



THREE WAY INDEPENDENT SCHOOL DISTRICT

247 CR 207, Stephenville, TX 76401 | 254.965.6496

Teddy Ott,
Superintendent

AGENDA TWISD School Board Meeting

March 17, 2026 Board Room 5:30 PM

I. Roll Call - Verify Quorum

Tracie Hankins, Senaida Huerta, Duanea Armes, Lloyd Lietz, Cody Howle

II. Citizen Comments

III. Staff Reports

1. Financial Update
2. Principal's Report
3. Superintendent

IV. Consent Agenda

1. Consider approval or other action for minutes for the February 10, 2026 regular meeting.
2. Consider approval or other action regarding accounts payable report for payments made for the month of February 2026.

V. Action Items

1. Discussion, consideration, and possible action regarding SHAC recommendation for Health & Human Development Curriculum Proposal.
2. Discussion, consideration, and possible action to approve SY26/27 Calendar.
3. Discussion, consideration, and possible action to engage Snow Garrett Williams CPA for the 26/27 school year.
4. Discussion, consideration, and possible approval of certification to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education; and in accordance with Texas Administrative Code 19 TAC Sec 66.105, Three Way does certify that they protect against access to absence or harmful content in compliance with the requirements for certification under

the Children's Internet Protection Act, 47 USC Sec 254(h)(5)(B) and (C).

5. Discussion, consideration, and possible action to approve the District of Innovation (DOI) Plan.
6. Discussion, consideration, and possible action to approve the District Improvement Plan.

VI. Closed Session

1. In accordance with Texas Open Meetings Law, Texas Government Code Section 551, Annotated in accordance with:

Section 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee: Positions and Contracts
2. Discussion, consideration, and possible action on Administration and Staff Contracts.

VII. Adjourn

With no further business before the Board, this meeting is adjourned at _____ pm.

Closed Session Notice

Three Way Independent School District may convene into Closed Session on any matter related to any of the above agenda items for a purpose, such a closed session is allowed under Chapter 551, Texas Government Code. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meetings. Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed meeting then the final action, final decision, or final vote shall be either: (a) In the open meeting covered by the Notice upon the reconvening of the public meeting; or (b) At a subsequent public meeting of the School Board upon notice thereof; as the Board shall determine.

ADA Notice

In accordance with the Americans with Disabilities Act, persons who need accommodation to attend or participate in the meeting should contact Stephanie Ritchie at (254)965-6496 x 200 at least 48 hours prior to the meeting to request such assistance.

Certification

I, the undersigned authority, do hereby certify that this Notice of Meeting was posted in accordance with the regulations of the Texas Open Meetings Act on the front door of the Three Way Administration Building and the front door of the Three Way High School, a place convenient and readily accessible to the general public, as well as to school's website at www.twisd.us and said notice was posted at or before , and remained posted for at least two hours after said meeting was convened.

Dr. Teddy Ott, Superintendent

CASH FLOW vs EXPENDITURES

	Sep-25	Oct-25	Nov-25	Dec-25	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals	Est. Revenue	
CASH INFLOWS															
GENERAL FUND 199															
Foundation School Fund	-\$447,116.00	-\$362,351.00	-\$194,385.00	-\$7,993.00	-\$3,113.00	-\$3,113.00							-\$1,018,071.00	-\$2,461,326.00	41.36%
Available School Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00							\$0.00	-\$72,564.00	0.00%
TRS On-Behalf	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00							\$0.00	-\$170,809.99	0.00%
M&O Taxes	-\$913.89	-\$1,137.90	-\$26,920.98	-\$168,448.71	-\$47,670.31	-\$241,737.05							-\$486,828.84	-\$776,590.00	62.69%
Other Local Revenue	-\$96,277.04	-\$930,005.26	-\$229,062.94	-\$373,168.61	-\$411,995.01	-\$433,147.06							-\$2,473,655.92	-\$31,500.00	7852.88%
Interest	-\$342.91	-\$619.62	-\$402.17	-\$404.99	-\$537.93	-\$456.57							-\$2,764.19	\$0.00	-\$2,764.19
SPECIAL REVENUE 211,255,270,282,289,410,429															
State/Federal Money	-\$53,059.03	-\$83,137.40	-\$234,847.01	-\$42,147.56	-\$61,367.80	-\$50,028.43							-\$524,587.23	-\$1,709,538.59	30.69%
FOOD SERVICE 240															
Lunchroom	-\$9,719.23	-\$14,495.80	-\$16,554.96	-\$19,377.11	\$0.00	-\$8,443.68							-\$68,590.78	-\$168,510.57	40.70%
Total Revenues	-\$607,428.10	-\$1,391,746.98	-\$702,173.06	-\$611,539.98	-\$524,684.05	-\$736,925.79	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-\$4,574,497.96	-\$5,390,839.15	84.86%
															Budget
EXPENDITURES															
Expenditures 199	\$317,402.48	\$470,892.44	\$255,689.83	\$269,046.81	\$239,692.49	\$308,517.69							\$1,861,241.74	\$2,484,870.18	74.90%
Expenditures 211,255,270,282,289,410,427	\$59,972.95	\$71,834.32	\$221,757.05	\$41,101.42	\$50,261.48	\$50,252.39							\$495,179.61	\$225,207.19	219.88%
Expenditures 240	\$16,848.20	\$17,926.43	\$16,089.94	\$13,582.89	\$13,009.42	\$15,271.99							\$92,728.87	\$155,327.47	59.70%
Total Expenditures	\$394,223.63	\$560,653.19	\$493,536.82	\$323,731.12	\$302,963.39	\$374,042.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,449,150.22	\$2,865,404.84	85.47%
Total Cash	-\$213,204.47	-\$831,093.79	-\$208,636.24	-\$287,808.86	-\$221,720.66	-\$1,110,967.86	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			
Fund Balance															
General Fund - First Financial	-\$200,342.91	-\$200,619.62	-\$200,402.17	-\$200,404.99	-\$204,334.00	-\$200,456.57									
TexPool Transfers (Payroll/Bills)	-\$500,000.00	-\$525,000.00	\$0.00	\$0.00	-\$200,000.00	-\$175,000.00									
TexPool Investment Pool	-\$707,883.28	-\$1,035,877.59	-\$1,039,273.46	-\$1,039,382.43	-\$845,389.65	-\$672,335.50									
TexPool Transfers (Payroll/Bills)	\$500,000.00	\$525,000.00	\$0.00	\$0.00	\$200,000.00	\$175,000.00									
Total Fund Balance	-\$908,226.19	-\$1,236,497.21	-\$1,239,675.63	-\$1,239,787.42	-\$1,049,723.65	-\$872,792.07	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00			

Board Report Summary

2025-2026

FEBRUARY

REVENUE	Est. Revenue	Rev. Realized To Date	Revenue Balance	% Realized	NOTES
Taxes	776,590.00	-486,828.84	289,761.16	62.69%	
Other Rev. Local	31,500.00	-53,501.07	-22,001.07	169.84%	
Total REVENUE - Local and Intermediate	808,090.00	-540,329.91	267,760.09	66.87%	
Total State Program Revenues	2,704,699.99	-1,018,071.00	1,686,628.99	37.64%	
TOTAL Revenue - LOCAL-STATE-FEDERAL	3,512,789.99	-1,558,400.91	1,954,389.08	44.36%	

Fund 199	Budget	Expenditure YTD	Balance	% Realized	
Function 11 INSTRUCTION					
6100 - Payroll Costs	-1,838,561.79	865,053.81	-973,507.98	47.05%	
6200 - Professional and Contracted Svs	-34,025.81	22,385.81	-11,640.00	65.79%	
6300 - Supplies and Materials	-39,710.00	16,885.31	-22,824.69	42.52%	
6400 - Other Operating Costs	-3,000.00	30,488.67	27,488.67	1016.29%	Costs related to donation payback - \$2,000 2024-25 Alaska Foundation
6600 - Capital Outlay Land Building & Equipment	0.00	0.00	0.00	0.00%	
Total Function 11 INSTRUCTION	-1,915,297.60	934,813.60	-980,484.00	48.81%	

Function 12 INSTRUCTIONAL RESOURCES/MEDIA					
6100 - Payroll Costs	-5,776.54	2,692.37	-3,084.17	46.61%	
6200 - Professional & Contracted SVS	-1,687.00	1,687.00	0.00	100.00%	
6300 - Supplies and Materials	0.00	0.00	0.00	0.00%	
Total Function 12 INSTRUCTIONAL RESOURCES/MEDIA	-7,463.54	4,379.37	-3,084.17	58.68%	

Function 13 CURRICULUM & STAFF DEV					
6200 - Professional and Contracted Svs	0.00	0.00	0.00	0.00%	
6300 - Supplies & Materials	-24,000.00	24,932.13	932.13	103.88%	Under budgeted
6400 - Travel & Subsistence	-10,000.00	1,080.17	-8,919.83	10.80%	
Total Function 13 CURRICULUM & STAFF DEV	-34,000.00	26,012.30	-7,987.70	76.51%	

Function 23 SCHOOL LEADERSHIP					
6100 - Payroll Costs	-89,919.27	43,036.74	-46,882.53	47.86%	
6400 - Travel & Subsistence	-3,000.00	1,340.00	-1,660.00	44.67%	
Total Function 23 SCHOOL LEADERSHIP	-92,919.27	44,376.74	-48,542.53	47.76%	

Function 31 GUIDANCE AND COUNSELING SVS					
6100 - Payroll Costs	-127,203.93	67,834.13	-59,369.80	53.33%	
6300 - Supplies and Materials	-800.00	460.37	-339.63	57.55%	
6400 - Other Operating Costs	-2,000.00	279.12	-1,720.88	13.96%	
Total Function 31 GUIDANCE AND COUNSELING	-130,003.93	68,573.62	-61,430.31	52.75%	

Function 33 HEALTH SERVICES					
6100 Health Services	-67,911.16	31,909.43	-36,001.73	46.99%	
6300 - Supplies and Materials	-800.00	862.35	62.35	107.79%	Student Drug Testing Not Budgeted for
6400 - Other Operating Costs	-800.00	0.00	-800.00	0.00%	
Total Function 33 HEALTH SERVICES	-69,511.16	32,771.78	-36,739.38	47.15%	
Function 34 STUDENT TRANSPORTATION					
6100 - Payroll Costs	-25,520.84	12,644.09	-12,876.75	49.54%	
6200 - Professional & Constructed SVS	-3,000.00	11,022.25	8,022.25	367.41%	Costs related to Bus #2 repairs
6300 - Supplies and Materials	-2,000.00	7,688.79	5,688.79	384.44%	Not enough budgeted
6400 - Other Operating Costs	-6,173.00	5,506.64	-666.36	89.21%	
	-36,693.84	36,861.77	167.93	100.46%	
Function 36 CO-CURRICULAR ACTIVITIES					
6100 - Payroll Costs	-138,130.87	68,583.46	-69,547.41	49.65%	
6200 - Professional & Constructed SVS	-18,000.00	8,630.00	-9,370.00	47.94%	
6300 - Supplies and Materials	-42,000.00	35,793.13	-6,206.87	85.22%	
6400 - Other Operating Costs	-9,000.00	11,173.32	2,173.32	124.15%	Costs related to UIL fees, student insurance
Total Function 36 CO-CURRICULAR ACTIVITIES	-207,130.87	124,179.91	-82,950.96	59.95%	
Function 41 General Administration					
6100 - Payroll Costs	-163,144.88	75,726.04	-87,418.84	46.42%	
6200 - Professional & Constructed SVS	-59,462.38	63,116.36	3,653.98	106.15%	
6300 - Supplies and Materials	-2,000.00	802.40	-1,197.60	40.12%	
6400 - Other Operating Costs	-4,173.00	7,960.12	3,787.12	190.75%	Not enough budgeted
Total Function 41 GENERAL ADMINISTRATION	-228,780.26	147,604.92	-81,175.34	64.52%	
Function 51 Plant Maintenance & Operations					
6100 - Payroll Costs	-143,314.09	80,454.63	-62,859.46	56.14%	
6200 - Professional & Constructed SVS	-120,000.00	91,392.99	-28,607.01	76.16%	
6300 - Supplies and Materials	-40,000.00	19,460.35	-20,539.65	48.65%	
6400 - Other Operating Costs	-27,376.00	27,126.00	-250.00	99.09%	
6600 - Capital Outlay	0.00	0.00	0.00	0.00%	
Total Function 51 PLANT MAINTENANCE & OPERATION	-330,690.09	218,433.97	-112,256.12	66.05%	
Function 52 Security & Monitoring					
6100 - Payroll Costs	-66,995.89	17,312.90	-49,682.99	25.84%	
6200 - Professional & Constructed SVS	-55,000.00	26,599.92	-28,400.08	48.36%	
6300 - Supplies and Materials	-4,000.00	4,789.95	789.95	119.75%	Costs related to ammo purchases for Guardian trainings
6400 - Other Operating Costs	-250.00	1,563.52	1,313.52	625.41%	Costs related to expenditures related to Marshall Program Implementat
Total Function 52 DATA PROCESSING	-126,245.89	50,266.29	-75,979.60	38.82%	
Function 53 Data Processing					
6100 - Payroll Costs	-103,544.54	22,882.86	-80,661.68	22.10%	
6200 - Professional & Constructed SVS	-3,000.00	44,468.61	41,468.61	1482.29%	No budget for IT Contracted Services
6300 - Supplies and Materials	-3,000.00	6,850.44	3,850.44	228.35%	Raptor Renewal for Visitor Mgmt System
6400 - Other Operating Costs	-1,759.00	1,759.00	0.00	100.00%	
Total Function 53 DATA PROCESSING	-111,303.54	75,960.91	-35,342.63	68.25%	

Function 71 Debt Service				
6500 - Long Term Debt/Interest	-120,000.00	87,008.98	-32,991.02	72.51%
Total Function 71 DEBT SERVICE	-120,000.00	87,008.98	-32,991.02	72.51%
Function 81 Facilities Acq & Construction				
6600 - Bldg Purchase, Construction	0.00	-	0.00	0.00%
Total Function 81 FACILITIES ACQ & CONST	0.00	-	0.00	0.00%
Function 93 Payments-Shared				
6200 - Professional & Constructed SVS	-82,750.00	0.00	-82,750.00	0.00%
Total Function 93 PAYMENST-SHARED	-82,750.00	0.00	-82,750.00	0.00%
Function 99 Tax Appraisal & Collection				
6200 - Professional & Constructed SVS	-20,000.00	9,997.58	-10,002.42	49.99%
Total Function 99 TAX APPRAISAL & COLLECTION	-20,000.00	9,997.58	-10,002.42	49.99%
Total Function 00 OTHER USES	0.00	0.00	0.00	0.00%
TOTAL EXPENDITURES	-3,512,789.99	1,861,241.74	-1,651,548.25	52.98%

EXHIBIT A
SCHEDULE OF PAYMENTS & EARLY REDEMPTION VALUE

TIME WARRANT, SERIES 2017 BY AND BETWEEN
Lender: Government Capital Corporation
District: Three Way Independent School District
GCC file No. 7724
Schedule dated March 31, 2017

PMT NO.	PMT DATE MO. DAY YR	TOTAL PAYMENT	INTEREST PAID	PRINCIPAL PAID	EARLY REDEMPTION VALUE after pmt on this line
1	2/28/2018	\$31,524.70	\$13,186.97	\$18,337.73	N/A
2	2/28/2019	\$31,524.70	\$13,468.80	\$18,055.90	N/A
3	2/29/2020	\$31,524.70	\$12,735.55	\$18,789.15	N/A
4	2/28/2021	\$31,524.70	\$11,972.53	\$19,552.17	N/A
5	2/28/2022	\$31,524.70	\$11,178.51	\$20,346.19	N/A
6	2/28/2023	\$31,524.70	\$10,352.25	\$21,172.45	\$240,162.05
7	2/29/2024	\$31,524.70	\$9,492.44	\$22,032.26	\$216,970.97
8	2/28/2025	\$31,524.70	\$8,597.71	\$22,926.99	\$192,975.16
9	2/28/2026	\$31,524.70	\$7,666.65	\$23,858.05	\$168,146.70
10	2/28/2027	\$31,524.70	\$6,697.77	\$24,826.93	\$142,456.69
11	2/29/2028	\$31,524.70	\$5,689.55	\$25,835.15	\$115,875.24
12	2/28/2029	\$31,524.70	\$4,640.38	\$26,884.32	\$88,371.41
13	2/28/2030	\$31,524.70	\$3,548.61	\$27,976.09	\$59,913.20
14	2/28/2031	\$31,524.70	\$2,412.50	\$29,112.20	\$30,467.49
15	2/29/2032	\$31,524.70	\$1,230.28	\$30,294.42	\$0.00
Grand Totals		\$472,870.50	\$122,870.50	\$350,000.00	

Rate: 4.061%

EXHIBIT A

PRINCIPAL PAYMENT SCHEDULE

SCHEDULE OF PAYMENTS & EARLY REDEMPTION VALUE
TIME WARRANT, SERIES 2018 BY AND BETWEEN

LENDER Government Capital Corporation
DISTRICT: Three Way Independent School District
GCC File No. 8236
Schedule Dated as of July 13, 2018

PMT NO.	PMT DATE MO. DAY YR	TOTAL PAYMENT	INTEREST PAID	PRINCIPAL PAID	EARLY REDEMPTION VALUE after pmt on this line
1	7/1/2019	\$28,347.08	\$14,774.85	\$13,572.23	N/A
2	7/1/2020	\$28,347.08	\$13,404.82	\$14,942.26	N/A
3	7/1/2021	\$28,347.08	\$12,705.52	\$15,641.56	N/A
4	7/1/2022	\$28,347.08	\$11,973.49	\$16,373.59	N/A
5	7/1/2023	\$28,347.08	\$11,207.21	\$17,139.87	N/A
6	7/1/2024	\$28,347.08	\$10,405.06	\$17,942.02	\$208,862.17
7	7/1/2025	\$28,347.08	\$9,565.38	\$18,781.70	\$189,287.30
8	7/1/2026	\$28,347.08	\$8,686.39	\$19,660.69	\$168,890.29
9	7/1/2027	\$28,347.08	\$7,766.27	\$20,580.81	\$147,636.60
10	7/1/2028	\$28,347.08	\$6,803.09	\$21,543.99	\$125,490.26
11	7/1/2029	\$28,347.08	\$5,794.83	\$22,552.25	\$102,413.77
12	7/1/2030	\$28,347.08	\$4,739.39	\$23,607.69	\$78,368.07
13	7/1/2031	\$28,347.08	\$3,634.55	\$24,712.53	\$53,312.45
14	7/1/2032	\$28,347.08	\$2,478.00	\$25,869.08	\$27,204.49
15	7/1/2033	\$28,347.08	\$1,267.35	\$27,079.73	\$0.00
Grand Totals		\$425,206.20	\$125,206.20	\$300,000.00	

Rate: 4.68%



THREE WAY INDEPENDENT SCHOOL DISTRICT

247 CR 207, Stephenville, TX 76401 | 254.965.6496

Teddy Ott,
Superintendent

TWISD Regular School Board Meeting Minutes February 10, 2026

I. **Board Appreciation** – Appreciation dinner was served for the Board members from 5:00 – 5:30pm.

II. **Roll Call** – Meeting was called to order at 5:31pm.

Tracie Hankins, Senaida Huerta, Duanea Armes, Lloyd Lietz, and Cody Howle were in attendance.

Dr. Ott, Superintendent; Dr. Delka, Principal; Jennifer Bailey, Business Manager; Laura Parker, Counselor; and Stephanie Ritchie, PEIMS/Admin Assistant were also in attendance.

III. **Citizen Comments** – There were no citizen comments

IV. **Staff Reports**

1. Financial Update – Bailey presented
2. Principal's Report – Dr. Delka presented
3. Superintendent – Dr. Ott presented

V. **Consent Agenda**

1. Consider approval or other action for minutes for the January 13, 2026 regular meeting.
2. Consider approval or other action regarding accounts payable report for payments made for the month of January 2026.

Duanea Armes moved to accept the consent agenda as presented. Lloyd Lietz seconded the motion. Motion carried 5/0.

VI. **Action Items**

1. Discussion, consideration, and possible action regarding Audit Report from Snow Garrett Williams for the 24/25 SY.

Rick Kline and Kristen Shavers with Snow Garrett Williams were on hand to present

the SY-24/25 audit findings.

Lloyd Lietz moved to accept the audit report as presented. Cody Howle seconded the motion. Motion carried 5/0.

2. Discussion, consideration, and possible action to approve changes in TWISD Financial Institution.

Cody Howle moved to change TWISD Financial Institution to Prosperity Bank as presented. Lloyd Lietz seconded the motion. Motion carried 5/0.

3. Discussion, consideration, and possible action to approve updates to TASB Regulations Resource Manual: Update 72 and Local Policy FDA.

Senaida Huerta moved to accept update 72 and changes to Local policy FDA as presented. Lloyd Lietz seconded the motion. Motion carried 5/0.

4. Discussion, consideration, and possible action to approve the SY25/26 calendar.

Duanea Armes moved to approve the modified SY25/26 calendar as presented. Lloyd Lietz seconded the motion. Motion carried 5/0.

5. Discussion, consideration, and possible action to approve District Improvement Plan.

This item was not discussed.

6. Discussion, consideration, and possible action to approve Resolution calling a General Election for Board members on May 2, 2026 and approval of all necessary documentation for said election.

Lloyd Lietz moved to call for May 2, 2026 election and approve all necessary documentation. Duanea Armes seconded the motion. Motion carried 5/0.

7. Discussion, consideration, and possible action to cancel the May 2, 2026, School Board Election.

Due to unopposed candidates, Cody Howle moved to cancel the May 2, 2026 election. Lloyd Lietz seconded the motion. Motion carried 5/0.

Regular Session was recessed and Board entered closed session at 6:15pm.

VII. Closed Session

In accordance with Texas Open Meetings Law, Texas Government Code Section 551, Annotated in accordance with:

Section 551.074 - to deliberate the appointment, employment, evaluation, reassignment, duties,

discipline, or dismissal of a public officer or employee: Positions and Contracts

Closed Session ended and the Regular session was reconvened 7:50 pm.

1. Discussion, consideration, and possible action regarding Superintendent Evaluation.

There was no action taken for this item.

VIII. Adjourn

With no further business before the Board, this meeting is adjourned at 7:51 pm.

Board President

Board Secretary

For the Month of February

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010840	01-29-2026	TEDDY OTT	016798		199-41-6411.00-701-699000	MIDWINTER CONFERENCE REIM	1,224.48	N
010841	02-02-2026	DUNCAN DISPOSAL	016803	0794-017343054	199-51-6259.00-072-699000	DISPOSAL	1,307.11	N
010842	02-02-2026	KIRBO'S OFFICE SYSTE	016802	553743	199-71-6512.00-072-699000	COPIER LEASE OVERAGE	209.55	N
010843	02-02-2026	HILAND DAIRY FOODS L	016808	6836954	240-35-6341.00-072-699000	MILK	143.44	N
010844	02-02-2026	SNOW GARRETT WILLIA	016804	97140	199-41-6212.00-701-699000	PROGRESS BILLING FY 2025 AUD	4,030.00	N
010845	02-02-2026	LABATT FOOD SERVICE	016806	01210265	240-35-6341.00-072-699000	FOOD	1,253.77	N
010846	02-02-2026	AMAZON CAPITAL	016807	17PD-LCHF-	199-51-6319.00-072-699000	CHROLINE TABS/SPRINKLER HEA	108.96	N
010847	02-02-2026	WRIGHT'S ICE SERVICE	016799	7252	199-51-6269.00-072-699000	ICE MACHINE RENTAL	308.00	N
010848	02-02-2026	NEXTLINK	016800		199-51-6259.00-072-699000	PHONE & FAX	1,640.96	N
010849	02-02-2026	ETC LITE LLC	016809	10100296	199-41-6499.00-720-699000	1095 FORMS	87.25	N
010850	02-02-2026	GOLD STAR FOODS INC	016801	3233755	240-35-6344.00-072-699000	COMMODITY DELIVERY	5.00	N
			016805	3230030	240-35-6344.00-072-699000	COMMODITY DELIVERY	73.92	N
Totals for Check 010850							78.92	
010851	02-02-2026	CHRISTOPHER DAMON	016811		199-36-6299.00-072-691000	BBALL REF TW VS BLUFF DALE	245.00	N
010852	02-02-2026	CORNERSTONE CHRIST	016828		199-11-6499.00-072-611000	SHARED ADA PAYMENT	20,497.59	N
			016812		199-92-6493.00-072-699000	ATTENDANCE PAYMENT MOU	20,497.59	N
	02-04-2026	CORNERSTONE CHRIST	016812		199-92-6493.00-072-699000	INCORRECT CODE	-20,497.59	N
Totals for Check 010852							20,497.59	
010853	02-02-2026	MATTHEW D PREUSSER	016810		199-36-6299.00-072-691000	BBALL REF TW VS BLUFF DALE	245.00	N
010854	02-16-2026	SANTO PROPANE COMP	016855	0542955	199-51-6259.00-072-699000	PROPANE	975.00	N
010855	02-16-2026	KIRBO'S OFFICE SYSTE	016858	555623	199-71-6512.00-072-699000	COPIER LEASE	1,166.00	N
010856	02-16-2026	HILAND DAIRY FOODS L	016837	6837381	240-35-6341.00-072-699000	MILK	265.51	N
			016837	6837229	240-35-6341.00-072-699000	MILK	193.94	N
Totals for Check 010856							459.45	
010857	02-16-2026	UNITED COOPERATIVE	016857		199-51-6259.00-072-699000	ELECTRIC	5,823.27	N
010858	02-16-2026	SNOW GARRETT WILLIA	016836	97468	199-41-6212.00-701-699000	FINAL BILLING ANNUAL AUDIT	7,430.00	N
010859	02-16-2026	LABATT FOOD SERVICE	016838	02048030	240-35-6341.00-072-699000	FOOD	787.54	N
			016838	02119967	240-35-6341.00-072-699000	FOOD	802.15	N
Totals for Check 010859							1,589.69	
010860	02-16-2026	RIGGS MACHINE & WEL	016839	015896	199-11-6399.00-101-622000	WELDING SUPPLIES	45.00	N
010861	02-16-2026	DALE COLLUM	016853		199-51-6249.00-072-699000	WATER SAMPLE PREP	500.00	N
010862	02-16-2026	AMAZON CAPITAL	016859	1J4K-1RKQ-	199-11-6399.00-101-622000	MEAT SCIENCE CTE SUPPLIES	183.30	N
			016859	1XTQ-DRTW-	199-51-6319.00-072-699000	PARTS TO REPAIR AC ELEMENTA	66.38	N
Totals for Check 010862							249.68	
010863	02-16-2026	SAGUARO TECHNOLOGI	016845	2439	199-53-6249.00-072-699000	IT SUPPORT JANUARY	1,500.00	N
010864	02-16-2026	NORTH TEXAS TOLLWA	016856		199-36-6411.00-101-691000	TOLLS FOR UIL CHEER	13.62	N

For the Month of February

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
010865	02-16-2026	BLUFF DALE ISD	016852	107	199-36-6399.00-101-691000	GYM RENTAL	1,100.00	N
010866	02-16-2026	LUKE KRAMER	016834		199-36-6299.00-072-691000	BBALL OFF TW VS. LINGLEVILLE	140.00	N
010867	02-16-2026	LEASOR CRASS PC	016846	29231	199-41-6211.00-701-699000	STUDENT TRANSFER CONSULT	403.00	N
010868	02-16-2026	THE HAY & FEED RANC	016849	30582	199-11-6399.00-101-622000	CHICKEN FEED	55.80	N
010869	02-16-2026	ERATH COUNTY	016840	FEBRSR02026	199-52-6249.00-072-699000	SRO PROGRAM	5,950.00	N
010870	02-16-2026	IREDELL ISD	016835		199-36-6412.00-072-691000	UIL STUDENT MEALS OVERAGE	34.00	N
010871	02-16-2026	EWELL EDUCATIONAL S	016860	503-24061	199-36-6399.03-101-622000	ROYSE CITY FFA CDE	60.00	N
			016860	503-24661	199-36-6399.03-101-622000	TX TECH AREA CDE	50.00	N
			016860	503-22402	199-36-6399.03-101-622000	WEATHERFORD COLLEGE/PARK	240.00	N
			016860	503-22601	199-36-6399.03-101-622000	TSU AREA CDE	160.00	N
			016860	503-22600	199-36-6399.03-101-622000	TSU INVITATIONAL CDE	300.00	N
			016860	503-22673	199-36-6399.03-101-622000	GLEN ROSE FFA INVITATIONAL	110.00	N
			016860	503-22752	199-36-6399.03-101-622000	GRAFORD COWBELL CLASSIC C	240.00	N
			016860	7709287	199-36-6399.03-101-622000	SCAN SHEET ORDER 7709287	131.00	N
						Totals for Check 010871	1,291.00	
010872	02-16-2026	TARLETON STATE UNIV	016844	T002638	199-51-6249.00-072-699000	LAB SAMPLE ANALYSIS	100.00	N
010873	02-16-2026	MIKE WANN	016833		199-36-6299.00-072-691000	BBALL OFF TW VS LINGLEVILLE	125.00	N
010874	02-16-2026	FIRST NATIONAL BANK	016850	30007945TW26	199-71-6513.00-072-699000	TIME WARRANT LOAN PAYMENT	23,908.40	N
			016850	30007945TW26	199-71-6523.00-072-699000	TIME WARRANT LOAN PAYMENT	7,616.30	N
						Totals for Check 010874	31,524.70	
010875	02-16-2026	ED311	016842	44088	199-23-6411.00-072-699000	LEGAL CONF DELKA	235.00	N
010876	02-16-2026	STRATEGIC EQUIPMENT	016843	0987495	240-35-6269.00-072-699000	MILK COOLER RENTAL	267.00	N
010877	02-16-2026	CARNEGIE LEARNING	016851	6054124	429-11-6399.06-072-699000	CARNEGIE MATH FREIGHT	32.65	N
010878	02-16-2026	BRANNON FUEL LLC	016854	3000	199-34-6311.00-072-699000	DIESEL & GAS	1,675.90	N
010879	02-16-2026	CONNELL & ASSOCIATE	016848	02062026TWISD	199-52-6249.00-072-699000	PHYCH EVALUATION M WILLIAMS	300.00	N
010880	02-16-2026	BILLY BETTS	016831		199-36-6299.00-072-691000	BBALL OFF TW VS WALNUT SPRI	245.00	N
010881	02-16-2026	TWISTED AIR & REFRIG	016847	108	199-51-6249.00-072-699000	ELEMENTARY CLASSROOM	630.00	N
010882	02-16-2026	ALLEN ANTI-DRUG CON	016841	202653561	199-33-6399.00-072-699000	STUDENT DRUG SCREEN	437.50	N
010883	02-16-2026	MARKS LANHAM	016832		199-36-6299.00-072-691000	BBALL OFF TW VS WALNUT SPRI	245.00	N
010884	02-16-2026	NATIONAL BENEFIT SER	DEDCH		199-00-2159.00-003-600000	FEB DED TAX SHEL. ANNUITY	350.00	N
010885	02-16-2026	HIGGINBOTHAM PUBLIC	DEDCH		199-00-2153.00-005-600000	FEB DED HEALTH INSURANCE	372.57	N
			DEDCH		199-00-2153.00-009-600000	FEB DED HEALTH INSURANCE	281.97	N
			DEDCH		199-00-2153.00-010-600000	FEB DED LIFE INSURANCE	370.63	N
			DEDCH		199-00-2153.00-011-600000	FEB DED LIFE INSURANCE	5.40	N
			DEDCH		199-00-2153.00-013-600000	FEB DED LIFE INSURANCE	20.99	N
			DEDCH		199-00-2153.00-015-600000	FEB DED LIFE INSURANCE	54.40	N
			DEDCH		199-00-2153.00-016-600000	FEB DED LIFE INSURANCE	92.20	N
			DEDCH		199-00-2153.00-017-600000	FEB DED LIFE INSURANCE	292.74	N
			DEDCH		199-00-2153.00-018-600000	FEB DED LIFE INSURANCE	54.44	N

For the Month of February

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			DEDCH		199-00-2153.00-019-600000	FEB DED LIFE INSURANCE	.70	N
			DEDCH		199-00-2153.00-021-600000	FEB DED LIFE INSURANCE	17.90	N
			DEDCH		199-00-2153.00-022-600000	FEB DED HEALTH INSURANCE	512.13	N
			DEDCH		199-00-2153.00-024-600000	FEB DED LIFE INSURANCE	17.90	N
			DEDCH		199-00-2153.00-025-600000	FEB DED LIFE INSURANCE	9.00	N
			DEDCH		199-00-2153.00-026-600000	FEB DED LIFE INSURANCE	160.79	N
			DEDCH		199-00-2153.00-027-600000	FEB DED LIFE INSURANCE	7.00	N
			DEDCH		199-00-2153.00-031-600000	FEB DED HEALTH INSURANCE	112.38	N
			DEDCH		199-00-2159.00-012-600000	FEB DED MISCELLANEOUS DEDU	700.00	N
			DEDCH		199-00-2159.00-029-600000	FEB DED MISCELLANEOUS DEDU	15.90	N
			DEDCH		199-00-2159.00-030-600000	FEB DED MISCELLANEOUS DEDU	72.00	N
			DEDCH		199-00-2159.00-036-600000	FEB DED MISCELLANEOUS DEDU	98.00	N
			DEDCH		199-00-2159.00-037-600000	FEB DED MISCELLANEOUS DEDU	124.51	N
			DEDCH		199-00-2159.00-041-600000	FEB DED MISCELLANEOUS DEDU	115.40	N
					Totals for Check 010885		3,508.95	
010886	02-16-2026	LEGAL SHIELD	DEDCH		199-00-2159.00-034-600000	FEB DED MISCELLANEOUS DEDU	120.65	N
010887	02-16-2026	EECU	DEDCH		199-00-2159.00-035-600000	FEB DED HSA	500.00	N
010888	02-16-2026	AFLAC	DEDCH		199-00-2159.00-040-600000	FEB DED MISCELLANEOUS DEDU	210.92	N
010889	02-16-2026	WILLIE JAMES WILLIAMS	016862		199-36-6299.00-072-691000	BBALL OFF TW VS IREDELL	165.00	N
010890	02-16-2026	JAMES STUBBLEFIELD	016861		199-36-6299.00-072-691000	BBALL OFF TW VS IREDELL	165.00	N
010891	02-16-2026	TAYLOR DELKA	016863		199-23-6411.00-072-699000	REIMBURSE PBIS/FIELD DAY	70.00	N
			016863		199-36-6399.04-101-691000	PROM SUPPLIES	42.50	N
					Totals for Check 010891		112.50	
010892	02-16-2026	KELLY OTT	016864		199-13-6411.00-101-611000	CURR DIR TRAINING	259.53	N
010893	02-16-2026	TIMMONS EXTERMINATI	016865	54332	199-51-6249.00-072-699000	MONTHLY SERVICE	250.00	N
010894	02-17-2026	TX COMMISSION ON LA	016866		199-52-6411.00-101-699000	MARSHALL APPT FEE	50.00	N
010895	02-17-2026	EDWARDS & STOKES PL	016867	17115	199-41-6499.00-720-699000	1099 EFILE	320.00	N
010896	02-18-2026	BLACK DIAMOND BODY	016868	20260204-01/02	199-52-6399.00-072-699000	LEVEL 3 + SHIELD & PATCHES RE	740.00	N
010897	02-19-2026	HILAND DAIRY FOODS L	016873	6837533	240-35-6341.00-072-699000	MILK	230.56	N
010898	02-19-2026	THE DOWELL COMPANY	016875	2602-756129	199-51-6319.00-072-699000	FILL VALVE/TOILET SUPPLY LINE	64.55	N
010899	02-19-2026	LABATT FOOD SERVICE	016872	02182550	240-35-6341.00-072-699000	FOOD	978.84	N
010900	02-19-2026	AMAZON CAPITAL	016874	1VJK-GDCM-	199-51-6319.00-072-699000	POWERWELL THERMOSTAT	15.10	N
010901	02-19-2026	WILLIE'S T'S	016870	127430	199-36-6399.02-101-691000	CHEER SWEATSHIRT	22.50	N
010902	02-19-2026	NASSP	016871	9002143689	199-11-6499.00-072-611000	NASSP MEMBERSHIP	385.00	N
010903	02-19-2026	PURE & CLEAN LLC	016869	13566DIR	199-33-6399.00-072-699000	PURE & CLEAN CLEANSER	50.35	N
			016869	13566DIR	199-36-6399.00-101-691000	PURE & CLEAN SPORTS DEFENS	127.96	N
			016869	13566DIR	199-51-6319.00-072-699000	FACILITY CLEANSER SPRAY	255.92	N
					Totals for Check 010903		434.23	
							15	

For the Month of February

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
090598	02-04-2026	TEACHER RETIREMENT	016885		199-00-2153.00-002-600000	TRS ACTIVE CARE	16,629.00	N
			016885		199-00-2155.00-000-600000	MEMBER CONT	17,015.86	N
			016885		199-00-2155.00-000-600000	MEMBER TRS CARE	1,340.65	N
			016885		199-00-2155.01-000-600000	FED FUND	3,360.98	N
			016885		199-00-2155.02-000-600000	STATE MIN	3,870.75	N
			016885		199-00-2155.03-000-600000	FED FUND TRS CARE	509.23	N
			016885		199-00-2155.04-000-600000	TRS CARE	1,546.89	N
			016885		199-00-2155.08-000-600000	PUB EDUC	2,984.00	N
			016885		199-00-2155.09-000-600000	PENSION SURCHARGE	1,564.35	N
			016885		199-00-2155.10-000-600000	TRS CARE SURCHARGE	1,070.00	N
					Totals for Check 090598		49,891.71	
260216	02-17-2026	DOORDASH	016886		429-11-6499.07-072-699000	BLENDED LEARNING VISIT MEAL	39.74	N
270643	02-04-2026	EFTPS	016880		199-00-2151.00-000-600000	WH TAXES	12,187.83	N
			016880		199-00-2152.01-000-600000	EMPLOYER FICA	85.10	N
			016880		199-00-2152.01-000-600000	MEDICARE	3,041.19	N
			016880		199-00-2152.02-000-600000	EMPLOYEE FICA	85.10	N
			016880		199-00-2152.02-000-600000	MEDICARE DIST MATCH	3,041.19	N
					Totals for Check 270643		18,440.41	
511204	02-04-2026	FIRST FINANCIAL BANK	016884		199-00-1101.00-000-600000	INTRAFI DEBIT	106,527.88	N
511209	02-09-2026	FIRST FINANCIAL BANK	016881		199-00-1101.00-000-600000	INTRAFI DEBIT	279,035.00	N
511225	02-25-2026	FIRST FINANCIAL BANK	016882		199-00-1101.00-000-600000	INTRAFI DEBIT	1,998.14	N
511226	02-26-2026	FIRST FINANCIAL BANK	016883		199-00-1101.00-000-600000	INTRAFI DEBIT	2,219.38	N
604328	02-13-2026	NINFAS MEXICAN REST	016878		429-11-6499.07-072-699000	BLENDED LEARNING SITE VISIT	67.22	N
604424	02-17-2026	ALOFT	016877		429-11-6499.07-072-699000	BLENDED LEARNING SITE VISIT	117.00	N
604728	02-17-2026	DOORDASH	016879		429-11-6499.07-072-699000	BLENDED LEARNING SITE VISIT	39.74	N
			016879		429-11-6499.07-072-699000	INCORRECT EVENT	-39.74	N
					Totals for Check 604728		.00	
999999	02-17-2026	CLAIMS ADMINISTRATIV	016876		199-11-6143.00-072-611000	WORK COMP POOL	78.00	N
					Total Checks		563,221.10	

End of Report



Three Way Independent School District

247 CR 207, Stephenville, Tx 76401

254-965-6496

Health & Human Development Curriculum Proposal - Board Action Summary

This assessment was conducted at the direction of the Board of Trustees to support the SHAC's curriculum recommendation for health and human development instruction. The purpose was to evaluate district needs, community input, available resources, and alignment with TEKS requirements.

Key Findings

- No structured, vertically aligned health curriculum currently implemented
- Curriculum materials from McGraw Hill Education (Glencoe Health) have been purchased but not utilized
- No designated health educator (instruction currently fragmented)
- One nurse and one counselor serve district-wide
- 63% of students qualify for free/reduced lunch
- No funds currently allocated for implementation
- Phased implementation would require cost analysis and board approval

Why This Matters

- Two student pregnancies in the past three years with \$8,521 in district expenditures related to pregnancy services
- 80–100% of surveyed community support age-appropriate health instruction
- TEKS require human sexuality instruction with an abstinence emphasis
- Absence of structured instruction risks inconsistency and TEKS gaps

Climate survey data

- 41 voluntary, anonymous responses (parents, staff, students, community)
 - 80–100% support for instruction in:
 - Consent and respectful relationships
 - Abstinence-plus education
 - Contraception and pregnancy prevention
 - Age-appropriate, medically accurate content
- Key themes from comments included:
 - **Transparency & Parental Visibility:** Parents want curriculum overviews and procedural safeguards (opt-in/opt-out)
 - **Medical Accuracy:** Strong preference for evidence-based, TEKS-aligned instruction free of religious or ideological framing
 - **Balanced Approach:** Support for abstinence instruction alongside factual health information
 - **Age Appropriateness:** Instruction should align with developmental readiness
 - **Safety & Consent:** Broad support for personal safety and relationship education
 - **Acknowledgment of Need:** Even critics recognize value in foundational health education

Staff readiness summary

- Staff report strong support for structured health education

- Few staff currently hold health certification
- With professional development and resources, instructional capacity exists

Risk of Maintaining Current Practice

- Inconsistent instruction across grade levels
- Potential gaps in medically accurate information
- Risk of TEKS non-compliance
- Missed opportunities for prevention education

Recommendation preview

The SHAC recommends that the Board:

- Adopt TEKS-aligned health curriculum materials
- Direct administration/academic team to return to the board with a phased implementation proposal and budget impact
- Direct policy review of EHAA (Local)

This recommendation is

- TEKS-aligned and developmentally appropriate
- Supported by existing curriculum resources
- Medically accurate and prevention-focused
- Respectful of parent rights (opt-in procedures as required by law)

What This Is NOT

- Not a new outside vendor contract
- Not immediate additional spending
- Not immediate classroom implementation
- Not bypassing parent rights (opt-in procedures required by law)

If Approved

The Academic Team will:

1. Develop scheduling model (5th grade, JH, HS)
2. Plan teacher training and professional development
3. Establish parent communication procedures
4. Confirm budget impact (if any)
5. Return to Board with implementation plan for final approval

Goal

Provide structured, TEKS-aligned, developmentally appropriate Health education that supports:

- Student safety
- Prevention education
- Academic success
- Family engagement
- District compliance



Three Way Independent School District

247 CR 207, Stephenville, Tx 76401

254-965-6496

SHAC Recommendation Letter: Health & Sexual Health Education

Dear Three Way ISD School Board Members,

The Three Way ISD School Health Advisory Council (SHAC) presents the following school health issue and recommendation for your consideration in response to the Resolution of the Board to Convene the SHAC to Recommend Curriculum Materials for Human Sexuality Instruction adopted on November 12, 2024.

Issue

Students who receive evidence-based health education have better school attendance, grades, and classroom behavior.¹ Further, school-based health education equips adolescents with the knowledge, attitudes, and skills needed to make positive choices about their physical and sexual health. They are also more likely to avoid teen parenthood, thus decreasing their likelihood of poverty, unemployment, and welfare dependence and increasing their likelihood of graduating high school.² By implementing an evidence-based health education program, schools and districts can help teens make informed decisions about their health, positively impact academic performance, and reduce spending on programs for pregnant and parenting teens.

Needs Assessment/Background

Teen pregnancies and childrearing cost Texas taxpayers \$1.1 billion annually.³ As of 2019, Texas ranked ninth highest in the nation for teen births and third for repeat teen births.⁴ In Erath county, the teen birth rate was 9.9 per 1,000 girls 12-19 years old. In the last three school years, Three Way ISD had 2 pregnancies in our schools and spent approximately \$8,521.08 on programs for pregnant and parenting students (e.g., homebound, tutoring, etc.).

Statistics from one large city in Southeast Texas revealed that roughly 1 in 10 middle school students have engaged in sexual behavior.⁵ By the twelfth grade, 66% of Texas students report ever having sex.⁶ In addition, the U.S. Centers for Disease Control and Prevention (CDC) reports that 1 in 4 teens has a sexually transmitted infection (STI);⁷ untreated STIs may lead to serious reproductive health problems such as infertility or certain cancers.

These issues affect students throughout our district, though some youth are at greater risk than others. Minority youth and youth who are economically disadvantaged are more vulnerable to pregnancy or contracting an STI. Given that our student population in the 2024-2025 school year consisted of 48.5% minority students and 69.4% of students qualified to receive free lunch, we believe students in the district will benefit from evidence-based sexual health education.

Solution

School-Based Sexual Health Education

The Three Way ISD School Health Advisory Council (SHAC) values the health and academic success of our students and recognizes that human immunodeficiency virus (HIV), other STIs, and pregnancies in these formative years are serious threats to their current academic achievement and future economic productivity. Studies have shown that school-based sexual health education can positively influence students' health-related knowledge, skills, and behaviors, and contribute to their academic achievement. Parents overwhelmingly support sexual health education beginning in middle school and believe schools should do ¹⁹

more to prevent teen pregnancy and STIs among students.⁸ Schools have a responsibility, in coordination with families and communities, to implement evidence-based sexual health education programs that will help students make responsible decisions during their school years and into their adult lives.

Texas Law

Texas law requires schools to emphasize abstinence in their sexual health education programs.⁹ Newly adopted Health Education Texas Essential Knowledge and Skills (TEKS) include standards discussing condoms and contraceptives as methods to help avoid unintended pregnancies and reduce the transmission of STIs.¹⁰ All effective programs are in compliance with EHAA Legal policy, which provides guidelines for selecting sexual health education programs.

Process

The Three Way ISD SHAC has taken the following steps in studying the issues of teen pregnancy and sex education curricula:

- October 15, 2024 - approved Resolution of Board to Convene the District's SHAC to Recommend Curriculum Materials for Human Sexuality Instruction to be presented at the following Board Meeting (Approved by School Board and signed November 12, 2024)
- January 22, 2025 - Approved TWISD SHAC Resolution on Requiring Evidence-Based Sexual Health Education; Approved TWISD Sexual Health Education Climate Survey
- April 7, 2025 - Completed and reviewed "Choosing and Maintaining Effective Programs For Sex Education in Schools Needs and Resource Assessment"
- September 9, 2025 - heard presentation, discussed, and reviewed Healthy Futures of Texas: *Big Decisions, On May Way, and Key Conversations*.
- November 12, 2025 - Reviewed *McGraw Hill: Glencoe Health*; vote on recommendations; draft letter of recommendation to school board

Goals and Objectives

The goal of implementing the proposed health and sexual health curricula is to strengthen comprehensive, developmentally appropriate health education across all appropriate grade levels in Three Way ISD. These programs support physical, mental, emotional, and social well-being while empowering students and families with accurate, evidence-based information. The SHAC has outlined the following goals and objectives for inclusion in the Three Way ISD district and campus improvement plans:

Goal 1: Implement a vertically aligned, TEKS-aligned Health Education curriculum across 5th grade, junior high, and high school.

- A. Rationale: A coherent health curriculum equips students with knowledge and skills that support academic success, physical well-being, emotional resilience, and positive decision-making.
- B. Objectives / Measurable Indicators:
 - a. 100% of identified grade levels (5th, JH, HS) implement the McGraw Hill: Texas Glencoe Health curriculum by the 2026-2027 school year.
 - b. Teachers will submit yearly scope and sequence documentation demonstrating alignment to TEKS and district expectations.
 - c. Campuses will maintain documentation of instructional minutes dedicated to Health in accordance with district scheduling guidelines.
 - d. Annual curriculum reviews will show vertical alignment improvements across grade levels.

Goal 2: Increase student knowledge and skills related to personal health, safety, and well-being.

- C. Rationale: Students who understand health, hygiene, safety, and psychosocial wellness are better prepared for academic success and lifelong healthy choices.
- D. Objectives / Measurable Indicators:

- a. Students will demonstrate growth of at least 10% from pre-assessment to post-assessment on district-selected Health Education knowledge measures.
- b. At least 90% of students will participate in required health-related instruction (e.g., hygiene, nutrition, growth and development, fitness, disease prevention).
- c. Campuses will document student participation rates in integrated safety training (CPR/AED awareness, Stop the Bleed demonstrations, substance use prevention, etc.).
- d. Student surveys will reflect improved awareness of healthy behaviors and safety practices annually.

Goal 3: Strengthen student safety and prevention education through integration of mandated and supplemental programs within the health class.

E. Rationale: The health class provides a consistent and developmentally appropriate setting for state-required programs that ensure physical and emotional safety.

F. Objectives / Measurable Indicators:

- a. Campuses will provide at least three supplemental or mandated safety/health programs each year within the Health class (examples: mental health awareness, suicide prevention, drug and alcohol education, digital citizenship, CPR/AED awareness, Stop the Bleed).
- b. 100% of documentation for required state programs will be uploaded into the district accountability system each year.
- c. Teacher feedback surveys will demonstrate improved ease and consistency of program delivery when integrated into Health instead of scattered presentations.

Goal 4: Provide high-quality professional development for staff teaching the Health curriculum.

G. Rationale: Effective instruction requires teacher confidence and mastery of health content, which supports the district's commitment to excellence in teaching and learning.

H. Objectives / Measurable Indicators:

- a. 100% of Health teachers will participate in annual professional development that includes TEKS updates, curriculum training, and student safety education requirements.
- b. Teachers will report a minimum of 90% confidence on annual surveys regarding their ability to teach health topics effectively.
- c. Walkthroughs and informal observations will demonstrate fidelity of curriculum implementation at least twice per year.

Goal 5: Engage parents and caregivers as partners in supporting student health and well-being.

I. Rationale: Family engagement reinforces student learning, aligning with the vision of building respectful and accountable relationships within the community.

J. Objectives / Measurable Indicators:

- a. Campuses will provide at least one parent information resource or event annually related to health or safety education (e.g., digital newsletters, parent guides, parent preview opportunities).
- b. The district will maintain documentation of parental notifications required by law, including TEKS postings and opt-in requirements where applicable.
- c. Parent surveys will reflect increased understanding and support for district health initiatives year over year.

Recommended Action

1. Given the significance of unintended pregnancies and STIs and their impact on academic outcomes, and based on the data collected thus far and the goals set by the Three Way ISD SHAC, the SHAC recommends at this time that the Three Way ISD school board vote to adopt (name of program), an effective, evidence-based program, as an approved sexual health education curriculum;
2. Incorporate goals and objectives that support the implementation of an effective, evidence-based program into district and campus improvement plans for the 2026-2027 school year;

3. The Board amend EHAA Local policy to include language about “evidence-based” as a criterion for selecting programs or curricula.

Description of Program

The Three Way ISD SHAC has recommended implementing health classes for 5th grade, junior high, and high school using the McGraw Hill: Texas Glencoe Health textbooks (2022 edition for high school, 2021 for junior high, 2014 for 5th grade) in lieu of adopting/purchasing a separate sexual health program. These textbooks are evidence-based and provide age-appropriate instruction that addresses both general health and sexual health topics.

- For 5th grade (Health & Wellness), content includes puberty, hormones, physical and emotional changes, and personal hygiene.
- Junior high (Teen Health) covers risk reduction strategies, abstinence, dating relationships, sexual abuse prevention, reproductive health, and sexually transmitted diseases, including HIV/AIDS.
- High school (Health) addresses abstaining from high-risk behaviors, healthy peer and romantic relationships, conflict resolution, sexual violence prevention, comprehensive reproductive health including male and female self-exams, the life cycle, and STD prevention and treatment.

Across all grade levels, the curriculum provides a vertically aligned progression of instruction that meets TEKS objectives and promotes physical, mental, and social well-being. In other school settings, similar health curricula have been shown to support knowledge of puberty, reproductive health, and healthy decision-making skills. The program contains multiple lessons at each grade level designed to provide comprehensive health education while engaging students in age-appropriate discussions about sexual health.

Implementation Logistics

The health classes are designed to be flexible in scheduling to meet the needs of each campus. The 5th-grade course is intended as a year-long class, ensuring students receive comprehensive instruction across all health and wellness topics. At the junior high and high school levels, the courses may be offered as either semester-long or year-long classes depending on campus scheduling constraints. Additionally, the junior high and high school courses could be implemented in alternating years if needed, allowing the district to efficiently allocate instructional resources while maintaining continuity of health education for all students.

A dedicated health class also provides an ideal setting to incorporate additional district- and state-required programs, ensuring that students receive comprehensive, well-rounded health education. During these classes, students can participate in instruction on mental health awareness, suicide prevention, substance use and drug awareness, poisoning prevention, and lifesaving skills such as CPR, AED use, and Stop the Bleed training. Embedding these programs within the health curriculum allows for coordinated delivery of essential information, reinforces practical skills, and supports students’ overall physical, emotional, and social well-being. This approach maximizes instructional time while promoting a safe and informed school community.

Conclusion

We believe that implementing a health class with the above curriculum will help achieve the goals and objectives outlined by the Three Way ISD SHAC, as well as support the goals and objectives established in the district and campus improvement plans. Offering comprehensive health education to our students will provide them with the knowledge and skills to make healthy choices, support their academic success, and promote safe, productive, and fulfilling lives. The following SHAC members attended the meetings and participated in the discussions and/or voted regarding this recommendation:

Allison Walker, TWISD Health Services Director, District Nurse, SHAC Coordinator
Angel Sims, TWISD Nutrition Director
Anthony Kelly, Public Educator, Community Health Improvement, DSHS

Ashley Quiroz, TWISD staff, parent
Cresenda Steele, TWISD Teacher
Crystal Rucas, TWISD IT/CTE Director, parent
Dana Worrell, Program Manager - Erath County, Community Health Improvement, THR
Donna McCarty, Granbury Health Department
Erik Meyers, TWISD Teacher, parent
James Rigdon, TWISD Athletic Director, parent
Jennifer Bailey, TWISD Business Manager, parent
Johnna Haney, TWISD staff
Julia Snyder, TWISD Teacher, parent
Kelly Ott, TWISD Curriculum Director
Kristen Markham, TWISD parent
Kristi Currier, TWISD grandparent
Laura Parker, TWISD Counselor
Lidia Poitan, TWISD staff, parent
Michael Rodriguez, Healthy Future of Texas Sales Manager
Michael Williams, TWISD Safety and Security Director (current)
Michelle Sandley, TWISD Teacher
Misty Carter, TWISD Teacher
Sandy House, TWISD Teacher
Sherri Michael, TWISD Teacher
Stephen Holly, TWISD Safety and Security Director (previous)
Sylvie Bailey, TWISD student
Taylor Delka, TWISD K-12 Principal, parent
Teddy Ott, TWISD Superintendent
Terri Waltz, TWISD Teacher (previous)

Resources

- 1 CDC. (2021). CDC Healthy Schools: Health and Academics. Retrieved February 1, 2022 from https://www.cdc.gov/healthyschools/health_and_academics/index.htm
- 2 Mann, L., Bateson, D., & Black, K. I. (2020). Teenage pregnancy. *Australian Journal of General Practice*, 49(6), 310–316.
<https://doi.org/10.31128/AJGP-02-20-5224>
- 3 The National Campaign to Prevent Teen and Unplanned Pregnancy. (2014). Counting it up: The public costs of teen childbearing in Texas in 2010. Retrieved from <https://txcampaign.org/wp-content/uploads/2015/01/fact-sheet-texas.pdf>
- 4 Martin, J.A., Hamilton, B.E., Osterman, M. J. K., & Driscoll, A.K. (2021). Births: Final Data for 2019. *National Vital Statistics Reports*, 70(2), 1-51. Retrieved from <https://www.cdc.gov/nchs/data/nvsr/nvsr70/nvsr70-02-508.pdf>; Hamilton BE, Rossen L, Lu L, Chong Y. (2021) US and State trends on teen births, 1990–2019. National Center for Health Statistics.
- 5 Centers for Disease Control and Prevention. 2019 Middle School Youth Risk Behavior Survey Data. Available at: <https://nccd.cdc.gov/youthonline/App/Default.aspx>. Accessed December 3, 2021
- 6 Centers for Disease Control and Prevention. 2019 High School Youth Risk Behavior Survey Data. Available at: <https://nccd.cdc.gov/youthonline/App/Default.aspx>. Accessed February 1, 2022
- 7 CDC. (2020). STD Testing: Information for Parents of Adolescents. Retrieved February 1, 2022 from https://www.cdc.gov/healthyouth/healthservices/infobriefs/std_testing_information.htm.
- 8 The Texas Campaign to Prevent Teen Pregnancy. (2020). Public Opinion Poll Results. Retrieved from <https://txcampaign.org/wp-content/uploads/2021/08/Poll-one-pager.pdf>
- 9 Texas State Education Code: <http://www.statutes.legis.state.tx.us/SOTWDOcs/ED/htm/ED.28.htm>
- 10 Texas Essential Knowledge and Skills for Health Education: https://tea.texas.gov/sites/default/files/HealthTEKS-Ch115_adopted-11-2020.pdf

Three Way Independent School District
Choosing and Maintaining Effective Programs
For Sex Education in Schools
Needs and Resource Assessment

Started: Tuesday, February 10, 2025

Completed: April 3, 2025; Updated February 2026

Completed by: Allison Walker, MSN, RN

Health Services Director/District Nurse

On behalf of: TWISD School Health Advisory Council

Contributing Persons:

Stephanie Ritchie, PEIMS Coordinator/Registrar

Jennifer Bailey, Business Manager

Kelly Ott, Curriculum Director

Understanding Your Student Population Demographics

Characteristic	2024 - 2025	2025 - 2026
Race/Ethnicity		
White/Caucasian, Non-Hispanic	51.5%	51.8%
Hispanic/Latino	47.6%	41.4%
American Indian/Alaskan Native	10.7%	10%
Asian/Pacific Islander	0.5%	0.5%
Other	0	0.5%
Age Group		
9 - 10 (4th/5th)	27 total	29 total
11 - 13 (6th/7th/8th)	54 total	44 total
14+ (9th-12th)	67 total	55 total
Gender		
Male	42.7%	42.7%
Female	57.3%	57.3%
Something else	0	0
Primary Language		
English	84.5%	83.6%
Spanish	15.5%	16.4%
Language other than English	0	0
Don't Know	0	0
Free/Reduced Lunch	69.4%	63%

Data Source: TWISD PEIMS/Registrar

Teen Births

Teen Births	US ^a (rate per 1000)	Texas ^b (rate per 1000)	County (rate per 1000)	Notes
Total teen births				
Births to girls 12-19 years old	16.7	24	9.9	
Teen births by race/ethnicity				
White, Non-Hispanic	11.0	14.0		
Black, Non-Hispanic	26.0	25.0		
Hispanic/Latino	25.0	32.0		
Asian/Pacific Islander	3.0			
Teen births by age				
Girls 10-14 years old	N/A	1%		
Girls 15-17 years old	24.0	27.0		
Girls 18-19 years old	76.0	72.0		
Repeat births by age				
Girls 15-17 years	N/A	8%		
Girls 18-19 years	N/A			

Note: Rates are per 1,000 females (e.g., the total teen birth rate to girls 15-19 years old in 2019 was 16.7 per 1,000 girls)

a Data source: Power to Decide, the campaign to prevent unplanned pregnancy, 2019 data

b Data source: Texas Campaign to Prevent Unintended Pregnancy, 2019 data

c Data source: [USNews.com](https://www.usnews.com)

Teen Pregnancy

School Year	Number of pregnancies*	Notes
2025-2026	0	
2024-2025	0	
2023-2024	1	
2022-2023	1	

*Data source: TWISD Health Services

Sexual Transmitted Infections (STIs) (if available)

STIs (youth 15-19 years old)	US* (rate/percent)	State* (rate/percent)	County (rate)	Notes
Chlamydia	2156.0	1662.90		
Gonorrhea	433.5	397.20		
HIV	11.3	10.4	4.6	
Other				

a Data Source: [Texas HIV Surveillance Report](#)

b Data Source: [HIV.gov](#)

c Data Source: [Texas STD Surveillance Report](#)

Sexual Behaviors (if available)

Outcomes	Year	US* (percent)	State* (percent)	Local* (percent)	Notes
Sexually Experienced					
Proportion of youth who have ever had sex	2019	39.5	42.7		
Sexually Experienced by Gender					
Male	2019	41.4	43.1		
Female	2019	37.7	42.1		
Sexually Experienced by Race/Ethnicity					
White	2019	38.6	45.0		

Black	2019	45.8	47.6		
Hispanic	2019	41.1	41.5		
Sexually Experienced by Grade					
9th Grade	2019	20.4	20.1		
10th Grade	2019	36.2	38.3		
11th Grade	2019	47.3	50.2		
12th Grade	2019	57.3	65.7		
Contraceptive Use					
Proportion of youth who did not use a condom during last sexual intercourse	2019	46.2	51.0		
Proportion of youth who did not use birth control (pills, injection, ring, implant, or IUD) before last sexual intercourse	2019	70.6	92.9		
Dating Violence					
Proportion of youth who have ever experienced sexual dating violence	2019	6.9	5.4		
Proportion of youth who have ever experienced physical dating violence	2019	8.3	8.2		

*Data source: [The Centers for Disease Control \(CDC\) Youth Risk Behavior Surveillance System, 2019](#)

Key District Staff Information

Name	Role	Contact
Teddy Ott	Superintendent	tott@twisd.us
Taylor Delka	District Principal	tdelka@twisd.us
Kelly Ott	Curriculum Director	kott@twisd.us
Allison Walker	Health Services Director	awalker@twisd.us

Identifying District Advocates for Sexual Health Education

Health Education Staffing & Readiness Survey Participants		
Name and Role Within District	Contact	Related Certifications
Allison Walker, Health Services Director/District Nurse	awalker@twisd.us	Master of Science in Nursing Registered Nurse
Taylor Delka, District Principal, parent	tdelka@twisd.us	none
Jennifer Bailey, Business Manager, parent	jbailey@twisd.us	none
Mike Williams, Safety and Security Director	mwilliams@twisd.us	none
James Rigdon	jrigdon@twisd.us	none
Maymejo Barrett	mbarrett@twisd.us	none
Caren Marcom	cmarcom@twisd.us	Science, School Counseling
Cesenda Steele	csteele@twisd.us	Child Development, Human Growth & Development, Family & Community Services, Family & Consumer Science, Lifetime Nutrition & Wellness
Justice Fitzgerald	jfitzgerald@twisd.us	none
Kelly Ott	kott@twisd.us	none
Erik Meyers	emeyers@twisd.us	Science
Amanda Owen	aowen@twisd.us	none

Health Education Staffing & Readiness Survey Questions and Responses

Which student group(s) do you currently work with? Check all that apply

Grade 5	Grades 6-8	Grades 9-12	Other grades	Not student-facing
5	6	6	4	3

How strongly do you agree with the following statement: "Age appropriate health and human development education is important for student safety, well-being, and informed decision-making."

Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
0	0	1	1	10

Would you be willing to support or participate in district efforts to strengthen our health and human development program?

Yes	No	Maybe		
8	0	4		

Do you hold a Texas certification that allows you to teach Health Education or Human Development?

Yes	No	Maybe		
1	8	3		

Which statement best describes your comfort level with teaching health and human development topics (including puberty, relationships, personal safety, and sexual health)?

I am comfortable teaching these topics.	I would be comfortable with training, curriculum, and administrative support.	I prefer not to teach these topics.	Not applicable to my role.	
3	4	2	3	

If you are willing or potentially willing to teach these topics, which student group(s) would you be open to teach? (Check all that apply)

Grade 5	Grades 6-8	Grades 9-12		
3	5	6		

Would you be willing to serve as the designated health or human development instructor if the district provides curriculum, training, and administrative support?				
Yes	No	Maybe		
3	3	6		

Understanding Parents’ Support for Sexual Health Education in Your District

	State*	Local* Parent/Guardian, Employee, Student, Community Member	Notes
Parents who think school should teach abstinence-plus sex education	75%	84%, 89%, 80%, 100%	
Parents who think schools should teach consent, including respecting boundaries	88%	80%, 89%, 100%, 100%	
Parents who think schools should teach inclusivity	75%	92%, 100%, 100%, 100%	
Parent who think school should teach students about condoms and contraception	79%	84%, 89%, 80%, 100%	

*Data source: Healthy Futures of Texas: Advancing informed sexual health decisions 2023 (<https://hftx.org/wp-content/uploads/2023/05/Updated-Branding-Public-Opinion-Poll-Results.pdf>)

*Data source: TWISD Sexual Health Education Survey 2025 (Population that completed the survey includes 25 parent/guardians, 9 TWISD Employees, 5 Students, 2 Community Members)

Summary of Focus Group(s)

Summary of parents’ responses related to their support for sexual health education in their child’s school:

- Strong desire for parental education on curriculum content and opt-in.
- Abstinence plus condom use and contraception for both pregnancy prevention and STI protection.
- Age/developmentally appropriate and medically accurate information.
- Consent and setting/respecting boundaries - healthy relationships.

Understanding the Current Sexual Health Education Programs in Your District

Name of Current Program	Notes
McGraw Hill Glencoe Health	Health curriculum for grade 5, JH, HS Not currently being utilized

Understanding Your District's Resources

Collaborations/Partnerships with Outside Organizations

Collaborations/Partnerships with Outside Organizations		
Organization	Contact	Relationship/contribution with the District
Paluxy River Children's Advocacy Center	Ashton Martinez Director of Community Education and Engagement ashton@paluxyriverac.org	Child and Teen Safety Matters Program (see Appendix)

Staffing

Number of Staff		
Staff	Number within District	Number from Outside Agencies
Sexual Health Educators	0	
Teachers	23	
Paraprofessionals	6	
Nurses	1	
Counselors	1	
Social Workers	0	
Volunteers	0	

Specific District/School Resources Related to Program Implementation

Resources						
Resource	Availability					Strategy to improve resource, if needed
	1 No funding is available	2	3	4	5 Funding is available	
Is funding available to purchase needed curriculum material?						No funds currently allocated; estimated implementation would require budget discussion; implementation would be phased and cost-identified

						by academic team if approved
Do classrooms have audio-visual equipment available for program use?	1 None	2	3	4	5 All	
Do all students have access to computers?	1 None	2	3	4	5 All	
What is the average class size?	1 Very Small	2	3	4	5 Very Large	
Is it possible to divide classes if needed?	1 Not at all Possible	2	3	4	5 Very Possible	Would need to be planned for in advance.
Do students have access to a school-based health clinic on campus?	1 No access	2	3	4	5 Full access	

Appendix

Child Safety Matters & Teen Safety Matters Programs

Presented by the Education Team
Paluxy River Children's Advocacy Center

Contact Ashton Martinez for more information
 Email: ashton@paluxyrivercac.org
 Phone: 817-573-0292



Pre K – 2nd Grade Happy Bear	3rd – 5th Grade Child Safety Matters	6 th – 8 th Grade Teen Safety Matters	9 th – 12 th Grade Teen Safety Matters
*Teaches welcome & unwelcome touches, using the bathing suit area as a reference *What steps to take if they feel unsafe *Who safe adults are & the importance of telling them if they are in an unsafe situation	*5 Safety Rules *Safe Adults *4 Types of Child Abuse (physical, emotional, sexual and neglect) *Who Harms Kids and How *Safe vs. Unsafe Strangers *Bullying & Cyberbullying *Digital Safety & Citizenship	*5 Safety Rules *Safe Adults *4 Types of Child Abuse (physical, emotional, sexual and neglect) *Being an Upstander against Bullying & Cyberbullying *Digital Abuse & Safety *Exploitation & Trafficking *Relationship Abuse	*5 Safety Rules *Safe Adults *4 Types of Child Abuse (physical, emotional, sexual and neglect) *Bullying & Cyberbullying *Digital Abuse & Safety *Digital Self-Awareness *Exploitation & Trafficking *Relationship Abuse

Our curriculum is based on the **5 Safety Rules** described below.

You can discover more about the safety rules and how parents/guardians can use them to better protect children by visiting www.mbfpreventioneducation.org or downloading the free app “Child Safety Matters”.

	<p>Know What's Up - Talk to your child. Listen to them. Ask them questions about times when they are away from you. Know whom they are with and what they are doing. Help them understand unsafe situations and how to use the Safety Rules to keep them safe. Make sure they know your personal contact information and how to reach you. Have a private family password and make sure they know to never go with anyone who doesn't know it. Learn about the technology and devices they are using or have access to, and talk to them about potential online dangers .</p>
	<p>Spot Red Flags - Teach your child safety concepts such as personal space and boundaries, respecting themselves and others, safe vs. unsafe situations, secrets and tricks, and digital safety. Teach them the correct names for their private body parts, and how to report if anyone looks at, touches, or photographs their private parts. Educate them about Red Flags, both online and off, and how to seek help. If you are talking to your child and educating them about possible dangers and how to spot the Red Flag behaviors that lead to those dangers, it minimizes their risk of being victimized</p>
	<p>Make a Move - If you suspect a child is being harmed, trust yourself and Make a Move to keep them safe. If a child tells you about abuse or bullying that has happened to him/her or another child, praise them for telling you and take action right away. Report bullying to the school or organization where it occurred. Report abuse to your state child welfare agency, and unsafe online behaviors to law enforcement. To report suspected Child Abuse call 1-800-252-5400</p>
	<p>Talk it Up - Talk about child safety because Child Safety Matters. Talk to other adults about what you have learned, so they too become better educated and empowered. Talk to your child using everyday opportunities to discuss safety and safe vs. unsafe situations. Ask your child to spot Red Flags and use the Safety Rules to protect themselves using role-play opportunities. Let your child know they can talk to you about anything, so if the need arises, they will feel comfortable talking to you about difficult topics.</p>
	<p>No Blame / No Shame - Let your child know that no matter what happens to them, they are never to blame because adults are responsible for keeping kids safe ALWAYS. Let them know that no matter what they are told, they should never be ashamed to tell you or another Safe Adult about Red Flags, abuse, or anything else they need to tell you to help keep them safe. Let them know you support them. If your child is a victim, remember you are not to blame and you should not be ashamed to seek help. Support is available .</p>



SNOW GARRETT WILLIAMS
CERTIFIED PUBLIC ACCOUNTANTS

February 26, 2026

Three Way Independent School District
247 CR 207
Stephenville, Texas 76401

Dear Board of Trustees and Management:

We are pleased to confirm our understanding of the services we are to provide Three Way Independent School District for the year ended August 31, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, the business-type activities, if any, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of Three Way Independent School District as of and for the year ended August 31, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Three Way Independent School District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis.
2. Budgetary Comparison Schedules.
3. Schedule of the District's Proportionate Share of the Net Pension Liability- Teacher Retirement System of Texas.
4. Schedule of the District's Pension Contributions- Teacher Retirement System of Texas.
5. Schedule of the District's Proportionate Share of the Net OPEB Liability - Teacher Retirement System of Texas.
6. Schedule of the District's OPEB Contributions - Teacher Retirement System of Texas.

We have also been engaged to report on supplementary information other than RSI that accompanies Three Way Independent School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. Schedule of Delinquent Taxes Receivable.
2. Budgetary Comparison Schedule for National School Breakfast and Lunch Program and Debt Service Fund as Required by the Texas Education Agency.
3. Use of Funds Report- Select State Allotment Program.
4. Schedule of Required Responses to Selected School First Indicators.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1. Introductory Section.

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP; and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore, is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, if significant, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Improper revenue recognition due to fraud.
2. Management override of controls.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of the financial statements does not relieve you of your responsibilities.

Audit Procedures-Internal Control

We will obtain an understanding of the District and its environment, including the system of internal control sufficient to identify and assess the risks of material misstatement of the financial statements whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures-Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Three Way Independent School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with accounting principles generally accepted in the United States of America, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making drafts of financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with accounting principles generally accepted in the United States of America (GAAP). You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed; the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements and related notes of Three Way Independent School District in conformity with accounting principles generally accepted in the United States based on information provided by you which is considered a nonaudit service. In addition, we will provide the following nonaudit services: assist with entries to convert accounting records from modified accrual to full accrual, prepare reports required by TEA Data Feed Standards, and prepare capital asset cost/depreciation/amortization schedules. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services and additional nonaudit services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements, related notes, the additional nonaudit services listed in this section, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes, the additional nonaudit services listed in this section, and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Snow Garrett Williams and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a grantor agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Snow Garrett Williams personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the regulatory agencies. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Rick Kline is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be based on the actual time spent at our standard hourly rates. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon notification of termination, even if we have not completed your report(s). You will be obligated to compensate us for all out-of-pocket costs through the date of termination. We will keep you informed of any problems that we encounter that may require significant additional time, and the potential fee implications.

Reporting

We will issue a written report upon completion of our audit of Three Way Independent School District's financial statements. Our report will be addressed to the Board of Trustees of Three Way Independent School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if

necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue report, or may withdraw from this engagement. We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Three Way Independent School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

We appreciate the opportunity to be of service to Three Way Independent School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.



Snow Garrett Williams

Response:

This letter correctly sets forth the understanding of Three Way Independent School District.

Management Signature: _____

Title: _____

Date: _____

Governance Signature: _____

Title: _____

Date: _____



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 Certification10 Scope and
- Sequence: All Grade Levels RLA10 English Reading
- Language Arts K–5 TEKS Coverage Certification10 English Reading
- Language Arts K–5 Instructional Materials10 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 Materials14 English Reading
- Language Arts (RLA) 9–12 TEKS Coverage Certification14 English Reading
- Language Arts (RLA) 9–12 Instructional Materials15 Mathematics
- Certification.....16 Scope and
- Sequence: All Grade Levels Mathematics16 Mathematics
- K–5 TEKS Coverage Certification.....16 Mathematics K–5
- Instructional Materials.....16 Mathematics 6–8 TEKS
- Coverage Certification.....17 Mathematics 6–8
- Instructional Materials17 Advanced
- Mathematics 6–8 Instructional Materials.....18 Mathematics
- 9–12 TEKS Coverage Certification.....19 Mathematics 9–12
- Instructional Materials.....19 Social Studies
- Certification20 Scope and
- Sequence: All Grade Levels Social Studies20 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 Prework 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 Prework 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 Prework 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 Prework 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 Prework 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](#). Prewrite Form for the Certification of Provision of Instructional Materials Survey 2026–27 | 5

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: Kelly Ott

QUESTION 1.1:

Your email address: kott@twisd.us

QUESTION 1.2:

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

Instructional Materials Coordinator

xCurriculum 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 # 11

QUESTION 2.1:

School system name and number Three Way ISD 072901

QUESTION 2.2:

Name of superintendent: Dr. Teddy Ott

QUESTION 2.3:

Email address of the superintendent tott@twisd.us

QUESTION 2.4:

Name of the school board president or officer of the governing body: Tracie Hankins

QUESTION 2.5:

Email address of the school board president or officer of the governing body:
Tracie.hankins@twisd.us

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved? 3-17-2026

Reading Language Arts

Certification Scope and Sequence: All Grade

Levels RLA

QUESTION 3.0:

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

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

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

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

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

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

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

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names. Prewrite Form for the Certification of Provision of Instructional Materials Survey 2026–27 | 10

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

SBOE Approved Instructional Materials (IMRA)

Texas Education Agency; Bluebonnet Learning Grade Kindergarten Reading Language Arts, Edition 1; ISBN 9798213423075

Texas Education Agency; Bluebonnet Learning Grade 1 Reading Language Arts, Edition 1; ISBN 9798213423082

Texas Education Agency; Bluebonnet Learning Grade 2 Reading Language Arts, Edition 1; ISBN 9798213423099

Texas Education Agency; Bluebonnet Learning Grade 3 Reading Language Arts, Edition 1; ISBN 9798213423105

Texas Education Agency; Bluebonnet Learning Grade 4 Reading Language Arts, Edition 1; ISBN 9798213423112

Texas Education Agency; Bluebonnet Learning Grade 5 Reading Language Arts, Edition 1; ISBN 9798213423129

Texas Education Agency; Bluebonnet Learning Grade K Foundational Skills; ISBN 9798890723505

Texas Education Agency; Bluebonnet Learning Grade 1 Foundational Skills; ISBN 9798890723512

Texas Education Agency; Bluebonnet Learning Grade 2 Foundational Skills; ISBN 9798890723529

Texas Education Agency; Bluebonnet Learning Grade 3 Foundational Skills; ISBN 9798890723536

State-Adopted Materials (Proclamations)

Imagination Station Inc./istation; Istation Reading (grade 1); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade 2); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade 3); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade 4); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade 5); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade K); ISBN 9781936324378

Learning A-Z LLC.; Raz-Plus ELL Edition (grade 1); ISBN 9780692552841

Learning A-Z LLC.; Raz-Plus ELL Edition (grade 2); ISBN 9780692552841

Learning A-Z LLC.; Raz-Plus ELL Edition (grade 3); ISBN 9780692552841

Learning A-Z LLC.; Raz-Plus ELL Edition (grade 4); ISBN 9780692552841

Learning A-Z LLC.; Raz-Plus ELL Edition (grade 5); ISBN 9780692552841

Learning A-Z LLC.; Raz-Plus ELL Edition (grade K); ISBN 9780692552841

Non-State Adopted Materials

IXL Learning; IXL Language Arts

Literacy Resources, LLC dba Heggerty Phonemic Awareness; Bridge to Reading - Kindergarten

Amplify Education Inc; mCLASS Texas Edition

Education Service Center Region 4; Reading by Design: An Individualized Literacy Intervention for

Dyslexia **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?

87

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?

62

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:

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? 0

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? 0

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

Prewrite Form for the Certification of Provision of Instructional Materials Survey 2026–27 | 13

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:

State-Adopted Materials (Proclamations)*

Imagination Station Inc./istation; Istation Reading (grade 6); ISBN 9781936324378

Imagination Station Inc./istation; Istation Reading (grade 7); ISBN 9781936324378.

Imagination Station Inc./istation; Istation Reading (grade 8); ISBN 9781936324378

Non State Adopted Materials

Amplify Education Inc; Amplify Texas ELAR (previously state-licensed)

IXL Learning IXL; Language Arts

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:

State-Adopted Materials (Proclamations)*

Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 9 (English I); ISBN 9780358172628
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 10 (English II); ISBN 9780358172635
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 11 (English III); ISBN 9780358173762
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 12 (English IV); ISBN 9780358173779
McGraw-Hill School Division; StudySync Grade 10 Texas (English II); ISBN 9780077013820
McGraw-Hill School Division; StudySync Grade 11 Texas (English III); ISBN 9780077013837
McGraw-Hill School Division; StudySync Grade 12 Texas (English IV); ISBN 9780077013844

Non-State Adopted Materials

IXL Learning; IXL Language Arts

HMH Read 180 Flex

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:

SBOE-Approved Instructional Materials (IMRA)*

Texas Education Agency; Bluebonnet Learning Grade K Math, Edition 1; ISBN 9798890723369
Texas Education Agency; Bluebonnet Learning Grade 1 Math, Edition 1; ISBN 9798890723383
Texas Education Agency; Bluebonnet Learning Grade 2 Math, Edition 1; ISBN 9798890723390
Texas Education Agency; Bluebonnet Learning Grade 3 Math, Edition 1; ISBN 9798890723406
Texas Education Agency; Bluebonnet Learning Grade 4 Math, Edition 1; ISBN 9798890723413
Texas Education Agency; Bluebonnet Learning Grade 5 Math, Edition 1; ISBN 9798890723420

Non-State Adopted Materials:

Amplify Education Inc; mClass Math
IXL Learning Inc; IXL Math
Zearn; Zearn Math for Texas

IStation; IStation Math Resources

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? 87

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:

SBOE-Approved Instructional Materials (IMRA)

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1; ISBN 9780209517539

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1; ISBN 1978098613577

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1; ISBN 1978921165021

State-Adopted Materials (Proclamations)

IXL Learning Inc; IXL Math

IStation; IStation Math Resources

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? 36

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.

knowledge and skill.

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

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:

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1; ISBN 1689770187017

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:

SBOE-Approved Instructional Materials (IMRA)

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1; ISBN 1689770187017

Non-State-Adopted Materials

Carnegie Learning, Inc.; Texas Supplemental Math Solution Algebra 2
Carnegie Learning, Inc.; Texas Supplemental Math Solution Geometry
IXL Learning; IXL Math

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:

State-Adopted Materials (Proclamations)

American Legacy Publishing dba Studies Weekly; Texas Community Studies Weekly (grade 3); ISBN 15440125

American Legacy Publishing dba Studies Weekly; Texas Studies Weekly (grade 4); ISBN 10987053

American Legacy Publishing dba Studies Weekly; Texas Studies Weekly First Grade (grade 1); ISBN 23297271

American Legacy Publishing dba Studies Weekly; Texas Studies Weekly Kindergarten (grade K); ISBN 23297298

American Legacy Publishing dba Studies Weekly; Texas Studies Weekly Second Grade (grade 2); ISBN 000002329728x

American Legacy Publishing dba Studies Weekly; USA Studies Weekly - 1565 to the Present (grade 5); ISBN 21612285

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:

State-Adopted Materials (Proclamations)

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt Contemporary World Studies: People Places and Societies (grade 6); ISBN 9780544344099

McGraw-Hill School Education LLC; McGraw-Hill Education Texas History (grade 7); ISBN 9780021357710

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt United States History: Early Colonial Period Through Reconstruction Texas (grade 8); ISBN 9780544345539

Non-State Adopted Materials

Lowman Education LLC; Lowman 6th-8th Grade Social Studies - 7th & 8th grade only

Studies Weekly; Studies Weekly K-6 Social Studies Curriculum

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:

State-Adopted Materials (Proclamations)

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt United States History: Early Colonial Period Through Reconstruction Texas (Social Studies); ISBN 9780544344136"

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt World Geography Texas (World Geography Studies); ISBN 9780544345546

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt World History Texas (World History Studies); ISBN 9780544345553

Houghton Mifflin Harcourt; Holt McDougal Economics: Concepts and Choices (Social Studies); ISBN 9780544344013

Non-State Adopted Materials

Lowman Consulting LLC; Lowman 9th-12th Grade Social Studies - **US History only.**

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:

State-Adopted Materials (Proclamations)

Accelerate Learning Inc.; STEMscopes Science TX - Kindergarten; ISBN 9798888266779 Accelerate Learning Inc.;

STEMscopes Science TX - Grade 1; ISBN 9798888266793 Accelerate Learning Inc.;
STEMscopes Science TX - Grade 2; ISBN 9798888266816 Accelerate Learning Inc.;
STEMscopes Science TX - Grade 3; ISBN 9798888266830 Accelerate Learning Inc.;
STEMscopes Science TX - Grade 4; ISBN 9798888266854 Accelerate Learning Inc.;
STEMscopes Science TX - Grade 5; ISBN 9798888266878

Non-State Adopted Materials

The Science Penguin; The Science Penguin **Resource**

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:

State-Adopted Materials (Proclamations)

Accelerate Learning Inc.; STEMscopes Science TX - Grade 6; ISBN 9798888266892
Accelerate Learning Inc.; STEMscopes Science TX - Grade 7; ISBN 9798888266915
Accelerate Learning Inc.; STEMscopes Science TX - Grade 8; ISBN 9798888266939

Non-State Adopted Materials

Lowman Education LLC; Lowman Education Science Curriculum - 8th grade Science only

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:

State-Adopted Materials (Proclamations)

Accelerate Learning Inc.; STEMscopes Science TX - Biology; ISBN 9798888267097

Accelerate Learning Inc.; STEMscopes Science TX - Chemistry; ISBN 9798888266717

Accelerate Learning Inc.; STEMscopes Science TX - IPC; ISBN 9798888266755

Accelerate Learning Inc.; STEMscopes Science TX - Physics; ISBN 9798888266731

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: Other:

QUESTION 37.0:

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

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

Other Certified Subject Areas

QUESTION 38.0:

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

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

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

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

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

District County Number (6-digit ID): 072901

District Name: Three Way Independent School District

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

March 17, 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.**

Three Way ISD

District of Innovation Plan



Local Innovation Committee Members

Dr. Teddy Ott, Superintendent
Dr. Jake Bell, High School Principal
Crystal Rucas, PreK- 8 Principal
Carlos Ortiz, Technology Director
Chelsey Kroll, Elementary Teacher
Reggie Lewis, High School Teacher
EB Snyder, Technology Teacher
Lisa Little, Parent

Approved by TWISD School board



I. INTRODUCTION

House Bill 1842, passed during the 84th Legislative Session, allows Texas public school districts to pursue the designation of District of Innovation. This allows local school districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming. On July 20, 2021, Three Way Independent School District passed a Resolution stating the intent to renew our current District of Innovation to increase local control over District operations and support innovation and local initiatives to improve educational outcomes for the benefit of students in the community.

On August 10, 2021, Three Way Independent School District voted to approve the Resolution to renew our current District of Innovation Plan.

II. Term

The term of the Local Innovation Plan will begin at the start of the 2021-2022 school year and end at the end of the 2025-2026 School Year unless terminated or amended earlier by the Board of Trustees in accordance with the law. The committee will revisit the plan annually to ensure that the recommendations align with the district's needs. Any changes recommended would be on the website for 30 days and require approval of the Innovation Committee, the Educational Improvement Committee, and the School Board.

Three Way ISD

District of Innovation Plan



Innovations Recommended:

The TWISD School Board and the Local Innovation Committee considered all areas available for local innovation and decided to create a plan that centers around these areas:

First Day of Instruction:

TEC Code Requiring Exemption: TEC §25.0811

TEC §25.0811 states that a school district may not begin student instruction before the 4th Monday of August. For many years this was the rule; however, districts had the option of applying for a waiver to start earlier, even as early as the 2nd Monday in August.

Benefit of Exemption for TWISD:

A flexible start date would allow for a calendar that best fits the needs of our students, community, and school. Having the flexibility to establish an earlier start date will enable the District to better balance the amount of instructional time available in each semester, providing classroom teachers the opportunity to deliver more equitable learning experiences for students in the fall and spring semesters.

Local Guidelines:

The district leadership and the site-based management committee will receive input from parents and staff members. Subject to the Board of Trustees' approval, decide on an annual basis the beginning date of school.

Exemption from the Texas Education Code Section §25.081 will require revisions in the District policies at EB (LEGAL) and (LOCAL).

Teachers Certification

TEC Code Requiring Exemption: TEC §21.003

TEC §25.0811 states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Three Way ISD

District of Innovation Plan



Benefit of Exemption for TWISD:

The current state teacher certification requirements inhibit the District's ability to hire teachers to teach hard-to-fill, high-demand, dual credit, and career and technical courses. Three Way ISD is located in a rural area that limits course offerings and utilizes creative instructional methods district-wide. Allowing the district local control in order to enable students better to obtain the educational benefits of such course offerings, the District seeks to establish its own local qualification requirements and its own requirements for training professionals and experts to teach such courses in lieu of the requirements set forth in law. This does not include SPED and ESL certifications.

Local Guidelines:

After consultation with the campus principal, the Superintendent will certify candidates meeting local credential guidelines. The Superintendent will notify the Board prior to the individual beginning employment.

Exemption from the Texas Education Code §21.003 will require the District to review its policies at DBA (LEGAL) and (LOCAL) as well as the policies at DK (LEGAL) and (LOCAL).

Criminal History:

All candidates must complete the criminal background check in compliance with State Board for Education Certification (SBEC) rules mandated by TEC §22.0833 for a non-certified employee.

Probationary Contracts:

TEC Code Requiring Exemption:

TEC 21.102: Current guidelines state contracted employees new to education (less than 5 of 8 years) will be on probation for 3 years. Experienced contracted employees (reached 5 of 8 years) new to the district will have 1-year probation.

Local Guidelines:

In reference to contracted employees the proposed guideline will allow the district the option to issue probationary contracts not in excess of 2 years for experienced teachers (5 of 8 years of experience) new to the district. All other teachers hired will remain on probation for 3 years with an option for a 4th year. This same rule applies to any employee returning to Three Way ISD.

Benefit to Three Way ISD:

Allow more time for the district to fairly and thoroughly assess an employee's performance

Three Way ISD

District of Innovation Plan



Teacher Contract Days

TEC Code Requiring Exemption:

TEC 21.401: Current education law defines a teacher contract as a ten-month contract equivalent to 187 days.

Local Guidelines:

Three Way ISD has adopted a 4-day instructional week school calendar. Teacher contracts will reflect a 10-month contract. The number of actual days of service will be determined by the district. This is an attempt to align the teacher contract days to the required student 75,600 minutes.

Benefits to Three Way ISD:

Increase the daily rate the district pays teachers.

Enhance teacher recruitment by offering a more competitive compensation package compared to surrounding districts. Reduces teacher contract days from 187 to a decreased length with no effect on teacher salaries. Improves teacher morale.

Student/Teacher Ratios and Submitting Waivers of Class Size:

TEC Code Requiring Exemption:

TEC 25.111: requires districts to employ a sufficient number of certified teachers to maintain an average ratio of not less than 1 teacher for each 20 students in average daily attendance. State law also requires that a K-4 core classroom may not exceed a student to teacher ratio of 22:1. If classes exceed this cap, a waiver is required from the Texas Education Agency. If approved, the District must then notify parents by specifying the class for which an exception from the limit imposed by Section 25.112(a) was granted and state the number of children in the class for which the exception was granted. TEC 25.111, 25.112, 25.113

Local Guidelines:

In the event that the 22:1 class ratio is exceeded in grades K-4, the campus administrator shall notify the superintendent the same day that ratio was exceeded and the superintendent will report these findings to the Board of Trustees at the next scheduled board meeting. If there is not a regularly scheduled board meeting within two weeks, a special board meeting may be requested. The administration, including the superintendent, shall select one of the following actions to recommend:

1. Hiring an additional teacher, creating a new classroom for the grade-level; or
2. Keeping the class intact because this option is determined to be more advantageous than separating students, in which case the class size may slightly exceed the 22:1 student to teacher ratio. If the classroom continues to exceed 22:1, parent notification will be sent no later than the following day of the date the exception is presented to the Board of Trustees and will specify the class for which an exception from the limit imposed by Section 25.112(a) was granted. A TEA waiver will no longer be filed when a K-4 classroom exceeds 22:1, in accordance with the District Plan for Innovation.

Three Way ISD

District of Innovation Plan



Benefits to Three Way ISD:

A class may return to a smaller student-to-teacher ratio before or after the waiver is formally granted, thus negating the notice or the need to cause parents and staff unnecessary concern. Students remain with the teacher and classmates they began the year with, fostering continuity and stability, which will support increased student achievement. Continue to explore avenues to reduce class sizes, but require the flexibility for staffing decisions that consider multiple variables, including time of year, enrollment projections, and the natural enrollment variations that occur during the school year

School Health Advisory Council Meetings

TEC 28.004

TEC 28.004 states that a school district shall establish a local school health advisory council (“SHAC”) to assist the district in ensuring that local community values are reflected in the district’s health education instruction. While the District has established a SHAC, it will claim an exemption to section 28.004. An exemption would allow local control by the board of trustees, district administration, and the SHAC committee members to make determinations regarding the SHAC, such as the required number of days for meetings, the notices and retention of meeting minutes, the appointment and make-up of SHAC members and officers, the recording of meetings, and the adoption of curriculum material for the District’s human sexuality instruction.

On June 14, 2022, the Board of Trustees adopted findings declaring that TEC 28.004 is not in any of the prohibited exemptions that can be included in a District’s local innovation plan pursuant to Texas Education Code 12A.004 and the list of Commissioner’s prohibited exemptions in Texas Administrative Code Title 19, Chapter 102, subchapter JJ, Section 102.1209.

Rationale of Exemption for TWISD

Increased local control of the SHAC processes and procedures to allow Three Way ISD to be adaptive to the District’s local community values regarding the district’s health education instruction.

Teacher and Principal Evaluation (DNA & DNB LEGAL) (DNA & DNB LOCAL)

(TEC §21.203) (TEC §21.352) (TEC§21.354)

Current Statute: The state of Texas has used the Professional Development and Appraisal System (PDAS) teacher appraisal system since 1997. The state issued a new teacher and principal appraisal system in 2016-2017, the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS).

Three Way ISD

District of Innovation Plan



Rationale of Exemption for TWISD

TWISD will utilize a locally developed teacher and principal evaluation tool. a) This instrument will be developed with input from campus administration and teachers. It will use staff input, PDAS, T-TESS, T-PESS, and other relevant best practices. b) TWISD will follow DNA (LOCAL) guidelines for annual or less than annual evaluation requirements, exceptions & eligibility, frequency, and annual review process. c) Every teacher will receive a minimum of four, informal walk-throughs per year. d) Principal will continue to be evaluated annually on a locally developed plan. e) These locally developed plans should reflect the strengths, areas of concern, and goals for TWISD.

Transfer of Students

(FDA LEGAL, FDA LOCAL) (TEC §25.036)

Current Requirement

Three Way ISD maintains a transfer policy under FDA LOCAL requiring nonresident students wishing to transfer to file an application each school year. In approving transfer requests, the availability of space and instructional staff and the student's disciplinary history, academic records, and attendance records are evaluated. Transfer students are expected to follow the District's attendance requirements, rules, and regulations. Violation of the terms of the agreement may result in a transfer request not being approved the following year. TEC 25.036 has been interpreted to establish the District's acceptance of a transfer as a one-year commitment.

Benefit of Exemption for TWISD

The District seeks to eliminate the provision of a one-year commitment in accepting transfer applications. The District will reserve the right to revoke the transfer of a student at any time during the year based on behavior, excessive tardies, attendance, or not remaining in good academic standing.

DATE:	July 31, 2025
SUBJECT:	Legislative Updates Related to District of Innovation Prohibitions
CATEGORY:	Districts of Innovation
NEXT STEPS:	Share with appropriate staff

During the 89th Legislature, three bills were signed into law by Governor Abbott that include new statutory provisions prohibiting districts from exempting themselves from certain requirements of the Texas Education Code (TEC) through a District of Innovation (DOI) plan. The newly prohibited exemptions are as follows:

House Bill (HB) 2

- **TEC, §21.0032, Employment of Uncertified Classroom Teachers**
 - TEC, §21.0032, is a new statute and should not be confused with TEC, §21.003, which was not changed by HB 2.
 - As a new statute, the exemption prohibition should not impact currently adopted DOI plans.
 - Additional information about the employment of uncertified classroom teachers and more detailed guidance for districts will be communicated in August.
- **TEC, §21.057, Parental Notification**
 - TEC, §21.057, requires districts that assign an inappropriately certified or uncertified teacher to the same class for more than 30 consecutive instructional days during the school year to provide written notice of the assignment to the parents or guardians of each student in that class.
 - Prior to HB 2, districts were permitted to exempt from this statute through a DOI plan. Accordingly, the new prohibition might impact currently adopted DOI plans.

House Bill 6

- **All of Chapter 37, Discipline, Law and Order**
 - HB 6 expands the prohibited exemptions from a few sections of Chapter 37 to include the entire Chapter.
 - The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan.
 - Prior to HB 6, districts were permitted to exempt from certain provisions of Chapter 37 through a DOI plan. Accordingly, this new prohibition might impact currently adopted DOI plans.
 - Additional information about HB 6 and its impacts on student discipline in Texas will be communicated in August.

Senate Bill (SB) 12

- **TEC, §28.004, Local School Health Advisory Council and Health Education Instruction**
 - The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan.

- Prior to SB 12, districts were permitted to exempt from this statute through a DOI plan. Accordingly, the new prohibition might impact currently adopted DOI plans.
- **TEC, §21.057, Parental Notification**
 - The prohibition applies beginning with the 2025-26 school year, regardless of the adoption or renewal date of an innovation plan.
 - Prior to SB 12, districts were permitted to exempt from this statute through a DOI plan. Accordingly, the new prohibition might impact currently adopted DOI plans.
 - Both HB 2 (89th) and SB 12 (89th) provide that this provision is non-exemptible.

With the passage of these bills, districts with any of these exemptions in their locally adopted DOI plan should make preparations to come into compliance with the statutory changes. These legislative changes apply to DOI plans adopted before, on, or after the effective date of these bills. While it is recommended that a DOI plan be amended to reflect the statutory changes, please note that even if any of these exemptions remain in a district's current DOI plan, they are prohibited and inapplicable upon the relevant effective date.

While this update specifically relates to district of innovation prohibitions due to recent legislation, it is the district's responsibility, at all times, to review its individual plan and remain in compliance with any and all statutory updates and related rules in 19 Texas Administrative Code (TAC), Ch 102, Subchapter JJ. Additionally, SB 12 creates TEC, §1.009, which prohibits the infringement of parental rights. Districts should consult with their legal counsel regarding whether exemptions currently contained in their DOI plan and any proposed future exemptions comply with this newly created statutory prohibition.

As a reminder, the agency does not have approval authority over local innovation plans. Therefore, districts should consult with their legal counsel regarding any impacts to their locally adopted innovation plan to ensure compliance with state law, particularly following a legislative session.

Questions

Questions regarding the DOI adoption or amendment process and any updates to plans can be directed to accred@tea.texas.gov. For questions regarding certification, school systems should submit an email to HB2@tea.texas.gov.