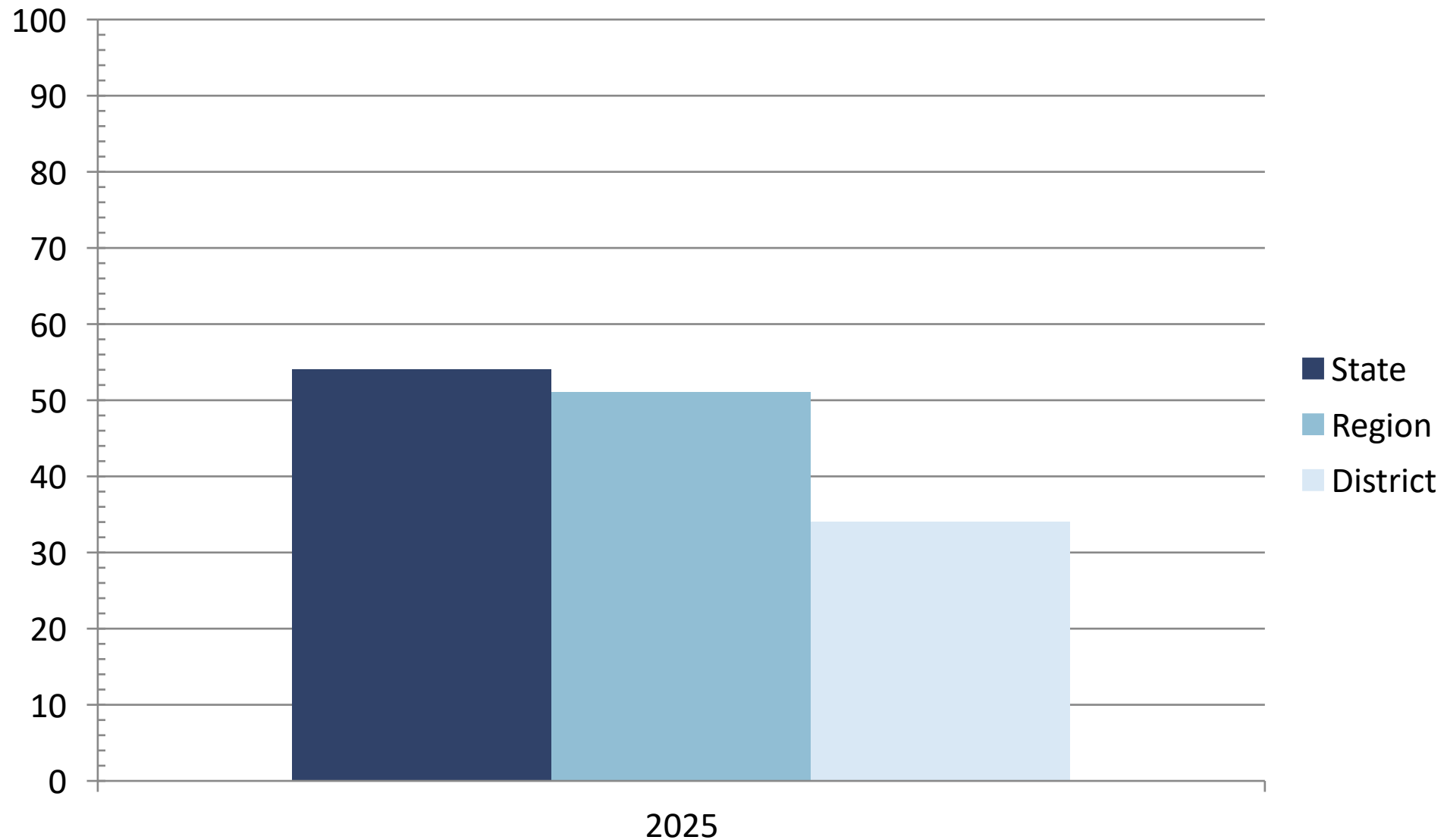


STAAR Percent at Approaches Grade Level or Above

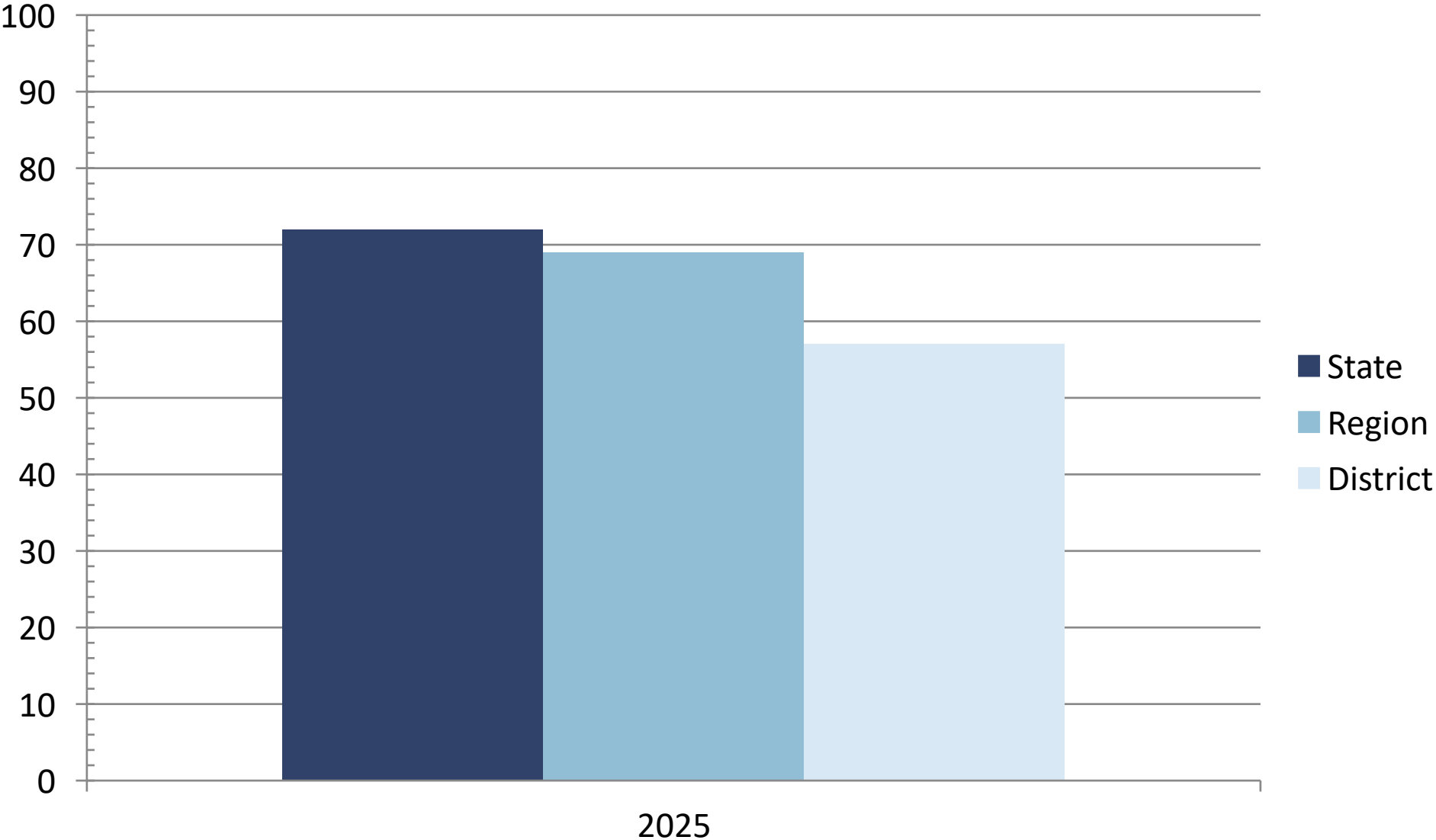
All Grades, ELA/Reading



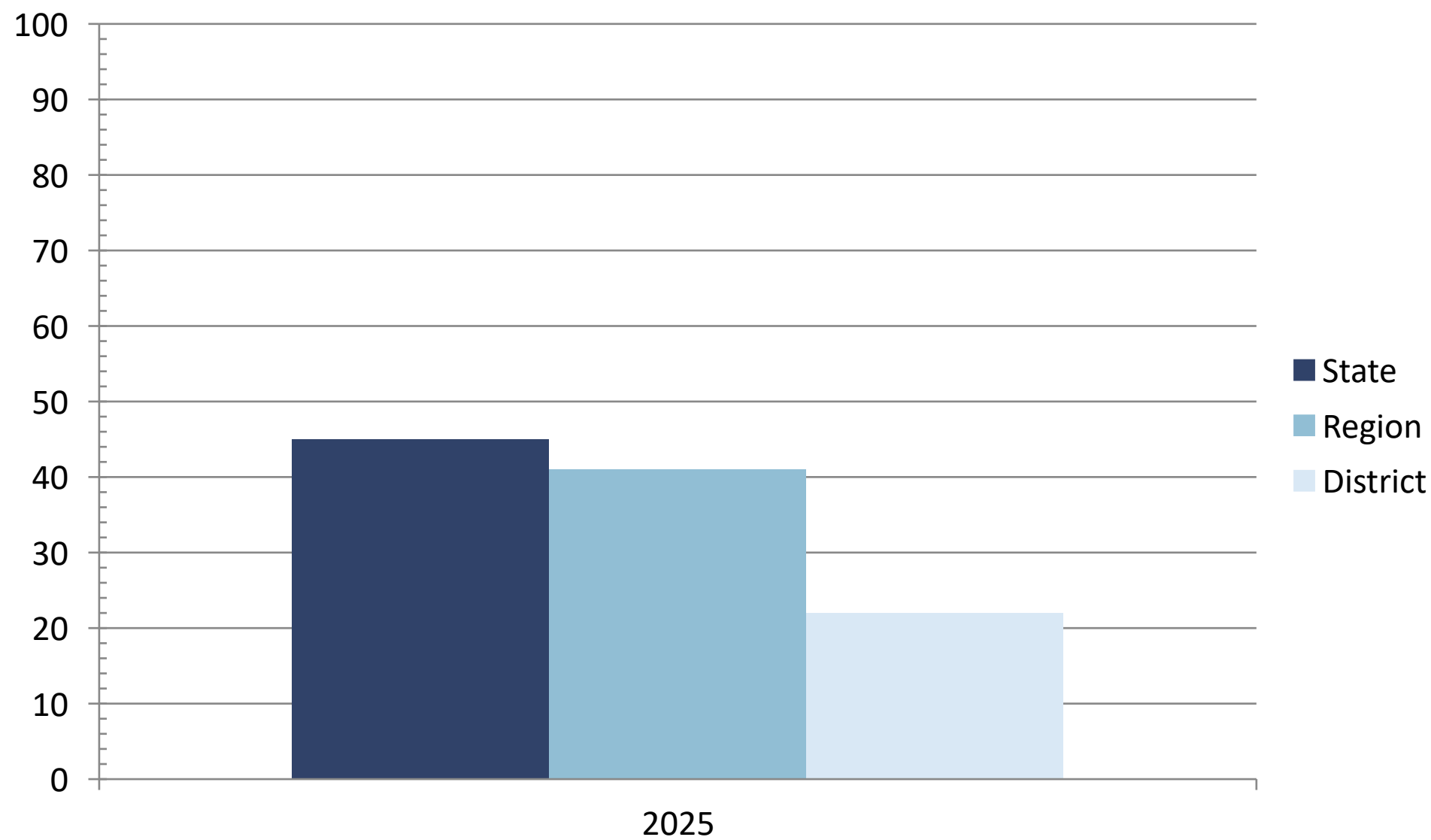
STAAR Percent at Meets Grade Level or Above All Grades, ELA/Reading



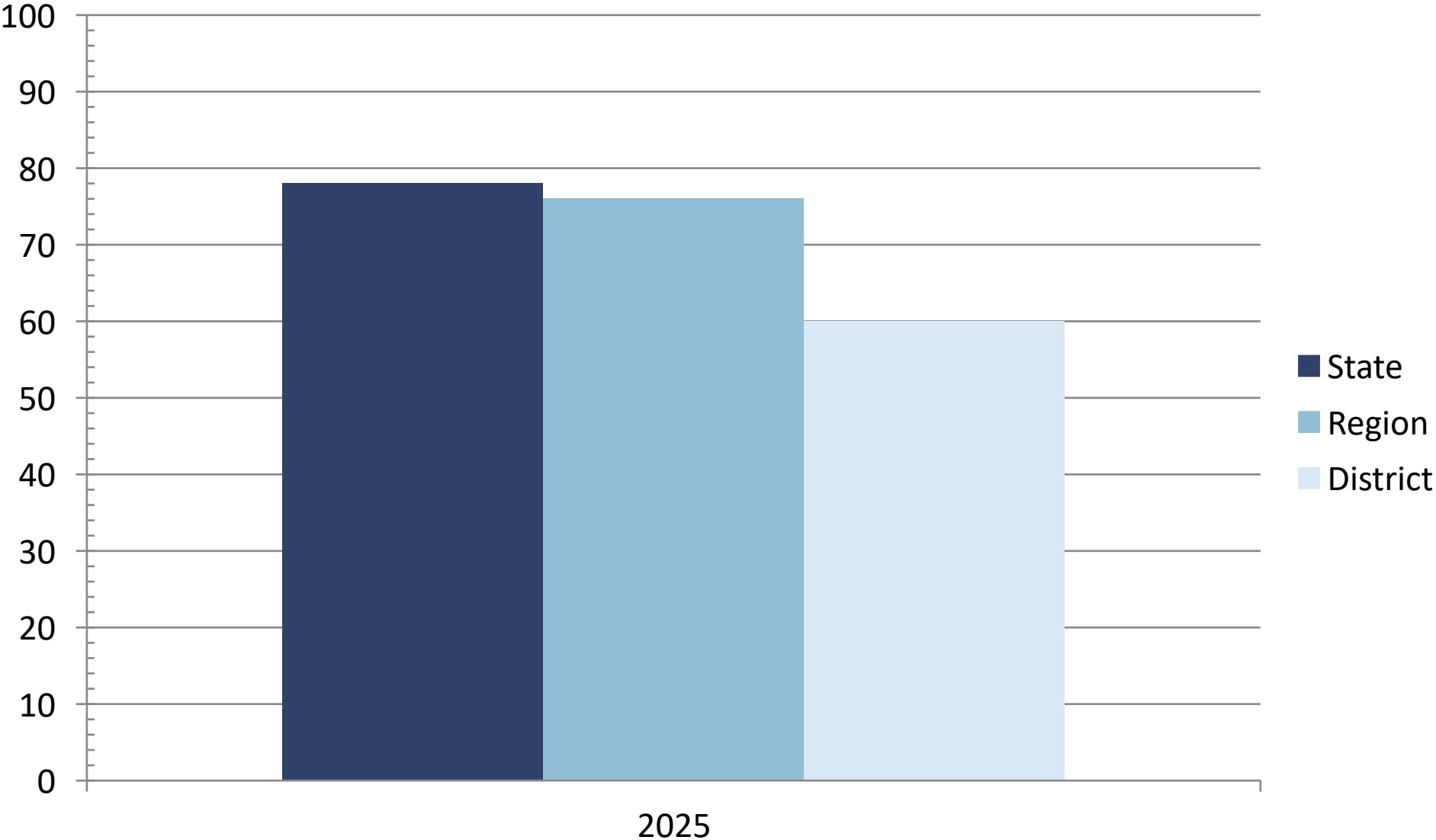
STAAR Percent at Approaches Grade Level or Above All Grades, Mathematics



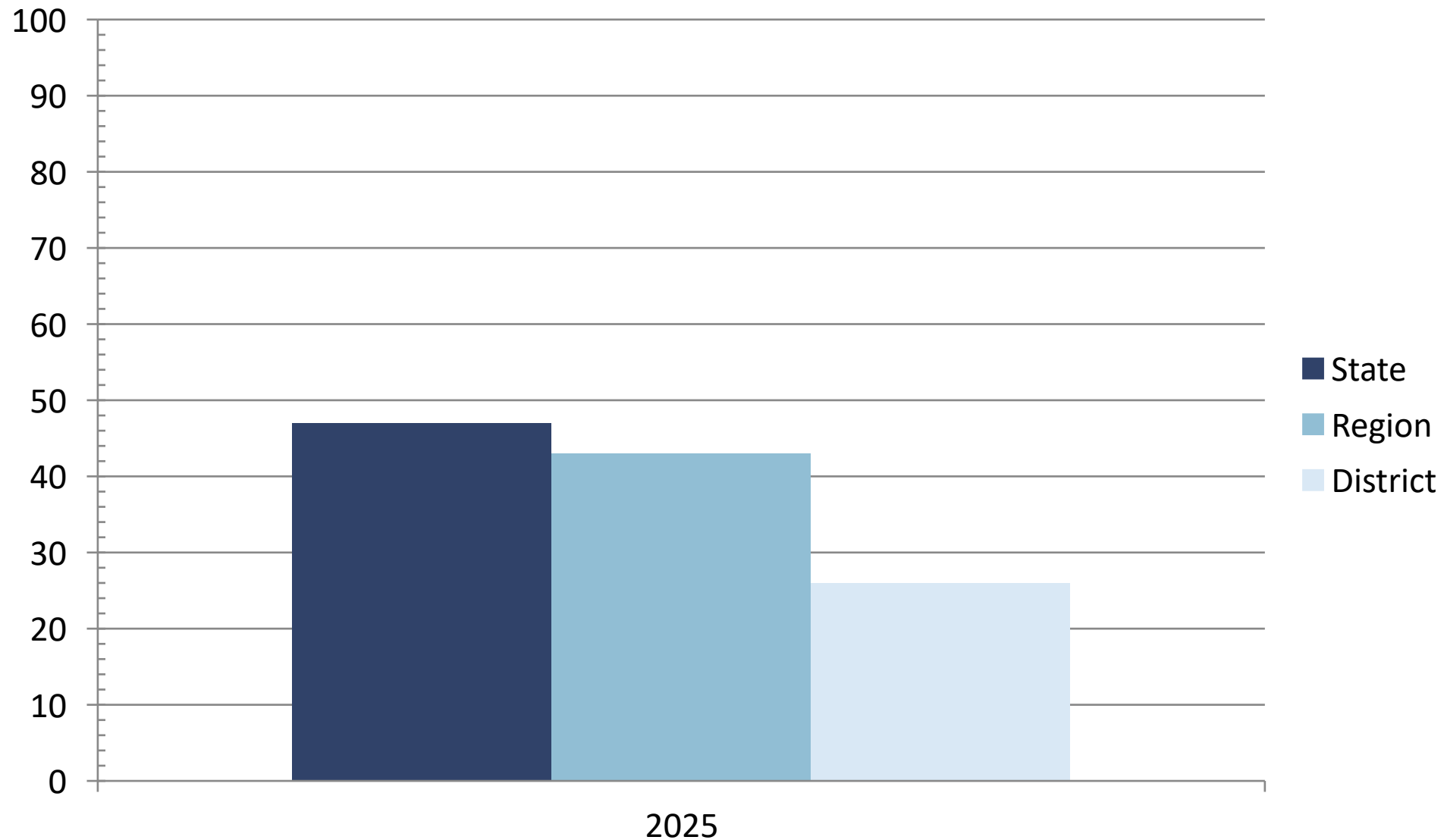
STAAR Percent at Meets Grade Level or Above All Grades, Mathematics



STAAR Percent at Approaches Grade Level or Above All Grades, Science

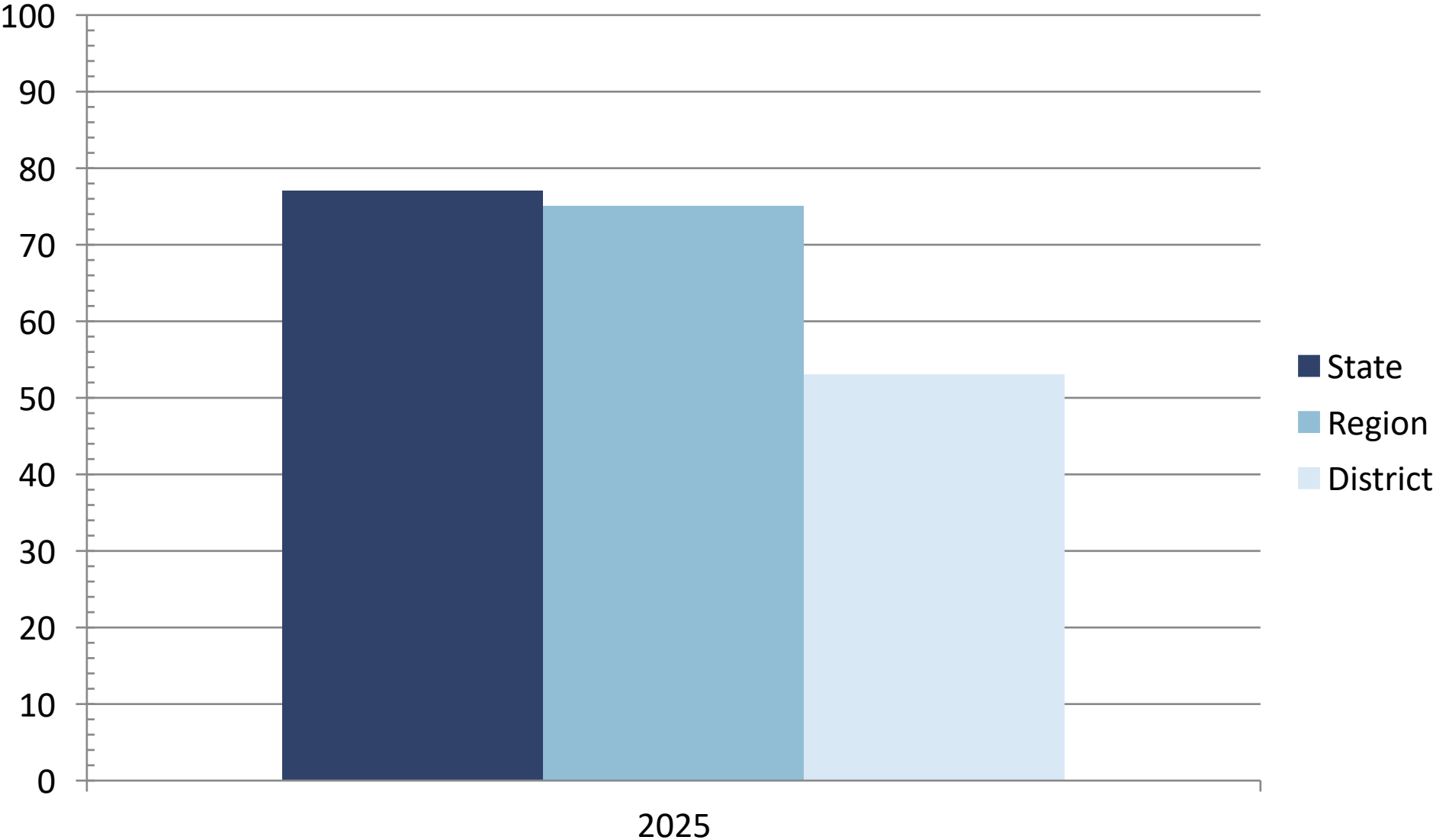


STAAR Percent at Meets Grade Level or Above All Grades, Science

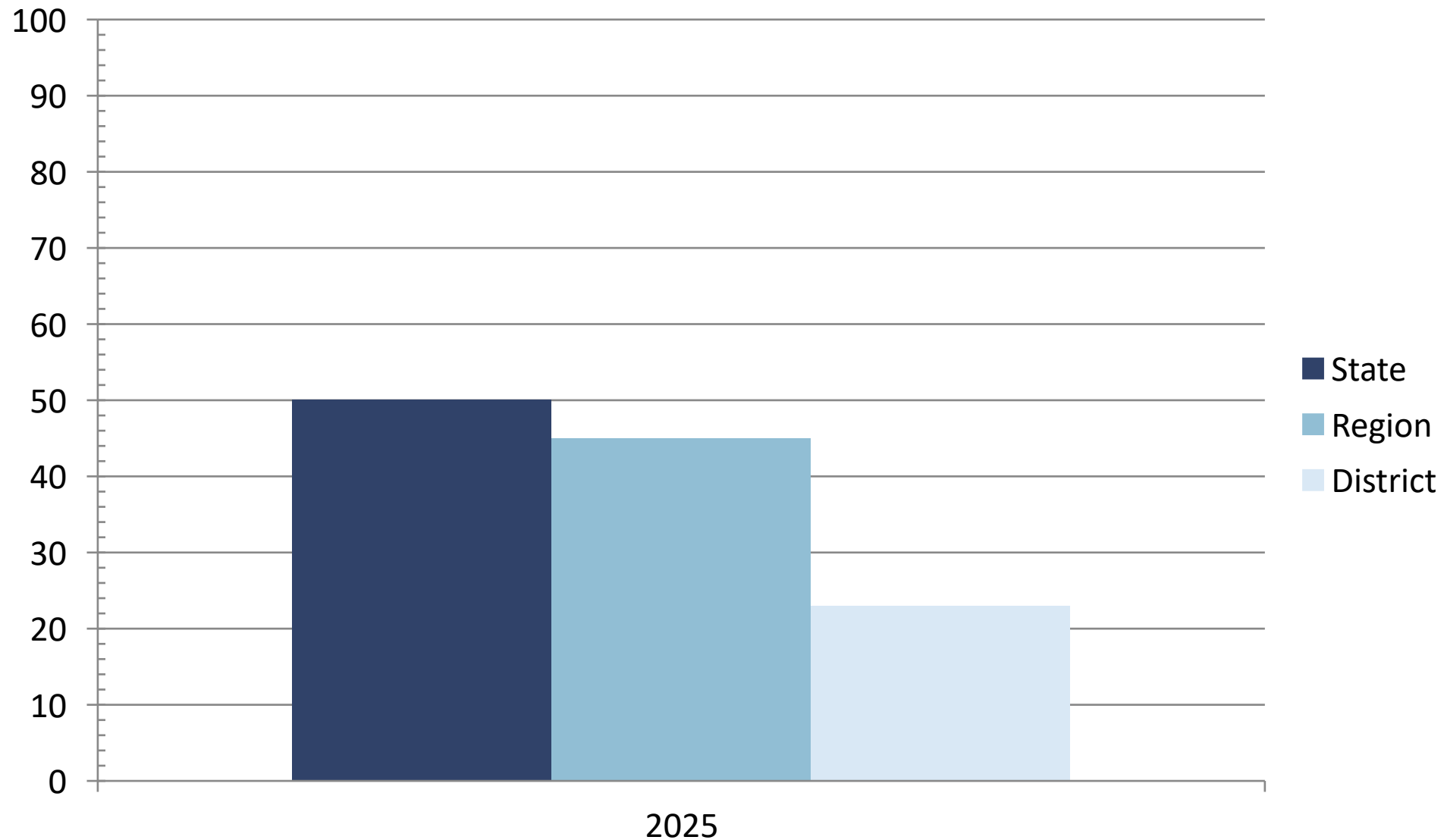


STAAR Percent at Approaches Grade Level or Above

All Grades, Social Studies

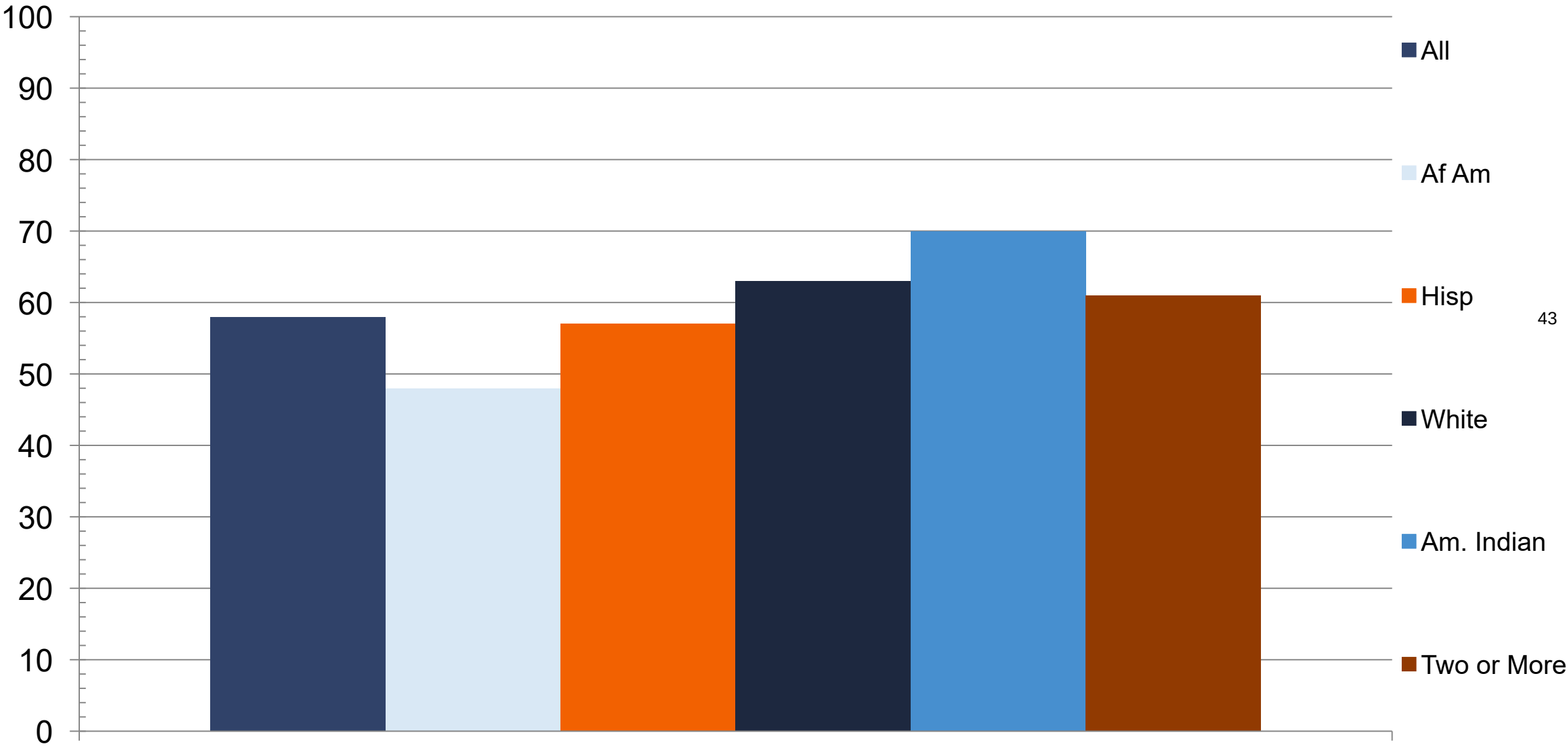


STAAR Percent at Meets Grade Level or Above All Grades, Social Studies



2025 Academic Growth Score

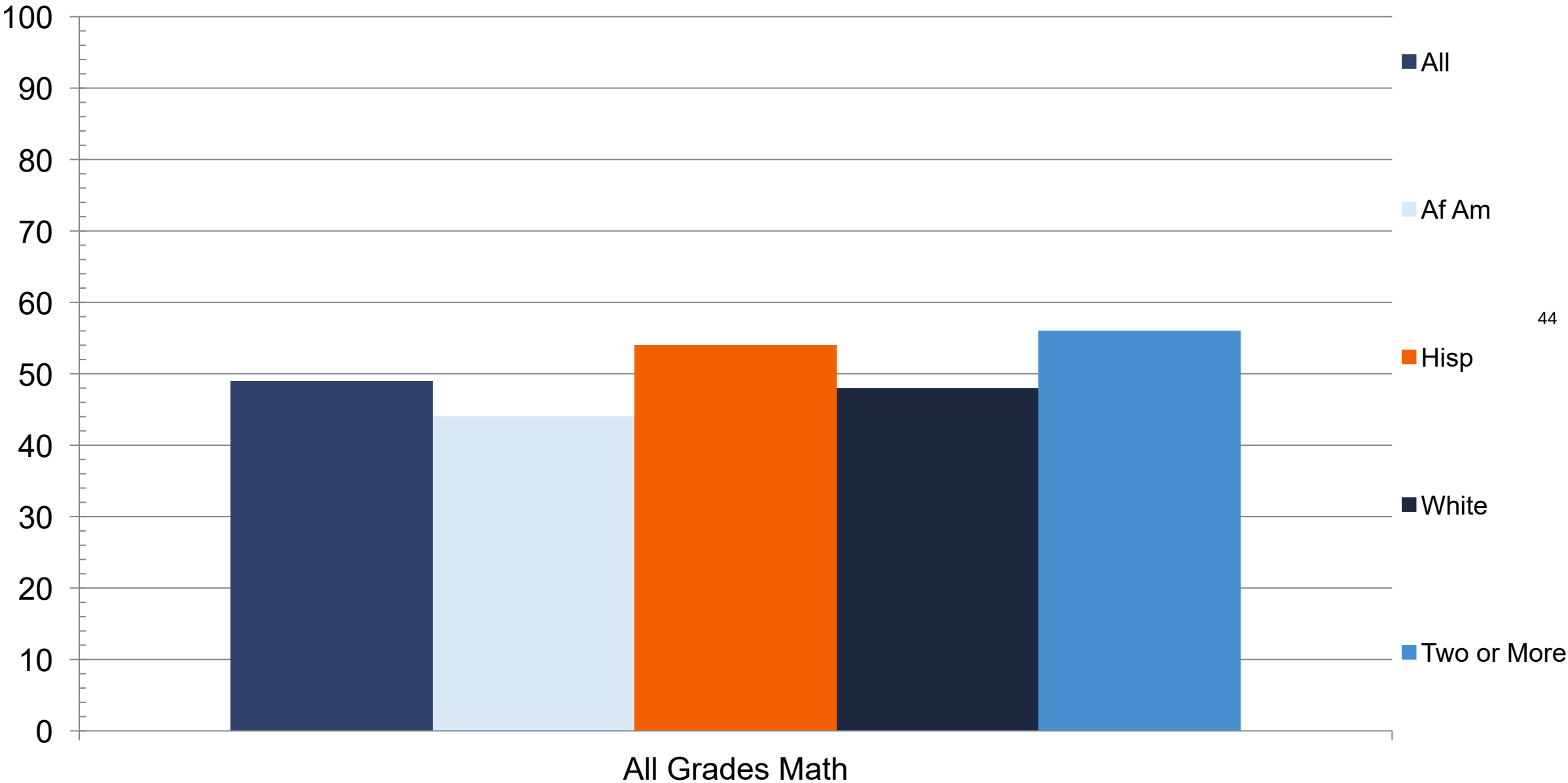
All Grades ELA/Reading



All Grades/ELA/Reading

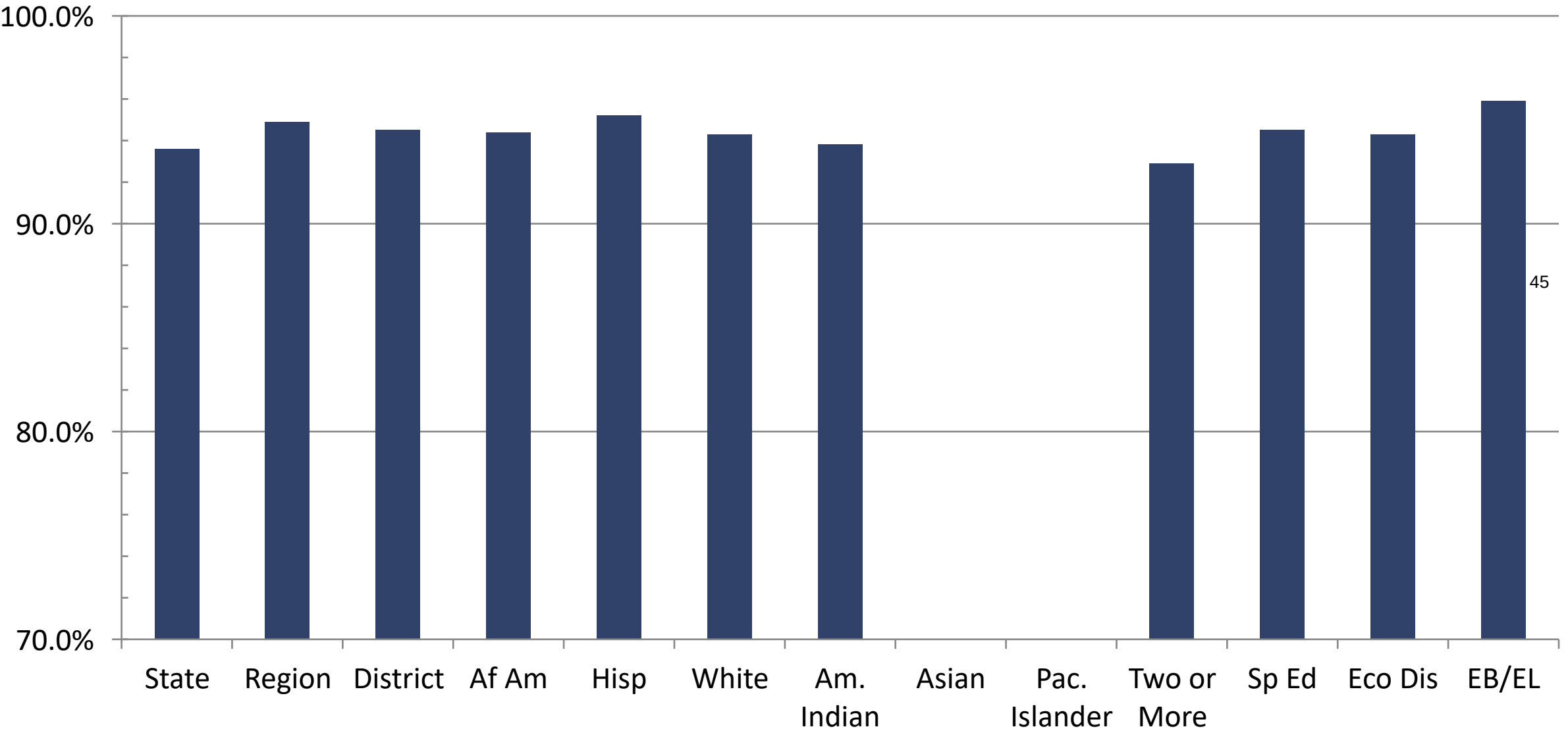
2025 Academic Growth Score

All Grades Mathematics



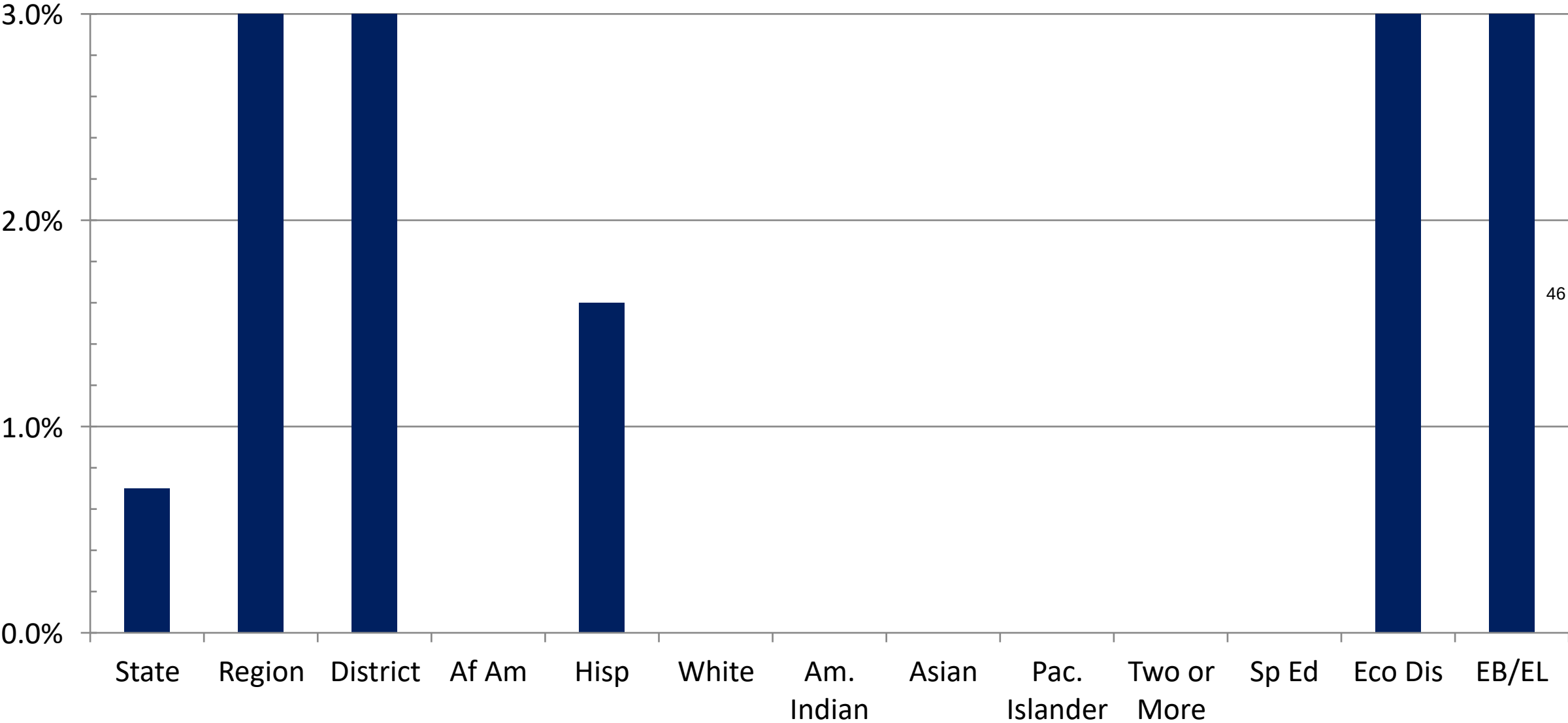
2025 Attendance

2023-2024 School Year



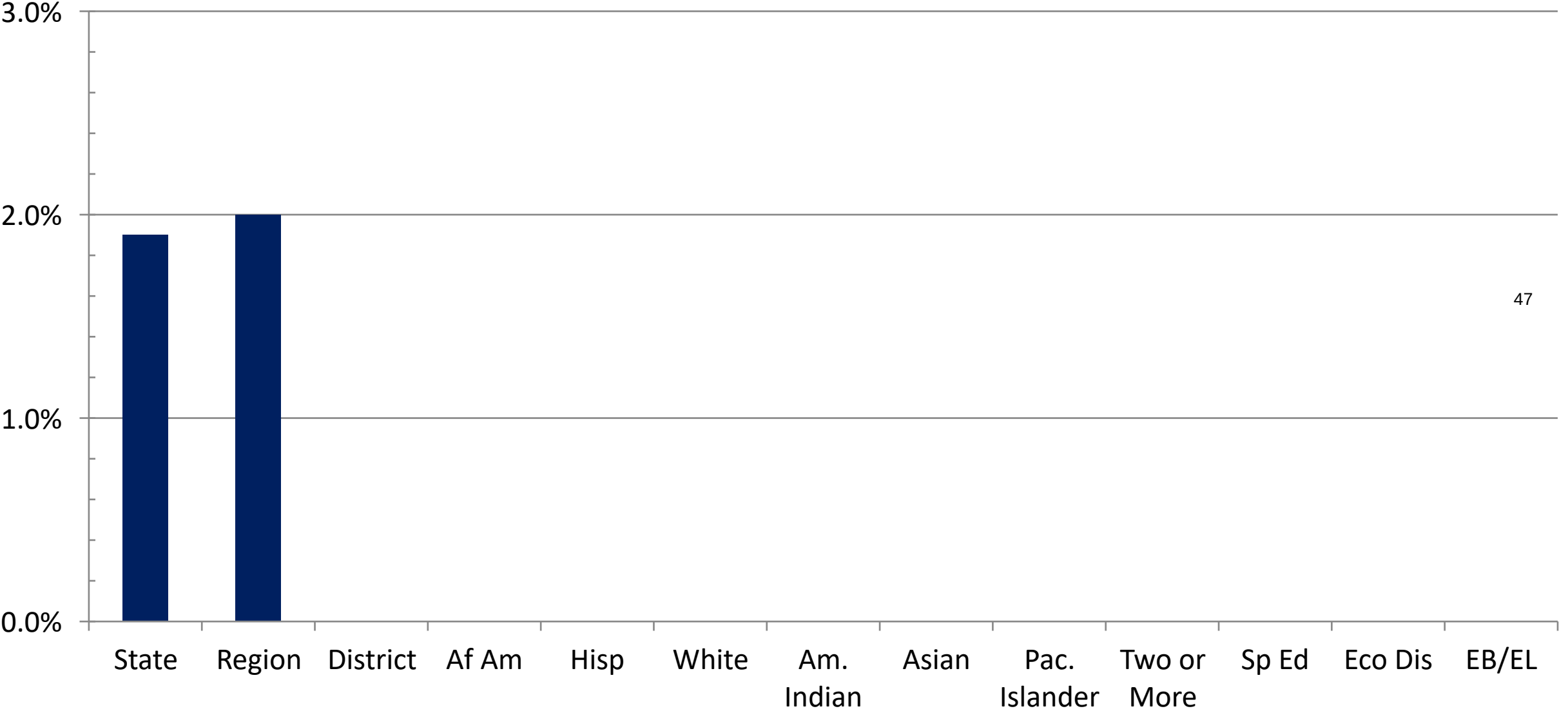
2025 Annual Dropout Rate (Grades 7-8)

2023-2024 School Year

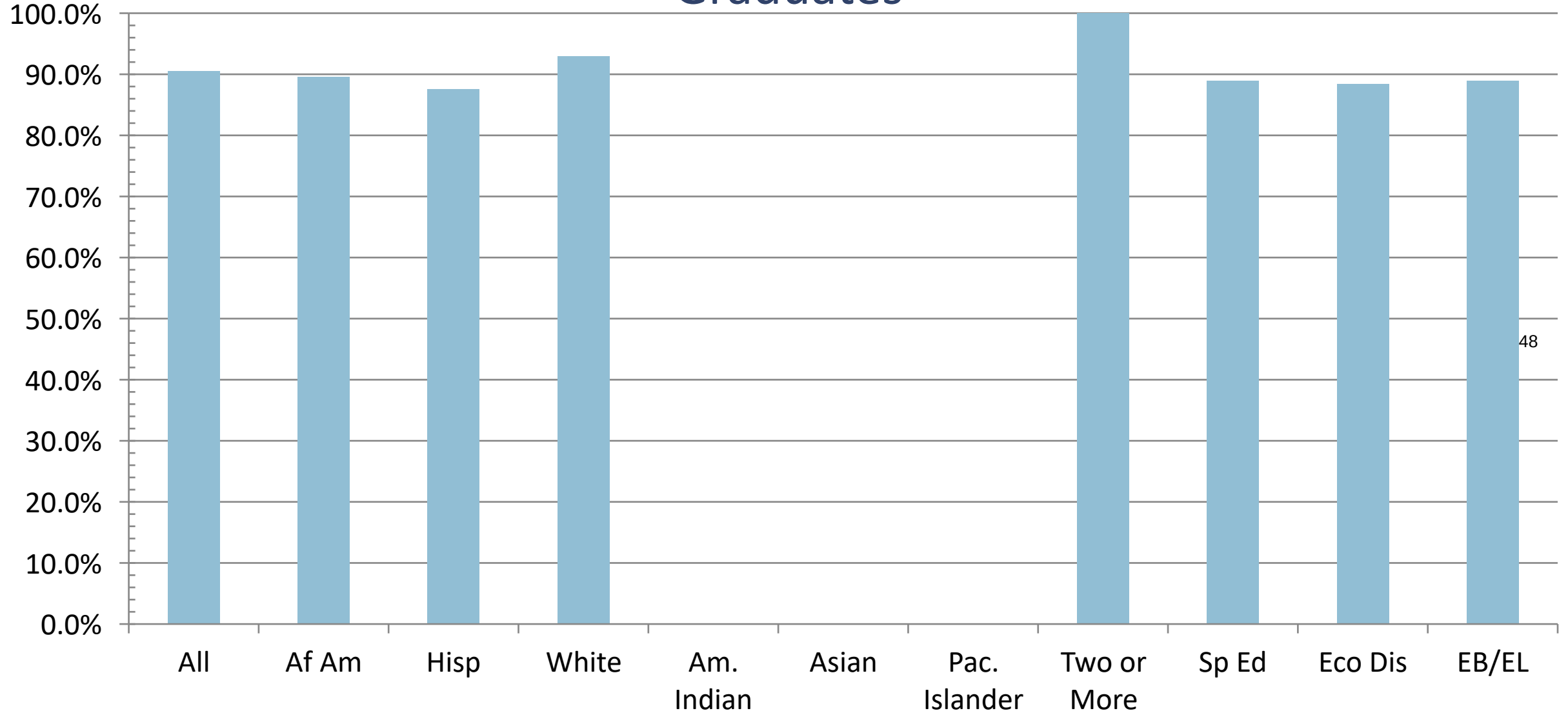


2025 Annual Dropout Rate (Grades 9-12)

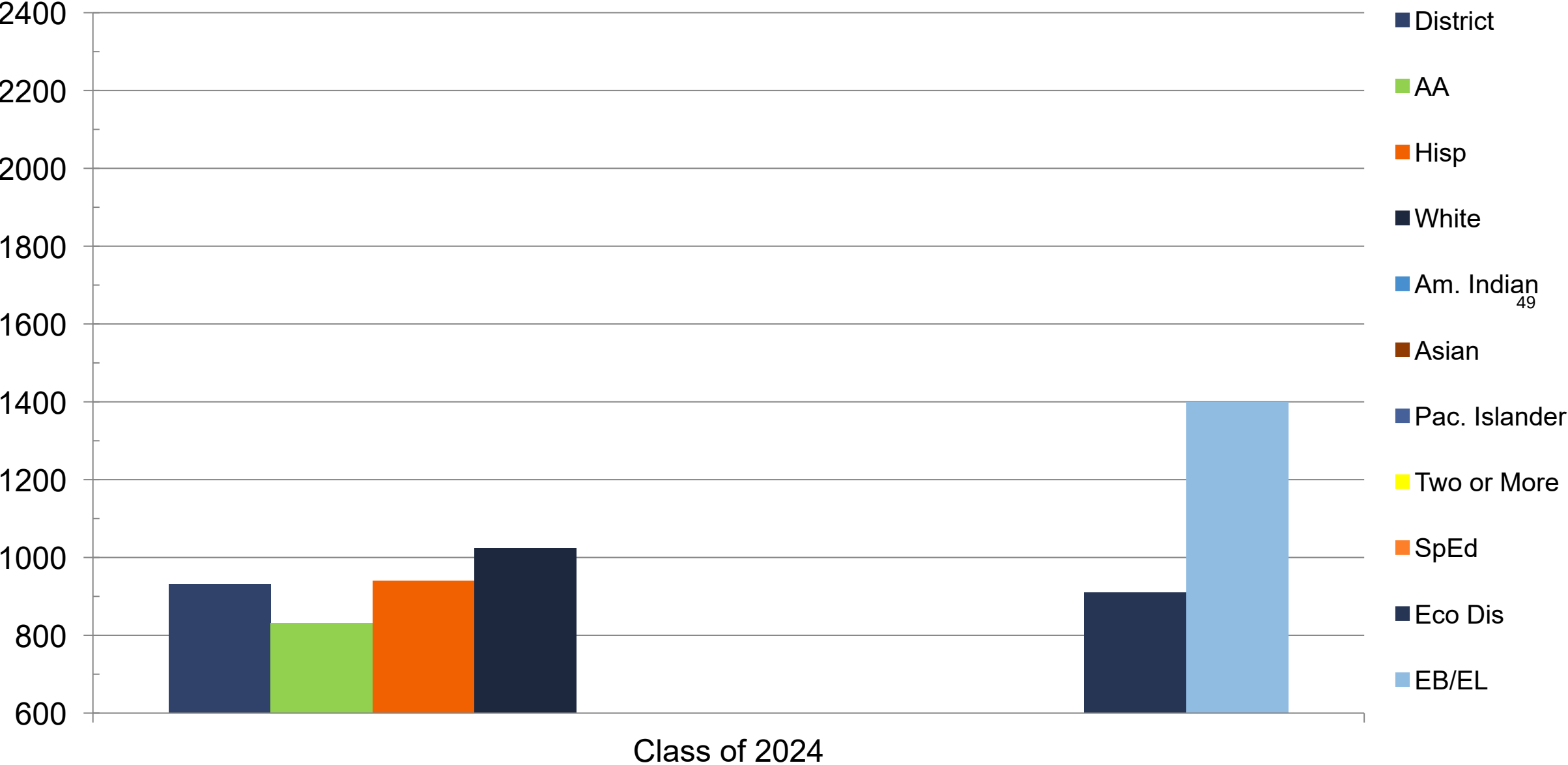
2023-2024 School Year



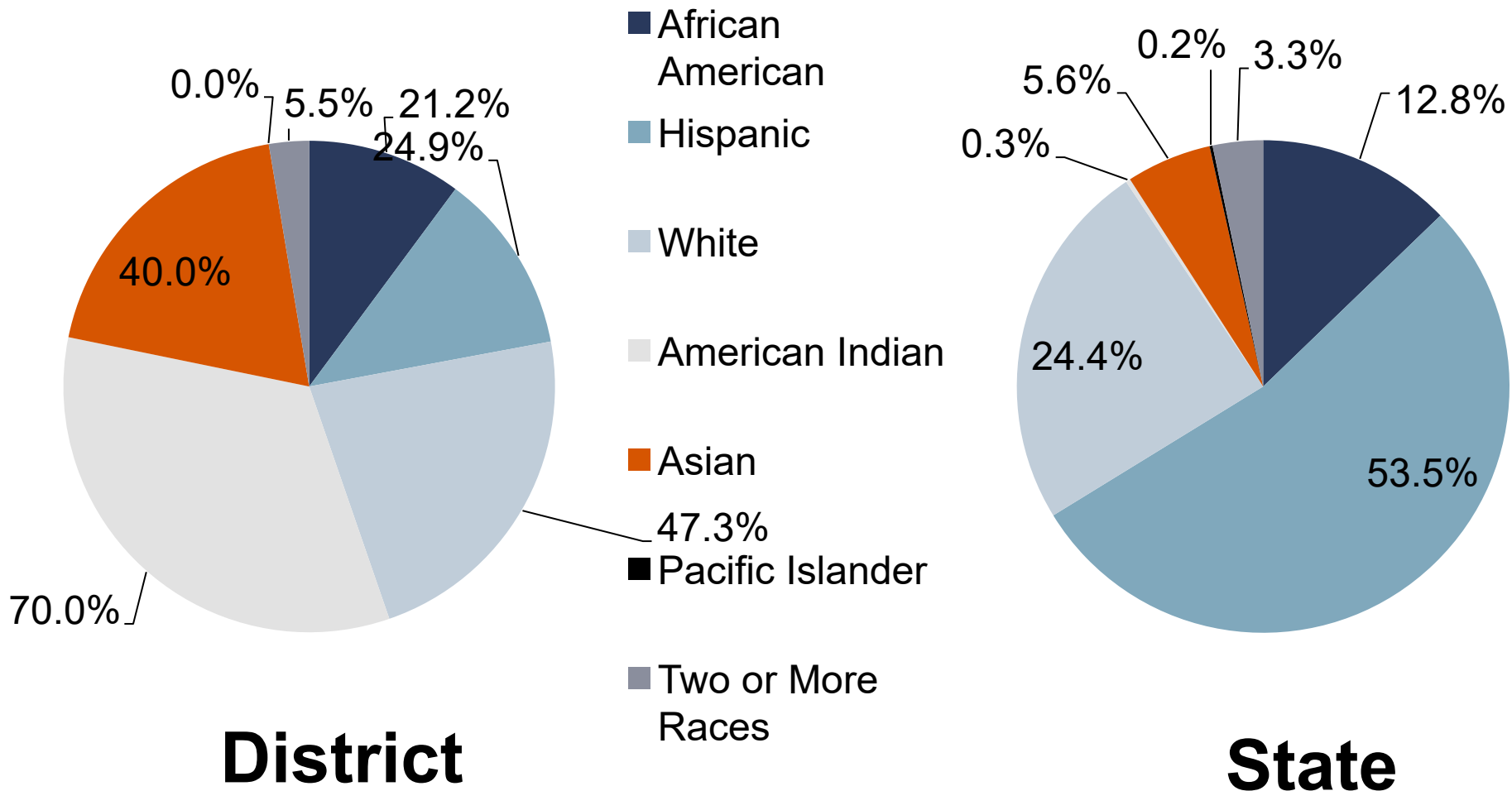
Class of 2024 College Career or Military Ready Graduates



Average SAT Score, All Subjects



2024 – 2025 Student Ethnic Distribution



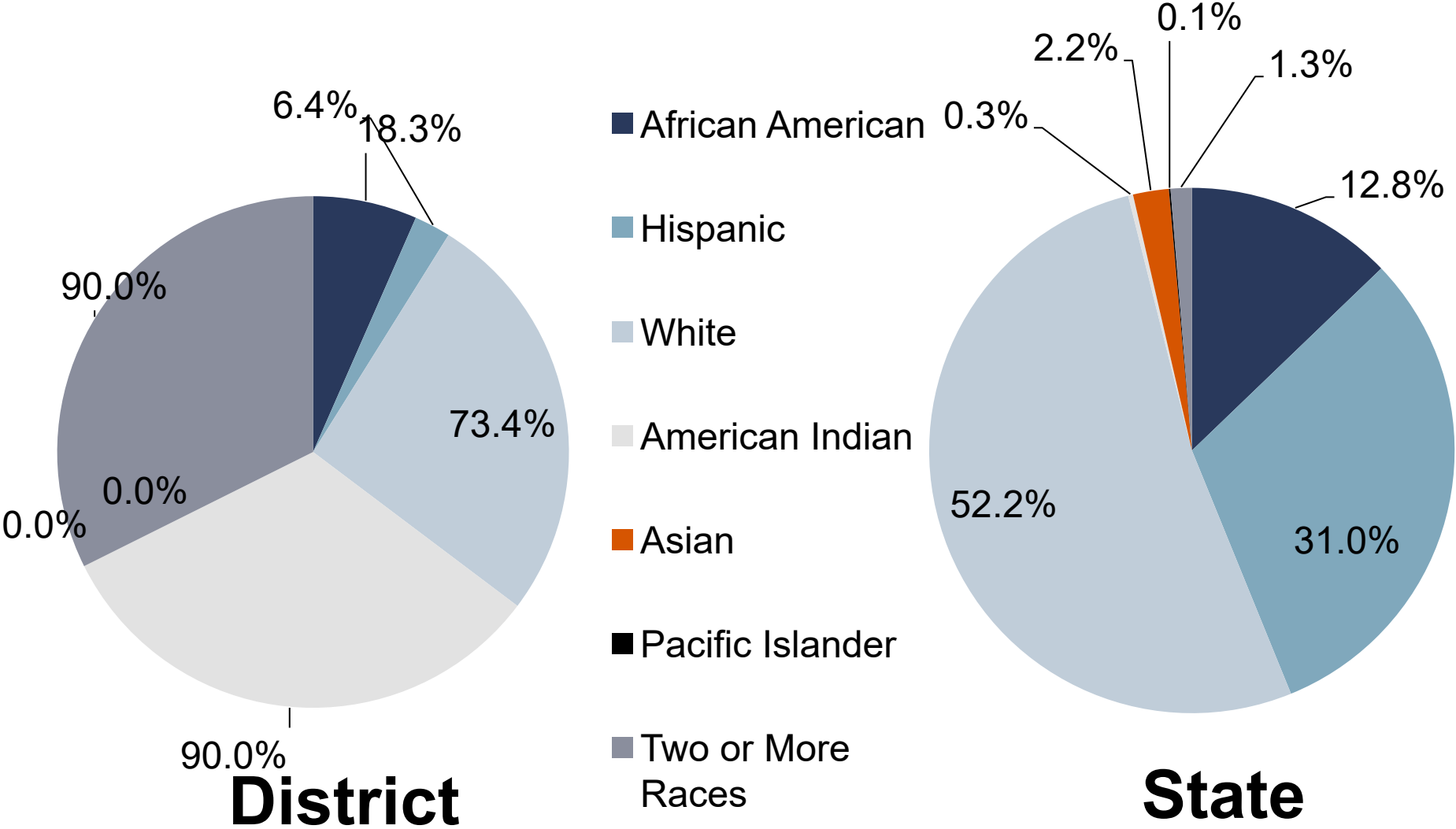
2024 – 2025 Student Demographics

	District	State
Economically Disadvantaged	80.2%	60.5%
Emergent Bilingual/EL	6.3%	24.3%
Students w/Disciplinary Placements (2023-2024)	2.5%	2.1%
At-Risk	44.8%	53.5%

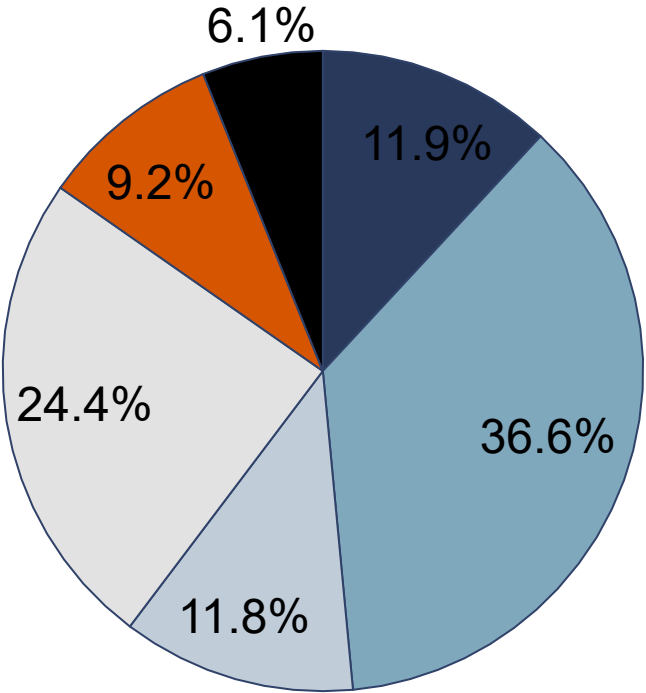
2024 – 2025 Enrollment by Program

	District	State
Bilingual/ESL	6.1%	24.3%
Career & Technical Education	39.8%	27.7%
Career & Technical Education (9-12)	93.1%	74.0%
Gifted & Talented Education	5.8%	8.7%
Special Education	19.3%	15.3%

2024 – 2025 Teacher Ethnic Distribution

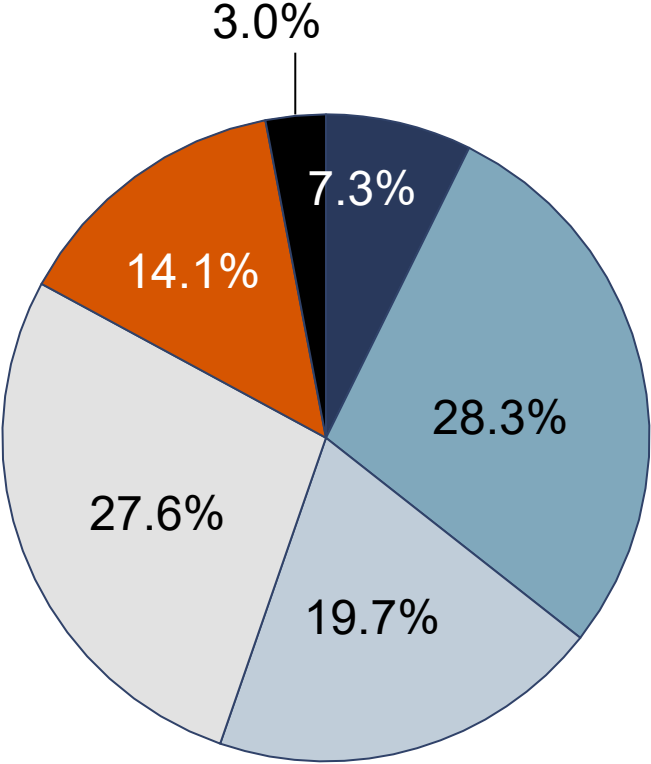


2024 – 2025 Teachers Years of Experience



District

- Beginning
- 1-5 Years
- 6-10 Years
- 11-20 Years
- 21-30 Years
- Over 30 Years

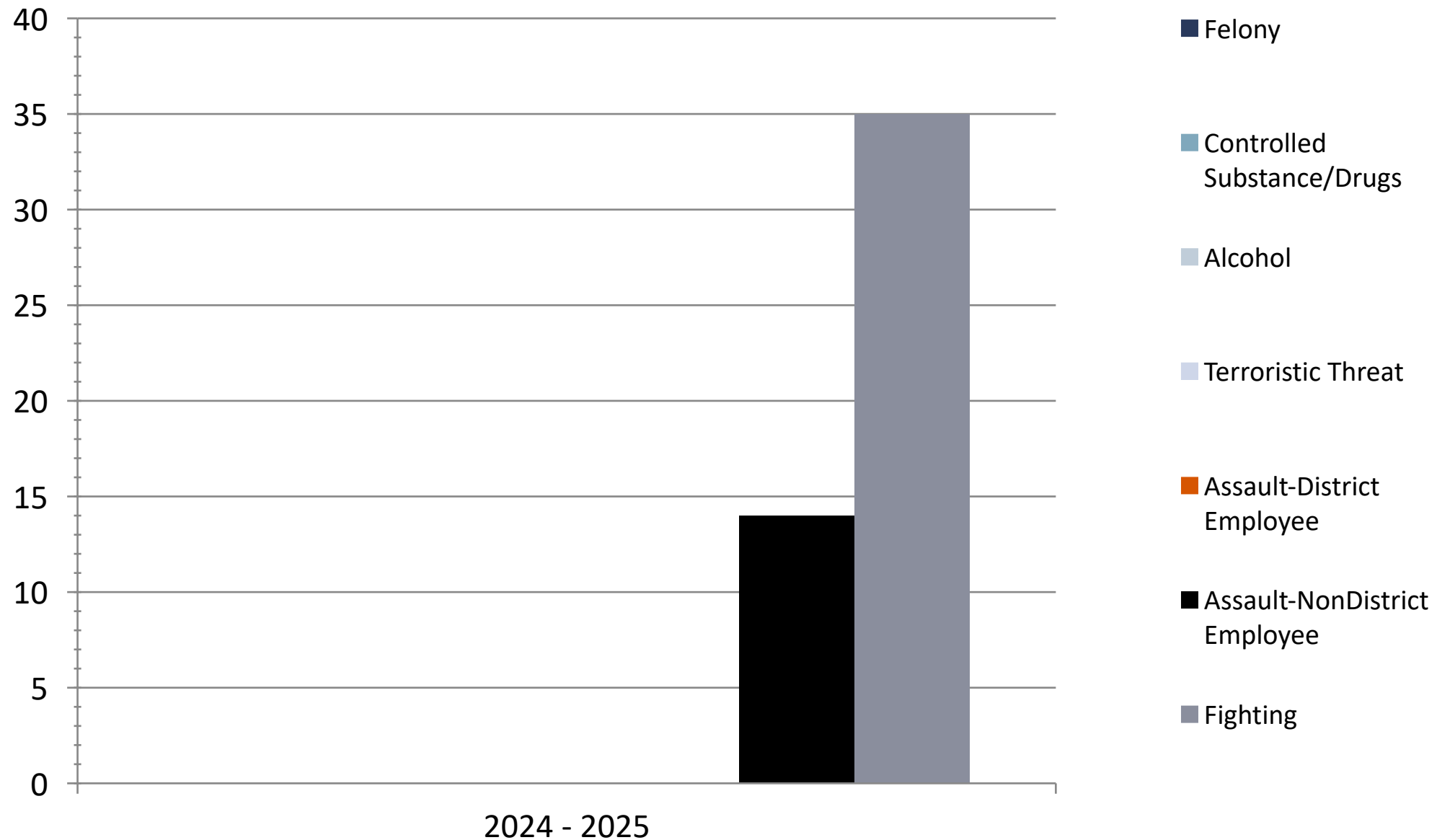


State

Violent and Criminal Incidents

- Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district.
- Additional incident categories suppressed due to small student group sizes (less than 5)

Violent and Criminal Incidents



Violent and Criminal Incidents

- The district implements proactive behavior systems to prevent incidents, including:
- Campus-based behavior expectations and routines
- Progressive discipline aligned to the Student Code of Conduct
- Use of In-School Suspension (ISS) and Out-of-School Suspension (OSS) as interventions
- Campus administrator investigation and documentation procedures
- Ongoing staff training on student behavior management and safety protocols

Safe and Drug Free Schools

- In alignment with the **Safe and Drug-Free Schools and Communities Act**, the district:
 - Monitors discipline trends and incident data annually
 - Reviews campus safety practices and intervention effectiveness
 - Uses findings to improve student behavior supports and campus safety procedures
 - Reports data publicly as required by state and federal guidelines

Texas Higher Education Coordinating Board

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:
 - *Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education*
 - *Number of Students within each GPA reporting band*

High School Graduates from FY2023 (w/25 or More Graduates) Enrolled in Texas Public or Independent Higher Education in FY 2024

<i>Westwood High School</i>	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	14	1	2	3	6	2	0
Two-Year Public Colleges	23	7	2	6	0	8	0
Independent Colleges & Universities	1						
Not Trackable	3						
Not Found	54						
Total High School Graduates	95						

PEIMS Financial Standard
Reports/2024 – 2025 Financial
Actual Report

Westwood ISD Agenda Item Information

Meeting Date: April 13, 2026

Subject: TAPR Report

Administrator Responsible: Laura Jones

Summary:

The district will conduct a public hearing to present and discuss the Texas Academic Performance Report (TAPR), including student performance, accountability ratings, and other required indicators.

[TAPR Report](#)

[TAPR PP](#)

Administration's Recommendation:

Board Approval Required	YES	NO
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- 13. **Public Comments for TAPR report for the 2024-2025 school year**
- 14. **Information Items**
 - A. Curriculum Moment

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April 2026 Curriculum Update

Laura Jones

Assistant Superintendent of
Curriculum, Instruction &
Leadership
April 13, 2026



Bluebonnet Learning Co-Op



THE PURPOSE

- **Provide Bluebonnet PD for teachers and administrators -**
 - **Participating in LIFT**
 - **Opting-in to Bluebonnet Learning**
 - **Piloting Bluebonnet Learning Materials**
- **Eliminate individual contracts with districts**
- **Streamline PD selections**
- **Have a dedicated team to support LEAs implementing Bluebonnet**



Each Content Product Package will include -

- PD at Region 7, locations around the region & in-districts
- Onboarding and Internalization
- Cohorts will be established so teachers can meet with other districts during the year at regular intervals (meeting every 6-8 weeks)
- Online courses and webinars
- Support for individual products
- Just-in-time supports, including engagement strategies, support for all students, ECR/SCR, and writing, data analysis, etc.
- School Board supports surrounding research and implementation
- Differentiated supports for Year 2 vs Year 1 implementation



Initial Implementation Support Includes -

- Initial Product Training (in-district)
- In-district RBIS
- Instructional Framework
- Transition Plan
- Change Management for Leaders
- Campus Walk-throughs



Why LIFT?

*Because great systems grow great
classrooms!*

Key Goals & Functions:

- **Build Capacity:** Strengthen instructional and leadership systems within districts and campuses.
- **Implement HQIM:** Support the effective adoption and use of High-Quality Instructional Materials
- **Provide Support:** Offers professional development, leadership coaching, and observation/feedback system development
- **Customized:** Training and supports are adapted to each district's needs, starting with a needs assessment
- **Ensure Sustainability:** Focuses on creating lasting systems for success, not just one-time implementation



The Heart of LIFT

LIFT is NOT a program, it is a way of working.

At its core, LIFT is about:

- *Strengthening leadership and instruction*
- *Bringing curriculum to life*
- *Building capacity that lasts*



How LIFT Works?

LIFT is implemented through:

- *Clear expectations for instruction*
- *Ongoing observation & feedback*
- *Job-embedded coaching cycles*
- *Reflection and continuous improvement*



LIFT Coaching Roles

District LIFT Coaches

- Build coherence across campuses
- Coach and develop district leaders to coach and develop campus leaders
- Monitor implementation and support problem-solving, change management

Campus LIFT Coaches

- Coach and develop campus leaders to coach and develop teachers
- Support instructional growth
- Bring the LIFT vision to daily practice



Three Pillars of Capacity Building

Upfront Training
Implementation Support
Coaching



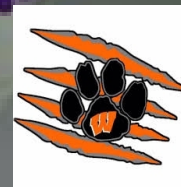
Upfront Training: Aligns leaders on the knowledge, practices, and systems needed to adopt, sustain and/or monitor effective HQIM implementation.

- Schoolwide Routines
- Observation & Feedback (Key Lever)
- HQIM Professional Learning Communities (Key Lever)
- Research-Based Instructional Strategies (RBIS)
- Product Training



Implementation Support: deepens training by building leader capacity to remove barriers, align systems, and monitor HQIM implementation with fidelity.

- **Capacity Building:** Coaching leaders to remove barriers, align systems, and monitor HQIM with fidelity.
- **Strategic Planning:** Support to develop, refine, and track action plans and key deliverables.
- **Calibration Walks:** Joint walkthroughs to norm observation tools and identify evidence of fidelity.
- **Data Reviews:** Step-backs to analyze trends, celebrate progress, and address gaps.
- **Problem-Solving Protocols:** Structured check-ins (e.g., Root Cause, SWOT) to tackle challenges.
- **Targeted Coaching:** Observations and feedback to strengthen leader practice and implementation.



Coaching: Accelerates leader effectiveness by closing practice and implementation gaps in high-leverage areas identified throughout implementation.

- **Focused Improvement:** Targets the most urgent, high-leverage practice gap using implementation data.
- **Clear Success Criteria:** Defines what strong practice looks like and how current practice compares.
- **Skill-Building Support:** Provides targeted coaching and practice to close identified gaps and strengthen leader effectiveness.



The LIFT Needs Assessment

Purpose of the Needs Assessment:

- Acts as your flight plan
- Shows the health of your systems
- Helps identify what is functioning well and what needs support and/or calibration
- Directly shapes an action plan and coaching support to ensure success



“The airplane stays up because it
doesn’t have the time to fall.”
Orville Wright

- Momentum matters—once we launch, every moment and every decision counts.
- Our districts can’t afford drift or hesitation; students need us fully airborne: clear, aligned, and committed.
- When our vision and systems lift together, we build the momentum to stay soaring.
- Today’s work ensures that once we take off, we stay up.



Westwood ISD Agenda Item Information

Meeting Date: April 13, 2026

Subject: Curriculum Moment

Administrator Responsible: Laura Jones

Summary: This month's Curriculum Moment will provide information on the LIFT grant the district was awarded.

Administration's Recommendation:

[Curriculum Moment](#)

Board Approval Required	YES	NO
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Westwood ISD Agenda Item Information

Meeting Date: April 2026

Subject: TEKS Certification

Administrator Responsible: Laura Jones

Summary:

Each year, the district is required to certify to the Texas Education Agency (TEA) that the Texas Essential Knowledge and Skills (TEKS) have been fully addressed in the district's curriculum for all required grade levels and subject areas. District and campus administrators review instructional materials, curriculum documents, and instructional practices to ensure alignment with the TEKS and state requirements. This certification affirms that the district's curriculum provides students the opportunity to learn all required standards.

[TEKS Certification](#)

Administration's Recommendation:

Board Approval Required	YES	NO
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PREWORK FORM



Certification of Provision of Instructional Materials Survey 2026–27

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Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prework form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prework form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prework form and survey by **May 1, 2026**. The prework form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Prewrite Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Prewrite Form Guidance

Please note that the format of the Certification 2026–27 Prewrite Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Prewrite Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

Laura Jones

QUESTION 1.1:

Your email address:

ljones@westwoodisd.net

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- ☐ Instructional Materials Coordinator
- ☒ Curriculum Director
- ☐ Principal
- ☐ Administrative Assistant
- ☐ Superintendent
- ☐ Other

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

7

QUESTION 2.1:

School system name and number

Westwood ISD 001908

QUESTION 2.2:

Name of superintendent

Lawrence Coleman

QUESTION 2.3:

Email address of the superintendent

lkcoleman@westwoodisd.net

QUESTION 2.4:

Name of the school board president or officer of the governing body

Jeff Cooper

QUESTION 2.5:

Email address of the school board president or officer of the governing body

jccoop@westwoodisd.net

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

April 13, 2026

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

☒ Yes

☐ No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

☒ Yes

☐ No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Reading
iReady

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

600

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

400

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

☐ Yes

☐ No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Summit K-12 Accelerated Literacy and Language Development
HMH Arriba la Lectura

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

☒ Yes

☐ No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH Into Literature Texas
TEKS Resource System
iReady

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.

- ☒ Yes
- ☐ No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

HMH Into Literature

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

☒ Yes

☐ No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒ Yes

☐ No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K-5) in their classroom on a regular basis?

600

Mathematics 6-8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026-27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6-8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☐ Yes

☐ No

Mathematics 6-8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet iReady Mathematics Zearn

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

300

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☐ Yes

☐ No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning Math
Pre-Calculus McGraw Hill

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

☒ Yes

☐ No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒ Yes

☐ No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

Lowman Education LLC
Social Studies Weekly

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒ Yes

☐ No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Lowman Education LLC
McGraw Hill

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

☐ Yes

☐ No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

World Geography McGraw Hill
World History- Pearson
US History Pearson
Government- McGraw Hill
Economics- McGraw Hill

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

☒ Yes

☐ No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒ Yes

☐ No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K-5 full-subject and/or supplemental publisher(s)/product(s) used:

Science Penguin McGraw Hill

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒ Yes

☐ No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw Hill

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

☒ Yes

☐ No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Biology- McGraw Hill
Chemistry- McGraw Hill
Integrated Physics and Chemistry- McGraw Hill
Physics- McGraw Hill

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0:

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

☒ Yes

☐ No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

☐ Yes

☐ No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

☐ English reading language arts

☐ Spanish reading language arts

☐ English phonics

☐ Spanish phonics

☐ Full-subject, Tier one mathematics

☒ Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0. ☐
- 1. ☐
- 2. ☐
- 3. ☐
- 4. ☐
- 5. ☐
- 6. ☐
- 7. ☐
- 8. ☐
- 9. ☐
- 10. ☐

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	☐	☐	☒
DMAC	☐	☐	☐
Texas Formative Assessment Resource	☐	☒	☐
STAAR Interim	☐	☐	☐
Other:	☐	☒	☐
NWEA MAP			
Other:	☐	☒	☐
iReady			
Other:	☐	☐	☐

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- ☒ Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- ☐ Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- ☐ Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- ☐ Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- ☐ Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- ☐ Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- ☐ Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- ☐ Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- ☒ Languages other than English (LOTE)
- ☒ Health, with emphasis on the importance of proper nutrition and exercise
- ☒ Physical education
- ☒ Fine arts
- ☒ Career and Technical Education (CTE)
- ☒ Technology applications
- ☐ Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- ☒ Personal financial literacy
- ☐ None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

District County Number (6-digit ID):

001908

District Name:

Westwood ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**



Westwood ISD Agenda Item Information

Meeting Date: April 13, 2026

Subject: Bluebonnet Curriculum-ELAR

Administrator Responsible: Laura Jones

Summary:

The district is considering the adoption of Bluebonnet Learning ELAR for grades K–5 to support high-quality instructional materials and strengthen literacy outcomes.

Administration's Recommendation:

Board Approval Required	YES	NO
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Westwood ISD Agenda Item Information Agenda Item Information

Meeting Date: April 13, 2026

Subject: Finance Update

Administrator Responsible: Mr. Alford

Summary: 2025-26 Budgetary Overview (Fourth 6-Weeks).

Administration's Recommendation: This is for information purposes only.

Board Approval Required	YES	X NO
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- E. Discussion of a resolution to pay employees for the days which the district was closed during March.
- F. Discussion of contract renewal for Worker's Compensation services.
- G. Westwood Middle School Library Book List Approval

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books spring 2026

#	ASIN	Title	Comments	Price	Quantity	Has
1	 1665989378	The Going to the Movies Collection (Boxed Set): Better Than the Movies; Nothing Like the Movies by Lynn Painter (Paperback) Offered by Amazon .		\$12.59	1	0
2	 1644737159	Como pez en el árbol. Una novela sobre la dislexia / Fish in a Tree (Spanish Edition) by Lynda Mullaly Hunt (Paperback) Offered by Amazon .		\$11.96	1	0
3	 043955120X	Las aventuras del superbebe pañal (El Capitán Calzoncillos) (Spanish Edition) Captain Underpants by Dav Pilkey (Mass Market Paperback) Offered by Amazon .		\$3.99	1	0
4	 1338575139	Cuatro ojos (Four Eyes 1: Four Eyes) (Spanish Edition) by Rex Ogle, Dave Valeza (Paperback) Offered by Amazon .		\$5.99	1	0
5	 133826916X	Drama (Spanish Edition) by Raina Telgemeier (Paperback) Offered by Amazon .		\$9.99	1	0
6	 1338359169	Lety alza su voz (Lety Out Loud) (Spanish Edition) by Angela Cervantes (Paperback) Offered by Amazon.com .		\$5.20	1	0
7	 1250016789	Cool Salsa: Bilingual Poems on Growing Up Latino in the United States (Spanish Edition) by Lori Marie Carlson, Oscar Hijuelos (Paperback) Offered by Amazon.com .		\$5.64	1	0
8	 9123796200	James Patterson Middle School and Treasure Hunters Collection 13 Books Set by James Patterson (Paperback) Offered by ★ USA 4 Books .		\$76.98	1	0
9	 1644734494	Las estrellas bajo nuestros pies / The Stars Beneath Our Feet (Spanish Edition) by David Barclay Moore (Paperback) Offered by Amazon .		\$13.95	1	0
10	 1338601180	Agallas (Guts) (Spanish Edition) by Raina Telgemeier (Paperback) Offered by Amazon.com .		\$8.99	1	0
11	 B0DJLDSV6B	I Survived Series Newest 5-Book Collection Set (Book 21 to 25) – Historical Disaster Survival Adventures for Kids by Lauren Tarshis – Galveston Hurricane, Black Death, Dust Bowl & More by Lauren Tarshis (Paperback) Offered by Vasona Books .		\$33.63	1	0
12	 1665952075	Middle School and Other Disasters Collection (Boxed Set): Worst Broommate Ever!; Worst Love Spell Ever!; Biggest Secret Ever! by Wanda Coven, Anna Abramskaya (Hardcover) Offered by Amazon .		\$30.99	1	0
13	 0593380835	Minecraft Woodsword Chronicles: The Complete Series: Books 1-6 (Minecraft Woodsword Chronicles) by Nick Eliopulos (Hardcover) Offered by Amazon .		\$21.83	1	0
14	 1419766945	No Brainer: A funny middle school adventure from the #1 international bestselling Diary of a Wimpy Kid series (Book 18) (Volume 18) by Jeff Kinney (Hardcover) Offered by Amazon .		\$5.50	1	0
15	 1338629166	The Fort by Gordon Korman (Paperback) Offered by Amazon .		\$7.19	1	0
16	 1596951796	Webster's Dictionary for Students, Sixth Edition - Newest Edition by Editors of Merriam-Webster, Merriam-Webster (Paperback) Offered by Amazon .		\$3.34	10	0
17	 1449499554	Trapped in a Video Game: The Complete Series by Dustin Brady, Jesse Brady (Paperback) Offered by Amazon .		\$17.34	1	0
18	 0593651529	A Good Girl's Guide to Murder Complete Series Paperback Boxed Set: A Good Girl's Guide to Murder; Good Girl, Bad Blood; As Good as Dead by Holly Jackson (Paperback) Offered by Amazon .		\$12.80	1	0
19	 B0DTP92PWV	Kathleen Glasgow 4-Book Boxed Set: Girl in Pieces; How to Make Friends with the Dark; You'd Be Home Now; The Glass Girl by Kathleen Glasgow (Paperback) Offered by Amazon .		\$21.33	1	0

Library Books

#	ASIN	Title	Comments	Price	Quantity	Has
1	 B08JGFX15Z	FUAUFAS I Survived Series Complete Books Set (21 Books) by Lauren Tarshis (Paperback) Offered by pathnme .		\$75.23	1	0
2	 B08S62LF1M	NEW COLLECTION! Wings of Fire 12 Books Collection (Books 1-12) by Tui T. Sutherland (Paperback Bunko) Offered by pathnme .		\$89.09	1	0
3	 0142426423	Fish in a Tree by Lynda Mullaly Hunt (Paperback) Offered by Amazon.com .		\$7.00	1	0
4	 0142427314	The Royal Ranger: A New Beginning (Ranger's Apprentice: The Royal Ranger) by John Flanagan (Paperback) Offered by Amazon.com .		\$9.29	1	0
5	 0142421952	The Lost Stories: Book Eleven (Ranger's Apprentice) by John Flanagan (Paperback) Offered by Amazon.com .		\$8.26	1	0
6	 0142408425	The Burning Bridge (The Ranger's Apprentice, Book 2) by John Flanagan (Paperback) Offered by Amazon .		\$7.99	1	0
7	 0142418587	Halt's Peril: Book Nine (Ranger's Apprentice) by John Flanagan (Paperback) Offered by Amazon.com .		\$8.89	1	0
8	 0142415243	The Siege of Macindaw: Book Six (Ranger's Apprentice) by John Flanagan (Paperback) Offered by Amazon.com .		\$7.84	1	0
9	 0142410756	The Icebound Land (Ranger's Apprentice, Book 3) by John Flanagan (Paperback) Offered by Amazon.com .		\$6.84	1	0
10	 1250866553	Gone to the Woods by Gary Paulsen (Paperback) Offered by Amazon.com .		\$6.99	1	0
11	 1250833035	Me (Moth): (National Book Award Finalist) by Amber McBride (Paperback) Offered by Amazon.com .		\$7.37	1	0
12	 1250144019	Forget Me Not by Ellie Terry (Paperback) Offered by Amazon.com .		\$6.63	1	0
13	 1524714755	One of Us Is Lying by Karen M. McManus (Paperback) Offered by Amazon.com .		\$7.07	1	0
14	 1250233895	Wishtree by Katherine Applegate (Paperback) Offered by Amazon.com .		\$6.46	1	0
15	 1619630125	Planet Middle School by Nikki Grimes (Paperback) Offered by Amazon .		\$7.19	1	0
16	 B08CPB4Y1N	Dodge Ball Wars: 5 Book Collection: From the Creator of Diary of a 6th Grade Ninja by Marcus Emerson, Noah Child (Paperback) Offered by Amazon.com .		\$13.24	1	0
17	 B0FBKC7FVF	FOLREBAS A Library of a Wimpy Kid 1-23 Complete Box Toy Set Paperback Offered by Han Zhifeng .		\$87.60	1	0
18	 141978269X	Partypooper: A side-splitting birthday disaster from the #1 international bestselling Diary of a Wimpy Kid series (Book 20) (Volume 20) by Jeff Kinney (Hardcover) Offered by Amazon.com .		\$10.42	2	0
19	 152911991X	Middle School 7 Books Collection Set by James Patterson (Dogs Best Friend, Just My Rotten Luck, Save Rafe, My Brother Is A Big Fat Liar & MORE!) by James Patterson (Paperback) Offered by Marissa's Books & Gifts .		\$37.99	1	0
20	 0316587265	The Twilight Saga Deluxe Hardcover Collection by Stephenie Meyer (Hardcover) Offered by Amazon.com .		\$65.24	1	0
21	 0553499068	Wonder/365 Days of Wonder Boxed Set by R. J. Palacio (Hardcover) Offered by SuperBookDeals--- .		\$23.82	1	0
22	 038574207X	Janie Face to Face (The Face on the Milk Carton Series) by Caroline B. Cooney (Paperback) Offered by Amazon.com .		\$11.15	1	0
23	 038574241X	What Janie Found (The Face on the Milk Carton Series) by Caroline B. Cooney (Paperback) Offered by Amazon .		\$10.99	1	0



Board Training Hours Script:

"According to the Texas Education Code and board policy, trustees are required to complete annual continuing education. As Board President, I am required to announce the training status of each member of this board. This announcement will be recorded in the official minutes of this meeting."

"As of April 13, 2026, the following trustees **have completed** the required continuing education requirements:"

- Kay Denison
- Angela Choate

"The following trustees **have exceeded** the required continuing education requirements:"

- Carolyn Booker

"The following trustees are **currently deficient** in meeting the required continuing education requirements:"

- Jeff Cooper
- Bryan Jones
- Jess Huddleston
- Jed Barron

"I would like to thank each member of the Board for their dedication to professional development and their commitment to serving the students, staff, and community of Westwood ISD. This announcement will be recorded in the official minutes."

Westwood ISD Agenda Item Information

Meeting Date: April 13, 2026

Subject: School Board Training Hours

Administrator Responsible: Lawrence Coleman

Summary:

An announcement of board training hours must be made at the board's last regular meeting before an election of trustees. The board president must announce the name of each board member who: 1) has completed the required continuing education; 2) has exceeded the required continuing education; and 3) is deficient in meeting the required continuing education.

Administration's Recommendation: N/A

Board Approval Required YES X-**NO**

15. Board to Consider Approval of Consent Agenda;

- A. Minutes of Regular Board Meeting and Special Board Meeting of March 9, and 25, 2026.

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Special Meeting

Wednesday, March 25, 2026 6:00 PM

Westwood Administration Office

Jed Barron:	Present
Carolyn Booker:	Present
Angela Choate:	Present
Jeff Cooper:	Present
Kay Denison:	Present
Jess Huddleston:	Present
Bryan Jones:	Present

1. Call to Order and Establish Quorum

2. Roll Call

3. Invocation

4. Pledge of Allegiance / Texas Pledge

5. Public Comments on Agenda Items Only

6. Closed Session

6.A. Consultation with the District's legal counsel regarding personnel matters, including discussion related to the Superintendent, the Interim Superintendent position, and the Athletic Director.

7. Information Items

7.A. Discussion with Region 7 Education Service Center representative regarding potential interim superintendent candidates and the superintendent search process.

Discussion: No discussion after closed session.

7.B. Discussion regarding the process and proposed timeline for the superintendent search.

8. Action Items

8.A. Consideration and possible action regarding interim superintendent candidates presented in consultation with the Region 7 Education Service Center representative.

Action(s):

To approve regarding interim superintendent candidates presented in consultation with the Region 7 Education Service Center representative. This motion, made by Carolyn Booker and seconded by Angela Choate, Passed.

Voting Detail:

Jed Barron: Yea

Carolyn Booker: Yea

Angela Choate: Yea
Jeff Cooper: Yea
Kay Denison: Yea
Jess Huddleston: Yea
Bryan Jones: Yea

Voting Summary: Yea: 7, Nay: 0

8.B. Consideration and possible action regarding personnel matters discussed in closed session.

Discussion: No other personnel matters discussed.

9. **Adjournement**

Board Secretary

Regular Meeting

Monday, March 9, 2026 5:30 PM
Westwood Administration Office

Jed Barron:	Present
Carolyn Booker:	Present
Angela Choate:	Present
Jeff Cooper:	Present
Kay Denison:	Present
Jess Huddleston:	Present
Bryan Jones:	Absent

1. Call to Order and Establish Quorum

2. Roll Call

3. Action Items

4. Board to Consider Approval of Agenda

5. Closed Session

5.A. Personnel

5.B. Acknowledge Professional Contracts

5.C. Acknowledge Teacher Contracts for the 2026-2027 School Year

5.D. Real Property

5.E. Intruder Detection Audit

6. Invocation

7. Pledge of Allegiance/ Texas Pledge

8. Recognition of Students and Staff

9. Public Comments

Discussion: Bryan Holman - worked for district for 14 yrs, no discipline problems, got along w staff. Last year after changing directors, the secretary also left because the new admin coming in was different. After meeting with him he felt the same but stayed because he needed this job. He said admin made statements on him, as well as behind closed doors. Administration office can't "keep up with paperwork". He said no one could find the steps to the grievance, and then was given an answer that it has passed ten days from his grievance period time, and doesn't believe any of us was "sick" to provide answers. Made a public request on information and was told he couldn't get salary information of other people.

The grievance process, located on website, didn't have forms but had instructions. If needed copies, he will email to board, along with statements, audio/video, etc.

10. Board to vote on items discussed in closed session

Action(s):

to accept Wade Stanford's retirement effective March 31, 2026. This motion, made by Jeff Cooper and seconded by Jess Huddleston, Passed.

Voting Detail:

Jed Barron:	Yea
Carolyn Booker:	Yea
Angela Choate:	Yea
Jeff Cooper:	Yea
Kay Denison:	Yea
Jess Huddleston:	Yea
Bryan Jones:	Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

Discussion: Wade: need to acknowledge the professional teacher contract for 2026-2027. Discuss the intruder detection audit was discussed in closed session.

Board to accept his retirement effective March 31, 2026

11. Information Items

11.A. Presentation of Westwood ISD Delinquent Tax Collections Report

11.B. Finance Update

11.C. Curriculum Moment

11.D. Discussion of TEKS Certification

11.E. Discussion of K-5 Bluebonnet Reading for the 2026-2027 School year

11.F. Discussion of a Vertical Bridge Tower

11.G. Discussion of Long Range Facility Plan

11.H. Discussion of Primary Local Improvement Plan (LIP)

11.I. Board to receive and accept Certification of Unopposed Candidates and Order Cancellation of Election for Unopposed School Board Candidates

11.J. Policy Update

12. Board to Consider Approval of Consent Agenda

Action(s):

To approve the consent agenda. This motion, made by Carolyn Booker and seconded by Jess Huddleston, Passed.

Voting Detail:

Jed Barron: Yea
Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Kay Denison: Yea
Jess Huddleston: Yea
Bryan Jones: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

12.A. Minutes of Regular Board Meeting **February 2, 2026, February 9, 2026, February 25, 2026**

12.B. Fundraisers

12.C. Quarterly Investment Report

13. Action Items

13.A. Consider and Possibly Approve the Primary's Local Improvement Plan (LIP)

Action(s):

to approve westwood primary LIP. This motion, made by Carolyn Booker and seconded by Angela Choate, Passed.

Voting Detail:

Jed Barron: Yea
Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Kay Denison: Yea
Jess Huddleston: Yea
Bryan Jones: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

13.B. Approve Unopposed Candidates for School Board Election Cancellation for Districts 2, 5 and 6

Action(s):

approved unopposed candidates for school board election for districts 2, 5, 6. This motion, made by Carolyn Booker and seconded by Jed Barron, Passed.

Voting Detail:

Jed Barron: Yea
Carolyn Booker: Yea
Angela Choate: Yea
Jeff Cooper: Yea
Kay Denison: Yea
Jess Huddleston: Yea
Bryan Jones: Absent

Voting Summary: Yea: 6, Nay: 0, Absent: 1

14. Future Agenda Items and Requests

Discussion: Jeff Cooper: start looking at what they have for the remaining bond.

15. **Adjournement**

Discussion: meeting ajourned at 8:07pm.

Board Secretary



WESTWOOD ISD FUNDRAISER APPROVAL FORM

DEADLINE: Fundraiser request forms are **due** to the campus office **one week prior** to the Board meeting. Forms submitted after this deadline may be deferred to a future meeting.

Organization: Spirit Club Campus: Elem. Date Submitted: 4/7/20

Fundraising Event: Field Day concession Requested Date(s): _____

Vendor (if applicable): WES

2305 SALTWORKS Rd. Palestine, TX 903-729-1711
Address City/State Telephone

Items to be Sold: concession stand

Price per Item: \$ _____ Will Customers Pay in Advance?: _____

Minimum profit to organization: 50% (explain if less): _____

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If no vendor is involved, list event location: _____

Estimated start-up cost to organization: \$ _____

Price charged to customers: \$ _____

Will donations be accepted? ☐ Yes ☐ No

I, Emilee Young, am submitting this fundraising request prior to the start of any fundraising activities. I understand that I am responsible for ordering and distributing merchandise, collecting all funds, and submitting those funds to the office for deposit into my activity account. At the conclusion of the fundraiser, I will complete this form and return it to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

Kayla Warren 4.7.20 / _____
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total proceeds collected: \$ _____ Total deposited into activity account: \$ _____
Total vendor invoice: \$ _____

Expenses incurred for fundraiser (advertising, t-shirts, supplies, etc.): \$ _____
Total profit to organization: \$ _____

I, _____, understand that these funds will not be available until this form is completed and returned to the campus office.

WESTWOOD ISD FUNDRAISER APPROVAL FORM

DEADLINE: Fundraiser request forms are **due** to the campus office **one week prior** to the Board meeting. Forms submitted after this deadline may be deferred to a future meeting.

Organization: Westwood Elem ^{OTUCC} Campus: _____ Date Submitted: 03/26/24
Fundraising Event: Field Day Requested Date(s): March 30 - April 30th
Vendor (if applicable): Lone Star Apparel
1317 TX - 256 Loop Palestine, TX N/A
Address City/State Telephone
Items to be Sold: Tshirts
Price per Item: \$ 10 Will Customers Pay in Advance?: Yes

Minimum profit to organization: 50% (explain if less):

They are calling to us for \$9
we will call for \$10 in hopes this makes it affordable for
all, but still saving \$1 per shirt.

If no vendor is involved, list event location: _____

Estimated start-up cost to organization: \$ _____

Price charged to customers: \$ _____

Will donations be accepted? ☐ Yes ☐ No

I, Minanda Vanner, am submitting this fundraising request prior to the start of any fundraising activities. I understand that I am responsible for ordering and distributing merchandise, collecting all funds, and submitting those funds to the office for deposit into my activity account. At the conclusion of the fundraiser, I will complete this form and return it to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

Kayla Wannen 3-30-24 / _____
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total proceeds collected: \$ _____ Total deposited into activity account: \$ _____
Total vendor invoice: \$ _____

Expenses incurred for fundraiser (advertising, t-shirts, supplies, etc.): \$ _____
Total profit to organization: \$ _____

I, _____, understand that these funds will not be available until this form is completed and returned to the campus office.

WESTWOOD ISD FUNDRAISER APPROVAL FORM

DEADLINE: Fundraiser request forms are due to the campus office **one week prior** to the Board meeting. Forms submitted after this deadline may be deferred to a future meeting.

Organization: CLASS OF 2027 Campus: WHS Date Submitted: 4/2/26

Fundraising Event: EDY Dance @ WES Requested Date(s): 5/9/26

Vendor (if applicable): _____

Westwood Elementary Palestine, Tx
Address City/State Telephone

Items to be Sold: Entry Fee + Concessions

Price per Item: \$ _____ Will Customers Pay in Advance?: _____

Minimum profit to organization: 50% (explain if less): _____

If no vendor is involved, list event location: WES

Estimated start-up cost to organization: \$ _____

Price charged to customers: \$ _____

Will donations be accepted? ☐ Yes ☒ No

I, Cassie Huddleston, am submitting this fundraising request prior to the start of any fundraising activities. I understand that I am responsible for ordering and distributing merchandise, collecting all funds, and submitting those funds to the office for deposit into my activity account. At the conclusion of the fundraiser, I will complete this form and return it to the campus office.

PERMISSION IS GRANTED TO CONDUCT THIS EVENT:

Kyle Swann 4-7-26 / _____
Campus Principal's Signature Date WISD Superintendent's Signature Date

Total proceeds collected: \$ _____ Total deposited into activity account: \$ _____

Total vendor invoice: \$ _____

Expenses incurred for fundraiser (advertising, t-shirts, supplies, etc.): \$ _____

Total profit to organization: \$ _____

I, _____, understand that these funds will not be available until this form is completed and returned to the campus office.

16. Action Items

A. Bluebonnet ELAR Curriculum Update

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Westwood ISD Agenda Item Information

Meeting Date: April 13, 2026

Subject: Bluebonnet Curriculum-ELAR

Administrator Responsible: Laura Jones

Summary:

The district is considering the adoption of Bluebonnet Learning ELAR for grades K–5 to support high-quality instructional materials and strengthen literacy outcomes.

Administration’s Recommendation: Administration recommends approval of Bluebonnet Learning ELAR for grades K–5.

I move that the Board approve the adoption of Bluebonnet Learning ELAR for grades K–5 as presented

Board Approval Required

YES

NO



Westwood ISD Agenda Item Information

Meeting Date: April 13 2026

Subject: TEKS Certification

Administrator Responsible: Laura Jones

Summary:

Each year, the district is required to certify to the Texas Education Agency (TEA) that the Texas Essential Knowledge and Skills (TEKS) have been fully addressed in the district's curriculum for all required grade levels and subject areas. District and campus administrators review instructional materials, curriculum documents, and instructional practices to ensure alignment with the TEKS and state requirements. This certification affirms that the district's curriculum provides students the opportunity to learn all required standards.

[TEKS Certification](#)

Administration's Recommendation:

Possible Motion:

I make a motion that the board approve the TEKS Certification as presented and authorize the district to submit the certification to the Texas Education Agency.

Board Approval Required

YES

NO

- C. Westwood Middle School Library Book List Approval
- D. Approval of a resolution to pay days for which the district closed in February.
- E. Approval of the contract renewal for Worker's Compensation services
- 17. **Future Agenda Items and Requests**
- 18. **Adjournement**

Texas Government Code Section:

- 551.071 Private consultation with the Board's Attorney.
- 551.072 Discussing purchase, exchange, lease, or value of real property.
- 551.073 Discussing negotiated contracts for prospective gifts or donations.
- 551.074 Discussing personnel or to hear complaints against personnel.
- 551.075 To confer with employees of the school district to receive information or to ask questions.
- 551.076 Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
- 551.082 Considering discipline of a public school child, or complaint or charge against personnel.
- 551.083 Considering the standards, guidelines, terms, or conditions the Board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
- 551.084 Excluding witnesses from a hearing.

Texas Education Code:

- 39.030(a) To discuss or adopt individual assessment instruments or assessment instrument items.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final action, final decision, or final vote shall be either:

- (a) In the open meeting covered by the notice upon the reconvening of the public meeting; or
- (b) At a subsequent public meeting of the School Board upon notice thereof: as the School Board shall determine.