

BOARD OF TRUSTEES Regular Meeting (* All Meetings Are Posted at Buckholts USPS and the BISD
Board Bulletin 72 Hours before all Meetings*)
Buckholts Elementary School Library, 203 S. 10th Street, Buckholts, TX 76518
Buckholts Independent School District

DISTRICT VISION

Every graduate ready for college, career, and life. Real school. Every day.

DISTRICT MISSION

Buckholts Independent School District is rich in culture, heritage, and tradition. BISD will provide an educational environment that will enable all students to develop essential academic skills for a lifetime. We will produce well-educated students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by teaching ALL students so that they may learn at their maximum potential.

AGENDA

Monday, September 21, 2026 at 5:30 PM

- I. Call to Order
- II. Declaration of Quorum
 - A. Announcement by President as to the presence of a quorum, that this is a regular board meeting and the notice of the meeting was posted in the time and manner required.
- III. Pledge/Invocation
- IV. Public Comments-pursuant to Board Policy BED (Local)
- V. Board Workshop: Board Books Premier for Board Members
- VI. Reports
 - A. Superintendent's Report
- VII. Consent Agenda Items
 - A. Approval of Minutes for August 17, 2026 Board Meeting
- VIII. Public Hearing on SB 12 Certification of Compliance
- IX. Action Items
 - A. Discussion and possible action on SB 12 Certification of Compliance
 - B. Discussion and possible action District Improvement Plan
 - C. Discussion and possible action on revision of the District Communication Device Policy.
 - D. Discussion and possible action on TASB Policy Update 127
 - E. Discussion and Possible Action on Certification of Provision of Instructional Materials Survey for 2026-2027

- X. Executive/Closed Meeting will be held as authorized by Texas Government Code, 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084
 - A. Report on 3 Year Safety Audit
- XI. Action from Executive Session
- XII. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting accordance with the Texas Open Meetings Act, Tex: Gov't Code, Chapter 551, Subchapters D and E, and Tex. Education Code, Chapter 21.556.

I, the undersigned, do hereby certify that this Notice was posted on the bulletin board of the main entrance of the Buckholts ISD Administration Building and at the Buckholts Post Office at (* All Meetings Are Posted at Buckholts USPS and the BISD Board Bulletin 72 Hours before all Meetings*), which is at least 72 hours prior to the date and time of the scheduled meeting.

A handwritten signature in black ink, reading "Ricky McCall", is written over a horizontal line. The signature is cursive and stylized.

Mr. Ricky McCall
Board President

BOARD OF TRUSTEES Regular Meeting (* All Meetings Are Posted at Buckholts USPS and the
BISD Board Bulletin 72 Hours before all Meetings*)
Buckholts Elementary School Library, 203 S. 10th Street, Buckholts, TX 76518
Buckholts Independent School District

Minutes

**Monday, August 17, 2026 at 5:30 PM Start time for Public Hearing on Budget Adoption for
2026-2027**

- I. Call to Order-***Meeting was called to order at 5:35 PM***
- II. Declaration of Quorum
 - A. Announcement by President as to the presence of a quorum, that this is a regular board meeting and the notice of the meeting was posted in the time and manner required.
Quorum was declared by Mr. Chris Marrs with the following present: Chris Marrs, Zachary Simmons, Angela Morgan, Margaret Green- Adan Losoya @556 pm
- III. Pledge/Invocation
- IV. Consent Agenda Items
 - A. Consider and approve Minutes of August 3, 2026 Special Called Meeting- ***Motion made by Angela Morgan, second by Zachary Simmons. Minutes approved by majority***
- V. Public Hearing on 2026-2027 Proposed Budget and Tax Rate for Buckholts ISD- **Region 12**
- VI. Public Comments-pursuant to Board Policy BED (Local)
- VII. Reports
 - A. Report on Buckholts ISD Student Restroom Project- ***Mr. Gonzalez-Report made by Mr. Gonzalez (contractor for student restroom project).***
- VIII. Action Items- **Region 12**
 - A. Discussion and possible action on 2026-2027 Budget Adoption for Buckholts ISD- ***Motion made by Margaret Green and second by Zachary Simmons. Budget adopted by majority.***
 - B. Discussion and possible action on adoption of 2026-2027 Tax Rate for Buckholts ISD- ***Motion made by Zachary Simmons and second by Margaret Green. Tax Rate adopted by majority.***
 - C. Discussion and possible action on proposed 2025-2026 year end budget amendments- ***Motion made by Angela Morgan and second by Zachary Simmons . Amendments adopted by majority.***
- IX. Executive/Closed Meeting will be held as authorized by Texas Government Code, 551.071
551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084-***Motion made by Zachary Simmons and second by Margaret Green to enter Executive Session at 5:57 PM***
 - A. School Safety Committee Report and 3 Year Cycle Safety Audit Report- **Quesada**
 - B. Intruder Detection Audit Report from February, 2026- **Quesada**

- X. Action from Executive Session
 - A. Discussion and possible action on School Safety Committee Report and 3 Year Cycle Safety Audit- ***Report tabled for next board meeting.***
 - B. Discussion and possible action on Intruder Detection Audit from February, 2026- ***Motion to approve by Zachary Simmons, second by Michael Chambers. Report approved by majority.***
- XI. Adjourn- ***Motion to adjourn by Zachary Simmons, second by Michael Chambers.***

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting accordance with the Texas Open Meetings Act, Tex: Gov't Code, Chapter 551, Subchapters D and E, and Tex. Education Code, Chapter 21.556.

I, the undersigned, do hereby certify that this Notice was posted on the bulletin board of the main entrance of the Buckholts ISD Administration Building and at the Buckholts Post Office at (* All Meetings Are Posted at Buckholts USPS and the BISD Board Bulletin 72 Hours before all Meetings*), which is at least 72 hours prior to the date and time of the scheduled meeting.

Mr. Chris Marrs,
Board President

Compliance Certification Template

TEC §39.008: Certification of Compliance with Certain Laws Required

The template on the following pages is provided to assist Texas school systems in complying with the certification requirements under Texas Education Code [TEC] §39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session). The completed certification must be approved by the governing body in a public meeting and submitted electronically through the AskTED application no later than September 30 of each school year to the Texas Education Agency (TEA).

School systems may complete this template electronically as a fillable PDF. If additional space is needed, you may use this [Word version of the template](#) or attach additional pages, as appropriate. This page is provided for informational purposes only and may be removed prior to submission.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Buckholts ISD

County-District Number (CDN): 166907

Superintendent/CEO Name: Dr. Roland Quesada

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

Employees and contractors were informed about policies and procedures required by TEC 11.005 (c) and 28.0022(h) through staff development training in July, 2026.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? ☒ Yes ☐ No

If yes, describe or attach a copy of the changes below.

The following policy changes were made to Buckholts ISD Board Policy:

EFA (Local)
DH (Local)
DFBB (Local)
FA ((Local)
CJ (Local)
DGBA (Local)
EEP (Local)

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes ☒ No

Total cost savings: \$ _____

If yes, describe or attach a copy of the cost savings.

Section 5: Board Approval

Date of Board/Governing Body Meeting: September 21, 2026

Meeting notice was posted on LEA website at least seven days in advance: ☒ Yes ☐ No

Public testimony opportunity provided during meeting: ☒ Yes ☐ No

Certification approved by majority vote: ☒ Yes ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20____.

Notary Public, State of Texas

Buckholts Independent School District



2026-2027 District Improvement Plan

Mission Statement

Buckholts Independent School District is rich in culture, heritage, and tradition. BISD will provide an educational environment that will enable all students to develop essential academic skills for a lifetime. We will produce well-educated students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by teaching ALL students so that they may learn at their maximum potential.

Vision

**Every graduate ready for college, career, and life. Real school.
Every day.**

BISD students:

- Will be productive members of society who are fully equipped to continue their preparation for the future
- Are confident and self-driven. They have a positive vision of the future and goals needed to achieve their dreams
- Are well rounded academically, physically, and spiritually
- Are proud of their school and community and value learning as a life-long endeavor
- Are creative problem solvers who choose to think critically
- Value and accept diversity
- Feel safe at school

The BISD learning environment provides:

- An evolving and innovative curriculum that meets the diverse needs of all students, and equips them to be positive and contributing members of society
- A highly qualified, dedicated, and caring staff dedicated to children
- Modern technology and training that maximizes learning for all
- Pro-active and effective communication between staff, students, and their guardians that ensures student success
- The optimal staffing and facilities to meet the needs of all students

BISD and the Buckholts community:

- Work together providing resources necessary to achieve a high caliber education
- Recognize the school as the heart of learning, caring, and support for all community members
- Acknowledge education as a privilege and accept the responsibility for upholding the learning process

Table of Contents

Every graduate ready for college, career, and life. Real school. Every day.	2
BISD students:	2
The BISD learning environment provides:	2
BISD and the Buckholts community:	2
Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
District Processes & Programs	9
Perceptions	11
Goals	13
Goal 1 : Buckholts ISD will provide rigorous standards of academic achievement to ...	14
Goal 2 : Buckholts ISD will provide a safe and healthy environment to support posit...	18
Goal 3 : Buckholts ISD will develop, facilitate, and support strategies to increase th...	20
Goal 4 : Buckholts ISD will establish and maintain career pathways to ensure succe...	21
Committees	22
Site Based Decision Making Committee	23
Members	23
Assurances	24
Funding Summary	26
General Fund	27
Title I, Part A	27



Comprehensive Needs Assessment

Demographics

Summary

Buckholts ISD is a small rural school district tucked into central Texas. The western boundaries reach to the Milam county line, while the eastern boundaries join up with Cameron ISD. District boundaries encompass over 50 square miles of land. A rich history of agriculture continues to thrive with significant infrastructure in livestock production, poultry production, and crop production. Many families of Buckholts ISD choose to commute into either Cameron, TX or the Temple, TX area for employment opportunities.

BISD enrollment decreased for the 2025-2026 school year. BISD had 112 students enrolled in Pre-K through the 12th grade of which 45.5% are female and 54.5% are male. Buckholts continues to attract students and families with our teacher-student ratio leading to small class sizes and ample opportunity for small group instruction. According to the United States Census Bureau, Buckholts continues to experience a population decline.

Based on the fall 2025-2026 PEIMS snapshot report, BISD student ethnic make-up consists of the following:

African American- 2.7%

Hispanic-70.1%

White-24.3%

Two or More Races 2.8%

Special Education 19.6%

Emergent Bilingual 20.6%

Buckholts ISD Economically

Disadvantaged student population decreased from 90.1% to 81.3%.

Buckholts ISD Special Education rate is 19.6% as compared to the state average of 16.5%

The mobility rate reported in the 2025-2026 TAPR for the district was 16.8%.

The staff of BISD are committed to student achievement. BISD employs 27 staff members including professional and certificated teaching staff. In 2025-2026, minority staff members made up 25% of the staff population, while instructional staff were predominantly white (88%).

Buckholts ISD had a certified staff retention rate decreased.

In 2025, Buckholts ISD had a 100% graduation rate with 80% of graduates meet CCMR requirements,.

Strengths

Buckholts continues to have a low student-teacher ratio of 6.6. The Buckholts students are offered full day Pre-K. Buckholts continues to see an increase in post-secondary readiness indicators such as dual credit and TSI participation. The mobility rate reported in the 2025-2026 TAPR for the district was 16.8%. This is a 5% decrease from the previous year.

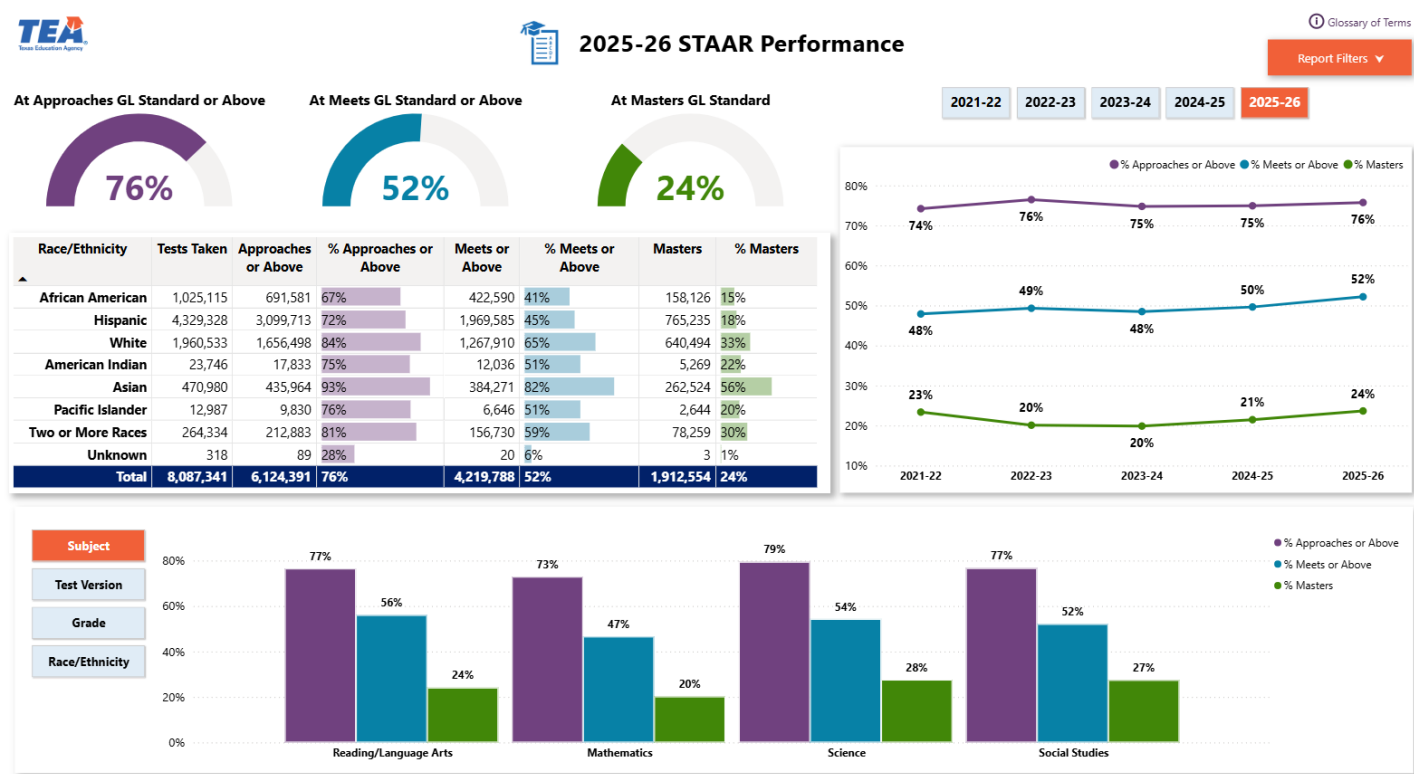
Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 All demographic student groups are performing below the region in Reading and Math on the state achievement test.	Learning gaps and foundational skills exist in all demographic student groups.

 = Priority

Student Learning

Summary



Strengths

Student achievement is on the upward trend in Reading, Math, and Science. . Buckholts has maintained a strong performance in College and Career Readiness standards, including industry-based certifications and dual credit courses.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	District data reflects that students are not performing on grade-level.	Focus on individual student achievement data needs a closer look by all instructional staff, followed by focused data-informed instructional practices in the classroom.

★ = Priority

District Processes & Programs

Summary

Processes and Programs 2024-2025

The Flex Monday Schedule allows for professional development 1.5 days per month.
Bi-Weekly bulletins are sent out weekly to communication events.
All students 6th-12th have Chromebooks
Career & Technology Education
Special Education/504 Services
IXL Digital Curriculum
Dual Credit Participation (Temple College)
Athletics/FFA
Rotary participation

Strengths

Students receive intervention services and academic support. Students receive special education services. Consistent post-secondary preparation with dual credit, industry0based certifications, and TSI testing.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 The district needs to establish strong systems and processes for improving academics, behavior, and culture.	Strong systems, processes, and plans were not established or were not maintained due to changes in leadership, poor distribution of leadership responsibilities or a lack of leadership development.

★ = Priority

Perceptions

Summary

There was a decline in staff retention. Staff perceives that the discipline system punishes misbehavior rather than promotes positive behavior. Staff perceives that they are not recognized for their contributions. They also perceive that they do not have the materials and resources to meet their students' needs. The staff does not perceive that there are adequate support services on campus (e.g., counselors, interventionists, aides).

Strengths

Instruction is differentiated to meet the diverse learning needs of students. The campus has clear academic expectations for all students. Staff feels emotionally safe on the campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The community believes the district has necessary resources to keep school facilities updated.	Maintenance staff needs support in providing all the skills/crafts necessary to keep our facilities maintained properly.

★ = Priority



Goals

Goal 1

Buckholts ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 1 High Priority HB3 Goal

Buckholts ISD students will meet or exceed state standards for the Texas Accountability System.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to use data analysis, curriculum alignment to continue progress with student achievement.

Strategy 1 Results Driven Accountability

BISD will support and monitor the use of high quality instructional materials (HQIM) for Tier 1 instruction.

Strategy's Expected Result/Impact: alignment with rigorous standards and increased academic progress and achievement

Staff Responsible for Monitoring: Admin and teachers

Funding Sources: General Fund,

Formative Reviews

November

January

March

June

Strategy 2

BISD will implement a Tier 2 math and reading interventions to accelerate learning using digital and print resources such as Sirius and iXL.

Strategy's Expected Result/Impact: Increased academic growth in math and reading

Staff Responsible for Monitoring: Teachers and interventionists

Funding Sources: Title I, Part A,

Formative Reviews

November

January

March

June

Strategy 3

BISD will implement a teach-assess cycle to include backward planning internalizing lessons, delivering engaging instruction, and data analysis.

Strategy's Expected Result/Impact: Alignment with rigorous standards and increased academic progress and achievement, effective interventions

Staff Responsible for Monitoring: Admin, teachers, and interventionists

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2 High Priority

Buckholts ISD will recruit, develop, and retain highly qualified teachers and staff in order to increase teacher retention from 70% to 80% by Spring 2027.

Evaluation Data Source: Professional development and climate surveys

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

BISD will develop and implement a coaching and feedback cycle for supporting and improving teacher performance.

Strategy's Expected Result/Impact: Improve teacher content knowledge and expertise, alignment with rigorous standards and increased academic progress and achievement

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

BISD will plan, deliver, and partner with region services to provide quality professional development opportunities to teachers and staff.

Strategy's Expected Result/Impact: Improve the content knowledge and expertise of teachers based on TTESS indicators

Staff Responsible for Monitoring: Admin, teachers, region service center

Formative Reviews

November

January

March

June

Performance Objective 3 High Priority HB3 Goal

Buckholts ISD will ensure the academic growth score on the math and reading STAAR increases from 52%-60% by Spring 2027.

Evaluation Data Source: STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

BISD teachers will implement math and reading labs to include diagnostic assessments, progress monitoring, and intervention lessons.

Strategy's Expected Result/Impact: Improve academic progress in math and reading

Staff Responsible for Monitoring: Lab teachers and interventionists

Formative Reviews

November

January

March

June

Performance Objective 4 High Priority HB3 Goal

The percent of 3rd grade students that score "meets" grade level or above on STAAR reading will increase from 0% to 25% by Spring 2027.

Evaluation Data Source: Data analysis protocols, reteach plans and lessons, reassessment performance

Strategy 1

BISD will utilize professional learning communities (PLCs) will use a data analysis process to determine student misconceptions, plan and conduct reteach lessons to address the misconceptions in a timely manner.

Strategy's Expected Result/Impact: Improve academic progress, target student learning needs

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5 HB3 Goal

The percent of 3rd grade students that score "meets" grade level or above on STAAR math will increase from 0% to 25% by Spring 2027.

Evaluation Data Source: iXL, STAAR, local assessments

Strategy 1

BISD will utilize professional learning communities (PLCs) will use a data analysis process to determine student misconceptions, plan and conduct reteach lessons to address the misconceptions in a timely manner.

Strategy's Expected Result/Impact: Improve academic progress, target student learning needs

Staff Responsible for Monitoring: Admin and math teachers

Formative Reviews

NovemberJanuaryMarchJune

Goal 2

Buckholts ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1 High Priority

Buckholts ISD will meet or exceed the safety requirements set by the Texas Education Agency.

Evaluation Data Source: TEA safety and emergency requirements

Strategy 1

BISD will create, communicate, and implement an emergency operations plan including scheduled drills, emergency response roles and responsibilities, and conduct required trainings to staff.

Strategy's Expected Result/Impact: Emergency response plans, checklists, drill calendar

Staff Responsible for Monitoring: Admin, community emergency response participants, crisis team

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Buckholts ISD will establish systems for creating and maintaining a physically, psychologically, and social-emotionally healthy environment for students, staff, and families including bullying, suicide, and dropout prevention.

Evaluation Data Source: Climate/culture surveys

Strategy 1

BISD will implement positive behavior supports and counseling support services for students as well as student, staff, and family engagement opportunities.

Strategy's Expected Result/Impact: Surveys

Staff Responsible for Monitoring: Committees

Formative Reviews

November

January

March

June

Goal 3

Buckholts ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, staff, and families in school-related activities.

Performance Objective 1 High Priority

Buckholts ISD will increase student enrollment and maintain attendance at 95%.

Evaluation Data Source: Attendance rate and student enrollment

Strategy 1

BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts students.

Strategy's Expected Result/Impact: 95% attendance

Staff Responsible for Monitoring: Admin and staff

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

Buckholts ISD will maintain teacher attendance at 95%.

Evaluation Data Source: Frontline/AESOP Attendance

Strategy 1

BISD will establish and implement attendance incentives, recognition, and attendance plans, as well as establishing a positive, engaging environment that attracts staff.

Strategy's Expected Result/Impact: 95% teacher attendance

Staff Responsible for Monitoring: Admin and teachers

Formative Reviews

November

January

March

June

Goal 4

Buckholts ISD will establish and maintain career pathways to ensure success for all graduates.

Performance Objective 1 High Priority

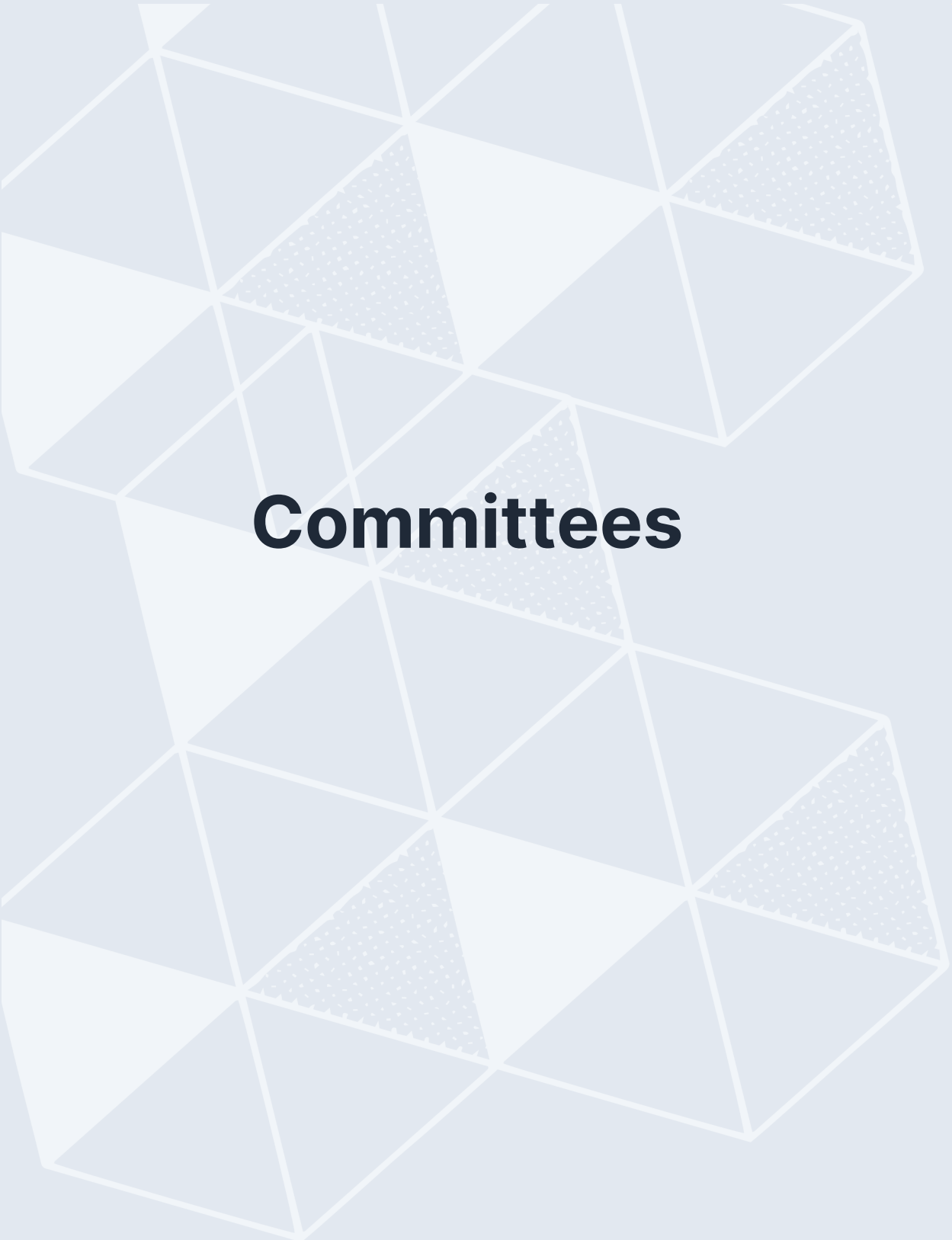
Provide students with surveys to determine interests for different programs of study and career pathways.

Evaluation Data Source: Successful programs of study for students.

Performance Objective 2 High Priority

Create and maintain student graduation plans for all high school students to ensure CCMR accountability measures.

Evaluation Data Source: CCMR Accountability Data



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Susan	Dohnalik	Teacher	Teacher
Kerri	Hernandez	Parent	Parent Rep
Ricky	McCall	Mayor	Community Member
Chelsea	Montalbo	Paraprofessional	Paraprofessional
Margarita	Salomon	Campus Secretary	Paraprofessional
Yvette	Bradford	Principal	Administrator



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
Sub-Total					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$0.00
Sub-Total					\$0.00

**BUCKHOLTS INDEPENDENT SCHOOL DISTRICT
CELL PHONE/DEVICE PROCEDURE
(Pending BISD Board Action)**

In accordance with Texas House Bill 1481 Buckholts ISD has adjusted its cell phone policy, district-wide. Starting with the 2025-2026 school year, a new Texas law (HB 1481) mandates that school districts limit student use of personal communication devices during the school day. In compliance with this law, Buckholts ISD will require all students to leave their electronic devices at home or power them off and store them away while on campus. Personal devices will not be permitted for use at any time during school hours. This legislation aims to reduce distractions, safeguard student privacy, and enhance the overall learning environment.

Student Telecommunications Device Policy

Students are not permitted to use cell phones, smartwatches, AirPods, earbuds/headphones, personal laptops, personal tablets or any other personal telecommunications devices during the school day.

All devices must be turned off and kept in the student's backpack from 7:30 a.m. to 4:00 p.m., as well as before entering any school buildings at any time. (Devices cannot be in pockets or on your person at any time.)

Unauthorized use of any telecommunications device during school hours will result in the confiscation of the device.

If a student needs to contact a parent or guardian during the school day, they must request permission to use the office phone.

Students placed in DAEP or ISS for any reason are not allowed to bring cell phones/devices on campus until their term is complete.

STATEMENT OF EXPECTATIONS

Campus staff and administrators will clearly state expectations and reinforce the importance of maintaining a cell phone-free environment at the beginning of each school year. Campus staff and administrators will monitor cell phone violations with a continued focus on the reduction of educational distractions caused by using cell phones, smart watches, AirPods/earbuds/headphones, during the school day. **Refusal to comply with any portion of this policy or refusal to relinquish a device upon request will result in automatic DAEP placement (Pending Hearing).**

PROCESS FOR CELL PHONES/DEVICES

Start of the school day, students will:

Turn off cell phones/devices off and place in backpack, out of sight, before arriving on campus.

During school day, students will:

- Keep their cell phone, smart watches, AirPods/earbuds/headphones etc. off and inside their backpack for the duration of the school day. (Devices cannot be in pockets or on your person.)
- Not access their devices during the school day.
- If your child's 504 Plan, Individualized Education Program (IEP), or Individual Health Plan (IHP) includes the use of a cell phone for medical or educational purposes—such as managing diabetes, using assistive technology, —they will be permitted to use their phone as part of their approved accommodations only. All other expectations will be enforced. Parents should reach out to the campus for prior approval.

End of school day, students will:

- Be allowed to use their devices at 4:00 after exiting the school building.

CONSEQUENCES

The following chart outlines the progression of consequences for students who violate the cell phone-free environment procedure. Violations include having a cell phone, smart watch, AirPods/earbuds/headphones, or any similar device not in your backpack, visible during the school day, or found in use.

Warning	• Cell phone/device, will be collected from the student. • Parent or guardian will be notified. • Parent/Guardian must pick up the phone in the front office. (Student can not pick up the phone/device)
1st Offense	• Cell phone/device, will be collected from the student. • Parent or guardian will be notified. • Student assigned 1 day of ISS. • Parent/Guardian may pick up the phone in the front office upon completion of ISS term. (Student can not pick up the phone/device)
2nd Offense	• Cell phone/device, will be collected from the student. • Parent or guardian will be notified.

	• Student assigned 2 days of ISS. • Parent/Guardian may pick up the phone in the front office upon completion of ISS term. (Student can not pick up the phone/device)
3rd Offense	• Cell phone/device, will be collected from the student. • Parent or guardian will be notified. • Student assigned 3 days of ISS. • Parent/Guardian may pick up the phone in the front office upon completion of ISS term. (Student can not pick up the phone/device)
4th Offense	• Cell phone/device, will be collected from the student and confiscated for the remainder of the school year. • Parent or guardian will be notified. • DAEP placement hearing

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

All changes to the legal framework provided in this update are currently effective unless otherwise indicated in the explanatory note for that code.

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Revisions throughout the A-F Performance Ratings section of this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature.

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Citations have been updated in accordance with redesignated Administrative Code rules.

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. This legislation repealed some provisions and amended others.

BAA(LEGAL)

BOARD LEGAL STATUS: POWERS AND DUTIES

An obsolete cross-reference has been deleted at Discretionary Powers and Duties.

BJA(LEGAL)

SUPERINTENDENT: QUALIFICATIONS AND DUTIES

A cross-reference has been updated due to recoding material in the DP series of policies.

BJCF(LOCAL)

SUPERINTENDENT: NONRENEWAL

Recommended revisions to this local policy on nonrenewal of a superintendent align with language at DFBB(LOCAL) relating to accommodations of disability and the addition of two nonrenewal reasons included in Update 126 that were related to Senate Bill 12 from the 89th Legislature.

CAA(LOCAL)

FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

A cross-reference in the Note has been updated to reflect changes to the DH series of policies, which are described in more detail below.

CBB(LEGAL)

STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Federal Acquisition Regulation has increased the micro-purchase threshold limit to \$15,000 and increased the simplified acquisition threshold to \$350,000. The language under Procurement Methods has been adjusted accordingly.

CE(LEGAL)

ANNUAL OPERATING BUDGET

Revisions at Authorized Expenditures are due to House Bill 8 from the Second Special Session of the 89th Legislature. Section 3.006 of the bill amends Education Code 45.105(c-1).

CFB(LOCAL)

ACCOUNTING: INVENTORIES

As of July 1, 2025, [TEA](#) increased the capitalization threshold to \$10,000 to align with changes to the federal definition of equipment. The [Financial Accountability System Resource Guide](#) (FASRG) is in the process of being updated to reflect this change to rule 1.2.4.3 Capitalization of Assets.

Our records indicate that the district's capitalization threshold in CFB(LOCAL) is less than \$10,000. Districts may continue to use the lower threshold; however, if, after consultation with your auditor and other

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

advisors, your district wishes to increase the threshold, please contact your policy consultant for assistance with updates.

CHE(LEGAL)

PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

Citations in the Required Contract Provisions section relating to Energy Companies have been updated after redesignation of the material by House Bill 4595 and to correct a typographical error.

CKEA(LEGAL)

SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Substantive revisions are due to rule changes. For readability, additional margin notes have been included. A note has been added under the Required Policies section to point the reader to TCOLE model policies and forms available on the TCOLE website.

CKEB(LEGAL)

SECURITY PERSONNEL: SCHOOL MARSHALS

The citation has been corrected at Fit for Duty Review.

CMD(LEGAL)

EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

19 Administrative Code 67.1001(e) has been amended. On page 4, the list at Permitted Expenditures adds items to implement Senate Bill 13 from the 89th Texas Legislature by updating the allowable expenditures from a district's instructional materials and technology allotment.

CNC(LEGAL)

TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

Language has been added from the Texas Administrative Code. The amended provisions regarding safety standards changed requirements that were once placed on manufacturers of school buses to now be requirements for school districts. The citation to the Transportation Code has been removed, as it is not necessary.

COA(LEGAL)

FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

A citation has been corrected at Procurement Training.

CPC(LEGAL)

OFFICE MANAGEMENT: RECORDS MANAGEMENT

13 Administrative Code 7.125 has been repealed, and separate rules for each retention schedule have been adopted. Citations relating to the TSLAC Retention Schedules have been updated accordingly.

CQA(LEGAL)

TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The Required Website Postings section has been revised to reflect new statutory and rule requirements for postings, and the format has been modified to provide a clear citation to each requirement. The Note preceding the list has been revised to provide information regarding why the requirements are posted in the order that has been chosen by TASB.

D(LEGAL)

PERSONNEL

Restructuring of codes in the DH section and the DP section necessitates an update to the D section table of contents.

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

DC(LEGAL) EMPLOYMENT PRACTICES

A cross-reference in the Employment Policies section has been updated to reflect changes to the DP series of policies.

DC(LOCAL) EMPLOYMENT PRACTICES

The cross-reference at Employment Assistance Prohibited has been updated to reflect changes to the DH series of policies. Standard policy language at BJA(LOCAL) notes that the superintendent may delegate responsibilities to other employees of the district but shall remain accountable to the board for the performance of all duties, delegated or otherwise. For this reason, TASB recommends removing "or designee" from the Posting Vacancies section.

DCA(LEGAL) EMPLOYMENT PRACTICES: PROBATIONARY CONTRACTS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

House Bill 2, Article 2.20(b) from the 89th Legislature repealed Education Code 48.114 effective September 1, 2026. TASB has opted to include this repeal with Update 127, as it will be the Update closest in time to the effective date.

DF(LEGAL) TERMINATION OF EMPLOYMENT

The cross-reference at Report to Superintendent has been updated to reflect changes to the DP series of policies. We have also updated the cross-reference at Prohibited Classroom Instruction to reflect policy EMB.

DFBA(LEGAL) TERM CONTRACTS: SUSPENSION/TERMINATION DURING CONTRACT

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

Because DHA(LEGAL) has been created to focus on educator ethics, the section by that name has been deleted from this code. In addition, the Duty to Report section of this legal framework has been bolstered with additional text around the duty to report child abuse or neglect.

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

The two cross-references to DH(EXHIBIT) have been revised to reflect changes to the DH series of policies, which are described in more detail below.

DH(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT

This exhibit is being deleted from the manual, and the Educators' Code of Ethics is being recoded to DHA(LEGAL).

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

DHA(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: EDUCATOR CODE OF ETHICS

This new legal framework has been created to house information relating to the Educators' Code of Ethics. This material has been recoded to clarify that elements 3.8 and 3.9 of the Code of Ethics now form the basis of the reporting requirements for educator misconduct that changed during the 89th Legislature. Prior to Update 127, the Educators' Code of Ethics was housed as an exhibit to the manual at DH(EXHIBIT). Because the definitions relating to inappropriate communication and boundaries are from the Code of Ethics, they are now in this new legal framework.

DHB(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

The cross-reference at Deadline to Report After Termination or Resignation has been updated to reflect changes to the DP series of policies.

DHC(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

The cross-reference at Deadline to Report has been updated to reflect changes to the DP series of policies. A citation has been corrected in the Contents of Report section.

DK(LEGAL)

ASSIGNMENT AND SCHEDULES

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DP(LEGAL)

PERSONNEL POSITIONS

Material at DP(LEGAL) is being recoded to DPA, regarding principals, and DPB, regarding other personnel positions, as the requirements specific to principals have expanded sufficiently to warrant a separate legal framework.

DP(LOCAL)

PERSONNEL POSITIONS

To accommodate the restructuring of the DP series due to the requirements specific to principals, this local policy is recommended for deletion. Materials regarding principal qualifications have been moved to a new code at DPA(LOCAL), and the language relating to school counselors has been moved to DPB(LOCAL).

DPA(LEGAL)

PERSONNEL POSITIONS: PRINCIPALS

Information relating to principals previously found at DP has been relocated to this new code. In addition, a note relating to the requirement to report child abuse or neglect has been added so all reporting requirements for principals are housed in one location for clarity.

DPA(LOCAL)

PERSONNEL POSITIONS: PRINCIPALS

This new code specifically related to principals now houses principal qualification language that was previously at DP(LOCAL). Minor revisions have been made to the text at Qualifications to align with the model job description provided by TASB HR Services. Any posting for a principal position would, at minimum, include the items provided in this list. Other qualifications may be included as provided by the last item in the list.

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

DPB(LEGAL)

PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

All information previously at DP(LEGAL) that is not related to principals (now at DPA) and substitutes (now at DPC) has been moved to this legal framework. The School Psychological Services section has been amended to reflect changes in 22 Administrative Code 465.38(b)-(c).

DPB(LOCAL)

PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

This new policy now houses text relating to school counselors that was previously at DP(LOCAL).

DPC(LEGAL)

PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

This new legal framework now houses information formerly in DPB(LEGAL) relating to substitute positions.

EB(LEGAL)

SCHOOL YEAR

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Substantive revisions are due to amendments to 19 Administrative Code 67.1501 and 67.1502 regarding TEA standards for review of instructional materials. Additional revisions have been made for organization and to margin notes to improve clarity and readability.

EFB(LOCAL)

INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

In July 2025, TASB Policy Service emailed districts regarding changes resulting from the 89th Legislature. The email included a survey requesting information about the district's practices regarding library materials. Our records indicate that we have not received a response from the district indicating that the board has adopted the required policy. Please contact your policy consultant to assist with updating this policy.

EHAC(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Changes to this policy regarding course offerings in grades 9-12 were needed after amendments to 19 Administrative Code 74.3. Citations have also been updated to conform with the new amendments.

EHBB(LEGAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Revisions to this legal framework are due to amendments to 19 Administrative Code 89.1.

EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

Recommended changes at Identification Criteria are the result of amendments to 19 Administrative Code 89.1.

EHBCA(LEGAL)

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. Please note that the English II end-of-course (EOC) assessment is still a requirement for the 2026 and 2027 graduating classes.

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

EHDD(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

The FAST Program section has been revised due to amendments to 19 Administrative Code 13.503(a)-(b). Deletions throughout are due to repealed provisions from the Administrative Code.

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

Revisions throughout this legal framework are due to changes from House Bill 8 from the Second Special Session of the 89th Legislature.

FA(LEGAL)

PARENT RIGHTS AND RESPONSIBILITIES

A section prohibiting infringement on parental rights has been added after voters approved Senate Joint Resolution 34 from the 89th Legislature.

FDA(LEGAL)

ADMISSIONS: INTERDISTRICT TRANSFERS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

FED(LEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

Changes regarding sanctions as they relate to truancy prevention measures are due to revisions at 19 Administrative Code 129.1047.

FFAC(LEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

13 Administrative Code 7.125, which contained all the TSLAC retention schedules, was repealed and replaced with 13 Administrative Code 7.126-.137. Each rule now contains a single retention schedule. The Records of Public School Districts schedule is now located at 13 Administrative Code 7.131. The revision at Records in the section on the Maintenance and Administration of Epinephrine Delivery Systems reflects this change. Related revisions also appear in CPC(LEGAL).

FFEB(LEGAL)

COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

The cross-reference in the Exception: Court Order section has been updated to reflect changes to the DP series of policies.

FFF(LOCAL)

STUDENT WELFARE: STUDENT SAFETY

The definition of misconduct has been amended to include provisions from Senate Bill 571 from the 89th Legislative Session. The misconduct definition has also been reformatted to improve readability.

FM(LEGAL)

STUDENT ACTIVITIES

In the Limits on Participation and Practice section, "one activity" has been revised to "two activities" due to amendments to 19 Administrative Code 76.1001(d).

FNCE(LOCAL)

STUDENT CONDUCT: PERSONAL COMMUNICATION DEVICES/ELECTRONIC DEVICES

In July 2025, TASB Policy Service emailed districts regarding changes resulting from the 89th Legislature. The email included a survey requesting information about the district's practice regarding student cell phone use. Our records indicate that we have not received a response from the district indicating that

Explanatory Notes

TASB Localized Policy Manual Update 127

Buckholts ISD

the board has adopted the required policy. Please contact your policy consultant to assist with updating this policy.

FOA(LEGAL) STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

At Appeals, a citation error has been corrected, and margin notes have been added to assist with clarity and readability.

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

A citation in the Tobacco and E-Cigarettes section has been updated after 20 U.S.C. 7183 was redesignated to 20 U.S.C. 7973.

GKD(LEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

Substantial revisions have been made regarding Facilities Use by Religious Organizations based on Senate Bill 2986 from the 89th Legislature.

GNC(LEGAL) RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES

19 Administrative Code 9.141-9.144, 9.146, and 9.147 have been repealed, which led to substantive changes to this legal framework. Provisions that are duplicative of those in EHDD(LEGAL) have been deleted.

PREWORK FORM



Certification of Provision of Instructional Materials Survey 2026–27

Table of Contents

Survey Prewrite Form	4
2026–27 Certification of Provision of Instructional Materials.....	4
Certification 2026–27 Survey Questions	8
Background Information	8
Local School System Information.....	8
Reading Language Arts Certification	10
Scope and Sequence: All Grade Levels RLA	10
English Reading Language Arts K–5 TEKS Coverage Certification	10
English Reading Language Arts K–5 Instructional Materials	10
Spanish Reading Language Arts K–5 TEKS Coverage Certification	12
Spanish Reading Language Arts K–5 Instructional Materials.....	12
English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification.....	13
English Reading Language Arts (RLA) 6–8 Instructional Materials	14
English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification	14
English Reading Language Arts (RLA) 9–12 Instructional Materials	15
Mathematics Certification.....	16
Scope and Sequence: All Grade Levels Mathematics	16
Mathematics K–5 TEKS Coverage Certification.....	16
Mathematics K–5 Instructional Materials.....	16
Mathematics 6–8 TEKS Coverage Certification	17
Mathematics 6–8 Instructional Materials	17
Advanced Mathematics 6–8 Instructional Materials	18
Mathematics 9–12 TEKS Coverage Certification	19
Mathematics 9–12 Instructional Materials.....	19
Social Studies Certification	20
Scope and Sequence: All Grade Levels Social Studies	20
Social Studies K–5 TEKS Coverage Certification.....	20
Social Studies K–5 Instructional Materials.....	20
Social Studies 6–8 TEKS Coverage Certification	21
Social Studies 6–8 Instructional Materials.....	21

Social Studies 9–12 TEKS Coverage Certification.....	22
Social Studies 9–12 Instructional Materials.....	23
Science Certification	24
Scope and Sequence: All Grade Levels Science	24
Science K–5 TEKS Coverage Certification	24
Science K–5 Instructional Materials	24
Science 6–8 TEKS Coverage Certification.....	25
Science 6–8 Instructional Materials	25
Science 9–12 TEKS Coverage Certification	26
Science 9–12 Instructional Materials	26
The Children’s Internet Protection Act	28
Additional Informational Questions (Optional)*	29
Other Certified Subject Areas	32
Certification 2026–27 Survey Ratification	33

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:

Dr. Roland Quesada

QUESTION 1.1:

Your email address:

rquesada@buckholtsisd.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 #

12

QUESTION 2.1:

School system name and number

Buckholts ISD 166907

QUESTION 2.2:

Name of superintendent

Dr. Roland Quesada

QUESTION 2.3:

Email address of the superintendent

rquesada@buckholtsisd.net

QUESTION 2.4:

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

Mr. Christopher Marrs

QUESTION 2.5:

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

cmarrs@buckholtsisd.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?

September 21, 2027

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:

HMH: Into Reading TX-Full; McGraw Hill: TX Wonders - Full; Zaner-Bloser, Inc Spelling Connections - Full; Renaissance Learning: Accelerated Reader - Supplemental; Teacher Pay Teachers Resources – Supplemental; HMH: Into Reading - Full; McGraw Hill: TX Wonders - Full; Curriculum Associates: Think Up! - Supplemental; Curriculum Associates: Think Up! RLA - Supplemental; Forde-Ferrier: Ultimate Mastery Reading and Writing - Supplemental; Lead4Ward ELAR Grades K-5 - Supplemental; Lexia Core5 Reading - Supplemental; Peoples Education Inc Mastery Education: Measuring Up – Supplemental; Renaissance Learning: Accelerated Reader – Supplemental; Teachers Pay Teachers Resources – Supplemental; YouTube Other – Supplemental, Bluebonnet Learning - FULL

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?

0

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?

NA

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:

Measuring Up Spanish - Supplemental

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?

NA

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?

NA

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:

McGraw Hill: TX Study Sync - Supplemental; Blooket LLC - Supplemental; Curriculum Associates: Think Up! - Supplemental; Flocabulary: Language Arts and Vocabulary - Supplemental; IXL Learning: Language Arts - Supplemental; Lead4Ward ELAR Grades 6-8 - Supplemental; Literacy Resources LLC: Heggerty Phonemic Awareness Curriculum - Supplemental; Lowman Education LLC: ELAR Resources - Supplemental; Maneuvering the Middle: Maneuvering the Middle Resources - Supplemental; StudySync ELA Quill: Quill ELAR Resources - Supplemental; Quizlet - Supplemental; ReadWorks - Supplemental; Reading Plus Supplemental; Renaissance Learning: AR - Supplemental; Teachers Pay Teachers - Supplemental; YouTube Other - Supplemental

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:

Carnegie Learning Inc Mirrors & Windows - Full and Supplemental; McGraw Hill Study Sync TX EOC - Full and Supplemental; Blooket LLC - Supplemental; College Board: AP Central - Supplemental; Common Lit School Essentials - Supplemental; DMAC Solutions Resources - Supplemental; Lead4Ward - Supplemental; Teachers Pay Teachers Resources - Supplemental; The University of Texas at Austin OnRamps - Full and Supplemental; YouTube Other - Supplemental; Prestwick House AP Literature - Supplemental; Wayground-Quizziz - Supplemental; Lowman Education STAAR Blitz - Supplemental

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:

HMH: Texas Go Math - Full; Savvas Learning: enVision Math TX - Full; ExploreLearning Gizmos - Supplemental; HMH: Saxon Math - Full; Learning Farm: STAAR Math - Supplemental; Maneuvering the Middle: Math Concepts - Supplemental; Sharon Wells Math - Full; Teachers Pay Teachers – Supplemental; Bluebonnet Learning - FULL

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?

0

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:

HMH: TX Go Math - Full; Desmos Studio: Math Tools and Classroom Resources - Supplemental; ExploreLearning: Gizmos - Supplemental; IXL Learning: Math - Supplemental; Kahoot! Math - Supplemental; Lead4Ward: Math - Supplemental; Learning A-Z Math - Supplemental; Learning Farm Math - Supplemental; Maneuvering the Middle: Math - Supplemental; Mastery Education: Measuring Up Math - Supplemental; Math in the Middle - Supplemental; Mentoring Minds: ThinkUp! - Supplemental; Prodigy Education: Math - Supplemental; Teachers Pay Teachers - Supplemental; YouTube Other – Supplemental; Bluebonnet Learning - FULL

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?

0

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:

Maneuvering in the Middle - Full; Math XL - Supplemental; Teacher Pay Teacher - Supplemental; McGraw Hill: School Ed Group Algebra 1 - Full; Savvas Learning Algebra I - Full; Khan Academy - Supplemental

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:

McGraw Hill: School Ed Group Algebra 1 - Full; McGraw Hill: School Ed Group TX Geometry - Full; McGraw Hill: School Ed Group TX PreCalculus - Full; Savvas Learning Algebra 1 – Full; Savvas Learning Algebra 2 - Full; Savvas Learning TX Geometry - Full; Savvas Learning MyMathLab for School: PreCalculus - Supplemental; Accelerate Learning: STEMscopes - Supplemental; CollegeBoard: AP Central - Supplemental; DMAC Solutions Math - Supplemental; Khan Academy Math - Supplemental; Kuta Software Math - Supplemental; The Charles A Dana Center at The University of Texas: Math Curriculum - Full; Bluebonnet Learning - FULL; Teacher Pay Teachers - Supplemental

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:

Savvas Learning: TX myWorld Social Studies - Full;
Studies Weekly Inc: TX Studies Weekly - Full;
Studies Weekly Inc: USA Studies Weekly - Full;
IXL Learning: SS Grades 2-3 - Supplemental;
Lead4Ward SS - Supplemental;
Other; Not Listed (Teachers Pay Teachers) - Supplemental

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:

Discovery Education: World Geography and Cultures - Supplemental; School Education Group (McGraw Hill): TX History - Full; DMAC Solutions Tools and Online Resources - Supplemental; iCivis Curriculum Resources - Supplemental; IXL Learning: SS Grades 6-8 - Supplemental; Lead4Ward: SS Grades 6-8 - Supplemental; Lowman Education 6th-8th SS - Supplemental; Newsela: SS - Supplemental; Social Studies Success - Supplemental; Students of History - Supplemental; Studies Weekly - Full; Teachers Pay Teachers - Full and Supplemental; TEA TEKS Guide - Supplemental; YouTube CrashCourse, Texas Historical Commission, Daytripper, History Channel - Supplemental; LEA Developed - Supplemental

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:

HMH The Americas: US History Since 1877 TX - Full; HMH: World History - Full; School Ed Group (McGraw Hill): Economics - Full; School Ed Group (McGraw Hill): US Government - Full; School Ed Group (McGraw Hill): World of Geography - Full; College Board: AP Central Assessments and Resources - Supplemental; DBQ Project - Supplemental; DMAC Solutions Tools and Online Resources - Supplemental; Education Service Center Region based products - Supplemental; iCivics Curriculum Resources - Supplemental; Jarret Publishing - Supplemental; Law Focused Education: Department of the State Bar of TX Curriculum - Supplemental; Nearpod SS - Supplemental; Newsela Social Studies - Supplemental; PBS and GBH Educational Learning Media - Supplemental; Perfection Learning AMSCO Social Studies - Supplemental; Stanford History Education Group - Supplemental; Teachers Pay Teachers - Supplemental; UT OnRamps - Full; YouTube CrashCourse, C-Span, National Geographic, Other, TED-ED, & The History Channel - Supplemental; CNN10 - Supplemental; Khan Academy - Supplemental; OER Project - Supplemental; Teaching Tolerance - Supplemental; C3 Teachers - Supplemental

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:

Accelerate Learning: STEMScopes Science TX - Full; McGraw Hill TX Science - Full; Savvas Learning TX Experience Science - Supplemental; Studies Weekly TX Science - Full; Summit K12 Dynamic Science - Full; ExploreLearning Gizmos - Supplemental; IXL Learning Science Grades 2-5 - Supplemental; Lead4Ward Science - Supplemental; Teachers Pay Teachers - Supplemental; The Science Penguin - Supplemental; YouTube Other - Supplemental; Other Not Listed-TEKS Resources - Supplemental

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:

Summit K-12 – Full; Curriculum Associates: i-Ready Think Up! - Supplemental; ExploreLearning Gizmos - Supplemental; HMH Think Central - Supplemental; IXL Learning Science Grades 6-8 - Supplemental; Kathoot! Science - Supplemental; Kesler Science - Supplemental; Lead4Ward Science - Supplemental; Lowman Education Science - Supplemental; Nitty Gritty Science Textbooks Curriculum and Resources - Supplemental; TEA Texas Gateway - Supplemental; YouTube Other & TED-ED - Supplemental

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:

eDynamics Holdings: Astronomy – Full; McGraw Hill: TX Chemistry – Full; McGraw Hill: TX Physics – Full; Summit K12 Dynamic Biology – Full; ExploreLearning Gizmos - Supplemental; Teachers Pay Teachers - Supplemental; The Goodheart-Wilcox A&P - Full; Nova – Supplemental; Lowman Education – Supplemental; YouTube Amoeba Sisters Videos – Supplemental; GW Ignite-Principles of Health Science Goodheart-Wilcox – Full; McGraw Hill: TX IPC - Full; Flinn Scientific - Supplemental; Carolina Biological - Supplemental; Ward's - Supplemental; Explore Learning - Supplemental; Kahoot - Supplemental; Gimkit - Supplemental; Blooket - Supplemental

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:	☐	☐	☐
Other:	☐	☐	☐
TCMP TEKS Resources			
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
- ☒ 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):

166907

District Name:

Buckholts

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

September 21, 2026

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.**