



**ARLINGTON INDEPENDENT SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
Thursday, March 12, 2026 at 5:00 PM**

NOTICE of Regular Meeting of the Board of Trustees at the Arlington Independent School District Administration Building - Board Room, 690 East Lamar Boulevard, Arlington, Texas 76011.

Meetings may be viewed online at www.aisd.net. One or more members of the Board of Trustees may participate in this meeting via videoconference call. A quorum of the Board of Trustees will be physically present at the Administration Building.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Members of the public seeking to provide comments concerning an agenda item or non-agenda item shall be required to register at <https://www.aisd.net/boardmeetingspeakerrequest> **NO LATER THAN 3:00 p.m. the day of the board meeting** indicating (1) person's name; (2) subject the member of the public wishes to discuss, and; (3) telephone number at which the member of the public may be reached.

1. **CALL TO ORDER: 5:00 p.m., Room 401**
2. **WORKSHOP: Student Leadership Advisory Board**
3. **CLOSED MEETING: Board Conference Room**

Adjournment to closed meeting pursuant to Sections 551.071 (consultation with attorney to seek and receive legal advice); 551.072 (discuss the purchase, exchange, lease or value of real property); Section 551.073 - (negotiating contracts for prospective gifts or donations); Section 551.074 - (consider the appointment, employment, evaluation, reassignment, duties, discipline, non-renewal or dismissal of a public officer or employee, or to hear complaints or charges against a public officer or employee); Section 551.076 - (consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates); Section 551.082 - (discussing or deliberating the discipline of a public school child or children, or a complaint or charge is brought against an employee of the school district by another employee); Section 551.0821 - (deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation); Section 551.083 (considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements).

3.A. Personnel, including; New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions, and Evaluation

3.B. Proposed Termination of Assistant Principal Vanessa Rodriguez Term Contract

3.C. Consult Attorney Regarding Potential and Pending Litigation

3.D. Discuss the Purchase, Exchange, Lease or Value of Real Property

4. **RECONVENE INTO OPEN SESSION: 6:30 p.m., Board Room**

5. **PLEDGE:**

6. **RECOGNITIONS:**

This time has been designated for the purpose of allowing programs and/or presentations relating to matters such as curricular, extracurricular, co- curricular and PTA type activities.

6.A. Student Performance

6.B. Student of the Month

6.C. All- State Musicians

6.D. U.S. World & News Report Elementary Schools & Junior High Schools

6.E. Burgin Student - Statewide Youth Art Month Exhibition

7. **OPEN FORUM FOR AGENDA ITEMS:**

Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. This first Open Forum is limited to agenda items other than personnel. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

8. **COMMITTEE AND STAFF REPORTS:**

8.A. Governance Committee Report

8.B. Key Progress Measures Report: Campuses in Need of Improvement 7

9. **ACTION:**

9.A. Consider Approval of the Facility Naming for the Arlington High School Softball Field and Martin High School Baseball Field 21

9.B. Consider Approval of Teacher Incentive Allotment Application 22

9.C. Consider Approval of Instructional Mathematics Materials and Expenditures for the 2026-2027 Instructional Materials and Technology Allotment 46

9.D. Consider Approval of Resolution Authorizing Participation in Interlocal Agreement and Delegation of Parameter Authority to Superintendent and Chief Financial Officer for Procurement of Electricity Services 74

9.E. Proposed Termination of Assistant Principal Vanessa Rodriguez's Term Contract 88

10. **CONSENT AGENDA:**

10.A. Approval of Minutes of Prior Meetings	89
10.B. Approval of Purchases Greater Than \$100,000	94
10.C. Approval of Bids	96
10.D. Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Leaves of Absence, Dismissals, Terminations, Non-Renewals, Non-Extensions	98
10.E. Approval of Policy Revisions	101
10.F. Approval of Instructional Materials Allotment TEKS Certification 2026-2027	102
10.G. Approval of a Settlement Offer for Acquisition of Right-of-Way Easement Agreement by City of Arlington	136

11. **OPEN FORUM FOR NON-AGENDA ITEMS:**

Must Pre-Register. Registration as stated above must be completed in its entirety and submitted no later than 3:00 p.m. Any personnel concern should be brought directly to the Superintendent or Board President prior to the meeting, who will guide you to the proper procedure pursuant to Board Policy. Speakers will be limited to three (3) minutes. When more than one individual wishes to address the same agenda item, the President may ask the group to appoint one spokesperson.

12. **SUPERINTENDENT COMMENTS:**

This time is for the Superintendent to acknowledge varying kinds of activities occurring within the district. This includes such items as recognition of outstanding performance by district staff and/or students, the initiating of new programs and special activities. The Superintendent will report on the following subjects:

- 12.A. District Priorities.
- 12.B. Recognition of outstanding performance by district staff and students.
- 12.C. Initiation of new programs and special activities.

13. **TRUSTEE COMMENTS:**

This time on the Agenda allows each member to inform other Board Members, the administrative staff and the public of activities which are of interest. The Board Members will report on the following subjects:

- 13.A. Board member attendance at various school and community events.
- 13.B. Board member announcement of various upcoming school and community events.
- 13.C. Board member visits to various campuses.
- 13.D. Board member recognition of outstanding performance by district staff and students.
- 13.E. Board member recognition of new programs and special activities.

14. **CLOSED MEETING:**

At any time during the meeting the Board may adjourn into closed meeting for consultation with its attorney (Texas Government Code section 551.071) or for a posted agenda item pursuant to Texas Government Code sections 551.072 - 551.084.

15. **ADJOURNMENT:**

The agenda order may be adjusted by the Presiding Officer at any time during the meeting.

16. **Request for Board Approval of Personal Services Contract between Arlington ISD Administrator(s) and an Educational Business or Entity**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, chapter 551, subchapters D and E or Texas Government Code section 418.183(f).

If, during the course of the meeting covered by this Notice, the Board should determine that a closed meeting of the Board should be held or is required in relation to any item included in this notice, then such closed meeting is authorized by Texas Government Code Section 551.001, et. seq., for any of the following reasons:

Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.

Section 551.073 - For the purpose of negotiating contracts for prospective gifts or donations.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 - To consider the deployment, or specific occasions for implementation, of security, including: personnel, devices, deployment, reports, audits, evaluation, and updates.

Section 551.082 - For the purpose of deliberating in a case involving discipline of a public school child or children, or in a case in which a complaint or charge is brought against an employee of the school district by another employee and the complaint or charge directly results in a need for a hearing.

Section 551.0821 - For the purpose of deliberating in a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Section 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with

representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 - For the purpose of excluding a witness or witnesses from a hearing during examination of another witness.


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

- A. the open meeting covered by this notice upon the reconvening of this public meeting, or
- B. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CERTIFICATE AS TO POSTING OR GIVING OF NOTICE

On this 9th day of March 2026 at 5:00 p.m., this notice was posted on a bulletin board at a place convenient to the public at the central administrative office of the Arlington Independent School District, 690 East Lamar Boulevard, Arlington, Texas and readily accessible to the general public at all times beginning at least 72 hours preceding the scheduled time of the meeting.

A rectangular box containing a handwritten signature in cursive script, which appears to read "Matt Smith".

Matt Smith, Ed.D., Superintendent

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Bret Champion

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Key Progress Measures Report: Campuses in Need of Improvement

District Priority / Goals Addressed

Academic Growth / Reduce the number of campuses having a D or F rating by 50% or more by August 2026.

Background

Arlington ISD has prioritized campuses that have experienced unacceptable results in the state accountability system through a multi-year plan centered on the consistent implementation of High-Quality Instructional Materials (HQIMs) and research-based instructional strategies. Campuses receive intensive professional learning, coaching, and frequent calibration walk-throughs to ensure fidelity, rigor, and appropriate pacing.

At this meeting, we will share updates on our "Big 3" calibration walks, as well as our work on ensuring students are productively struggling in classrooms.

Fiscal Implications

None

Recommendation

None

Submitted by: *Bret A. Champion* Date: March 3, 2026



ACADEMIC GROWTH

Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.



CULTURE

Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.



SAFETY & DISCIPLINE

Create safe and productive learning environments in which every student and staff member can thrive.



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.



TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.



Arlington

INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, March 12, 2026



Arlington
INDEPENDENT SCHOOL DISTRICT

Key Progress Measures Report: Campuses in Need of Improvement

Bret Champion

Chief Schools Officer

Academic Growth: Reduce the number of campuses having a D or F rating by 50% or more by August 2026.



Campus and District Response: 2.19.26

- Targeted campus support and lesson planning/implementation supports from Curriculum & Instruction
- Increased support of Bailey Education Group individualized coaching and Professional Learning Community (PLC) support
- Professional learning focused on Research-Based Instructional Strategies (RBIS) and implementation of structured literacy
- Targeted interventions and tutoring to facilitate academic gap closure
- Deepened integration of Content-Based Language Instruction to support increased mastery for Emergent Bilingual students
- Implementation of PLC protocols promoting lesson internalization and use of High-Quality Instructional Materials (HQIM) tied to **“Big Three” Walks, looking for academic rigor and HQIMs**

Big 3 Instructional Walks

- **Started in January**
- **Completed collaboratively with district and campus staff**
- **Focus is to improve Tier 1 instruction across all campuses and to align district supports to campus needs**

Big 3 Form

Please check any that apply regarding instructional programming. *

- General Education Classroom
- Advanced Classroom (Pre-AP, AP, IB, or GT)
- Bilingual Classroom
- Resource/PC Classroom
- Co-teach Classroom

The lesson is taught within 5 days of AISD Pacing Calendar. *

- Yes
- No

Only AISD approved curriculum is used for Tier 1 instruction (AISD approved curriculum can be viewed at the following [link](#)). *

- Yes
- No

All students spend the majority of the lesson engaging with meaningful, grade level practice, tasks, and questions. (Evidence of productive struggle is when all students are given the opportunity to talk, write, practice, and productively grapple with grade-level content.) *

- Yes
- No

Notes.

Enter your response

Submit

Reset

Big 3 Dashboard

Big 3 Report



Select a Learning Community

All

Select a Campus

All

Type of Classroom Walk

All

2,456

Total Observations

[View Rates by Campus](#)

The lesson is taught within 5 days of AISD Pacing Calendar.



Only AISD approved curriculum is used for Tier 1 instruction.



All students spend the majority of the lesson engaging with meaningful, grade level practice, tasks, and questions. (Evide...



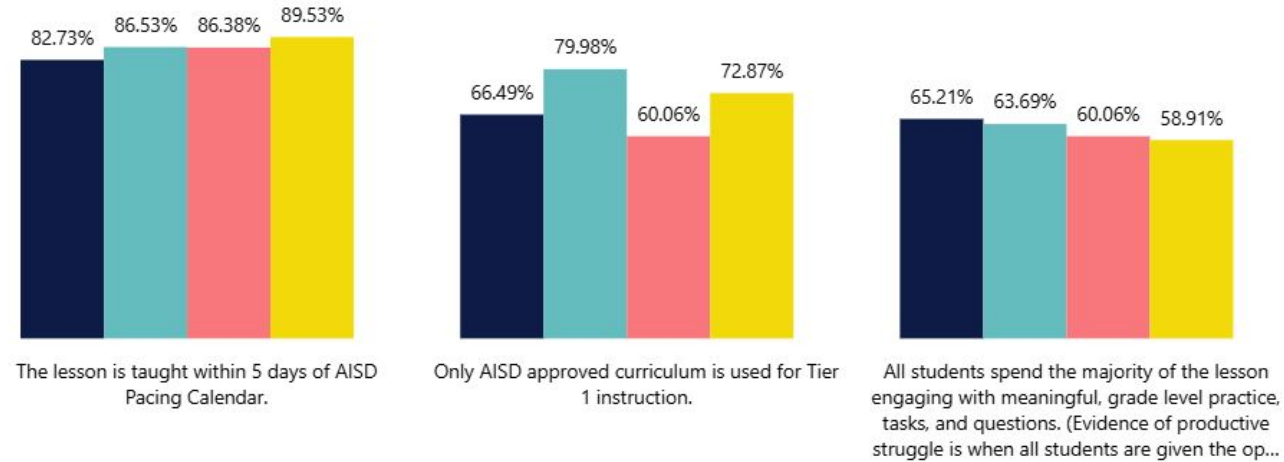
[View by Subject and Grade](#)

[View All Observations](#)

Big 3 by Subject

Percentage of "Yes" by Question and Subject

Subject ● Math ● Reading ● Science ● Social Studies



Subject	The lesson is taught within 5 days of AISD Pacing Calendar.	Only AISD approved curriculum is used for Tier 1 instruction.	All students spend the majority of the lesson engaging with meaningful, grade level practice, tasks, and questions. (Evidence of productive struggle is when all students are given the opportunity to talk, write, practice, and productively grapple with grade-level content.)
Math	82.73%	66.49%	65.21%
Reading	86.53%	79.98%	63.69%
Science	86.38%	60.06%	60.06%
Social Studies	89.53%	72.87%	58.91%

Progress with Big 3

District Summary Fall 2025 TEA Campus Visits	District Approved Curriculum	Classroom Timeline +/- 5 days of Scope and Sequence	Student Engagement Majority of the lesson engaging with meaningful grade level practice, tasks, and questions		District Approved Curriculum	Classroom Timeline +/- 5 days of Scope and Sequence	Student Engagement Majority of the lesson engaging with meaningful grade level practice, tasks, and questions
District Averages	51%	71%	35%	District Averages	90%	96%	33%

Productive Struggle

High challenge
Rigorous academic task

Low challenge
Low rigor activities

Apathy
and lack
of student
engagement

Flow and
productive
struggle

Low skill

Students have passive roles and responsibilities with little autonomy from the teacher

High skill

Students have active roles and responsibilities with autonomy from the teacher

Productive Struggle

Principal View:

Productive Struggle IS intentional, scaffolded, standards-aligned, cognitively demanding, rigorous learning in which students actively think, collaborate, and problem-solve in a psychologically safe environment.

Productive Struggle IS NOT passive, low-level, teacher-led, compliance-driven, or frustration-based learning. It is not drill work, memorization, silent suffering, or immediate rescue.

Performance Management Heatmap

19

Based on district data analysis, how would you summarize the current status of each campus?

Categories for Reflection	Blanton EL CSI	Crouch EL CSI	Ellis EL CSI	Foster EL CSI	Peach EL TS	Pope EL TS	Rodriguez JH TS	Sam Houston HS CSI	Speer EL CSI	Starrett EL TS	Thornton EL TS	Workman JH CSI
Milestone Progress	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Curriculum and Instruction	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green
Student Outcomes	Green	Green	Green	Green	Yellow	Green	Yellow	Yellow	Green	Green	Green	Green

Green- On track/strong

Yellow- slightly off track/moderate

Red- Off track/concerning



DISCUSSION

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Dr. Michael Hill

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Consider Approval of the Facility Naming of the Arlington High School Softball Field and Martin High School Baseball Field

District Priority / Goals Addressed

In alignment with the district’s Culture priority and Board Policy CW(LOCAL), the naming of the Arlington High School Softball Field and the Martin High School Baseball Field will recognize two former Arlington ISD employees whose service and contributions exemplify this priority and have strong community support.

Background

In accordance with CW(LOCAL), when naming a District facility, the name should honor individuals who have made significant contributions to the District and/or whose name brings prestige, honor, and respect to an institution of learning. Recommendations are not tied to a specific facility. If a name is approved, the Board retains the authority to assign it to a facility. Any individual may propose a facility name, and all recommendations must meet the criteria outlined in this policy for Board consideration. The following names and resolutions are being submitted for consideration honoring the life and legacy of former Arlington High School Softball Coach Thomas "Tommy" Edmondson and former Martin High School Baseball Coach Curt Culbertson.

Fiscal Implications

None

Recommendation

To approve two separate resolutions for the naming of Arlington High School Softball Field to "Edmondson Field" and Martin High School Baseball Field to "Culbertson Field".

Submitted by: *Michael Hill Ed.D* Date: March 3, 2026



ACADEMIC GROWTH

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CULTURE

Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.



SAFETY & DISCIPLINE

Create safe and productive learning environments in which every student and staff member can thrive.



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.



TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Dolloress Johnson

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Consider Approval of Teacher Incentive Allotment Application

District Priority / Goals Addressed

This action seeks Board approval to move forward with the submission of the Teacher Incentive Allotment (TIA) application and to highlight how this initiative aligns with the district’s priority of Talent & Resources.

Background

The District has been studying participation in the Teacher Incentive Allotment (TIA), a state program that provides additional compensation to highly effective teachers through locally developed designation systems. The Board received updates on October 16, 2025, and February 5, 2026, regarding program requirements, committee progress, and readiness. Approval of this item authorizes submission of the April 2026 TIA application.

Fiscal Implications

None

Recommendation

The administration recommends the District proceed with a Teacher Incentive Allotment application to be submitted in April 2026.

Submitted by: *Scott A. Kake*

Date: March 3, 2026



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Arlington

INDEPENDENT SCHOOL DISTRICT

Regular Board Meeting, March 12, 2026



Arlington
INDEPENDENT SCHOOL DISTRICT

Consider Approval of Teacher Incentive Allotment Application

Dolloress Johnson
Executive Director of Human Resources

PURPOSE

The purpose of this presentation is to:

- **Review the Teacher Incentive Allotment initiative**
- **Outline the requirements for participation**
- **Seek Board approval to move forward with submission of a Teacher Incentive Allotment (TIA) application in April 2026**



Teacher Incentive Allotment (TIA) Statewide

TIA is Established & Fully Funded Statewide

42,294

Designated Teachers

665

Districts Receiving
Funds

\$481,650,034

Awarded in 2024-2025

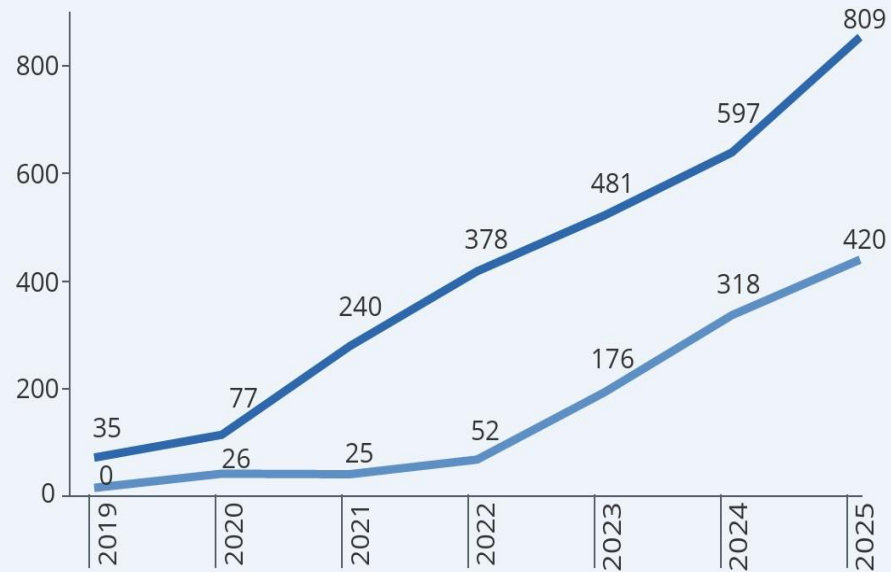
- Designed to ***retain and attract highly effective teachers*** at traditionally hard-to-staff schools
- Tier 1 allotment, not grant or locally funded, providing sustainability

TIA Across the State

809 Districts in Texas are Implementing TIA

TIA Across Texas

Year-Over-Year TIA Participating and Fully Approved School Systems



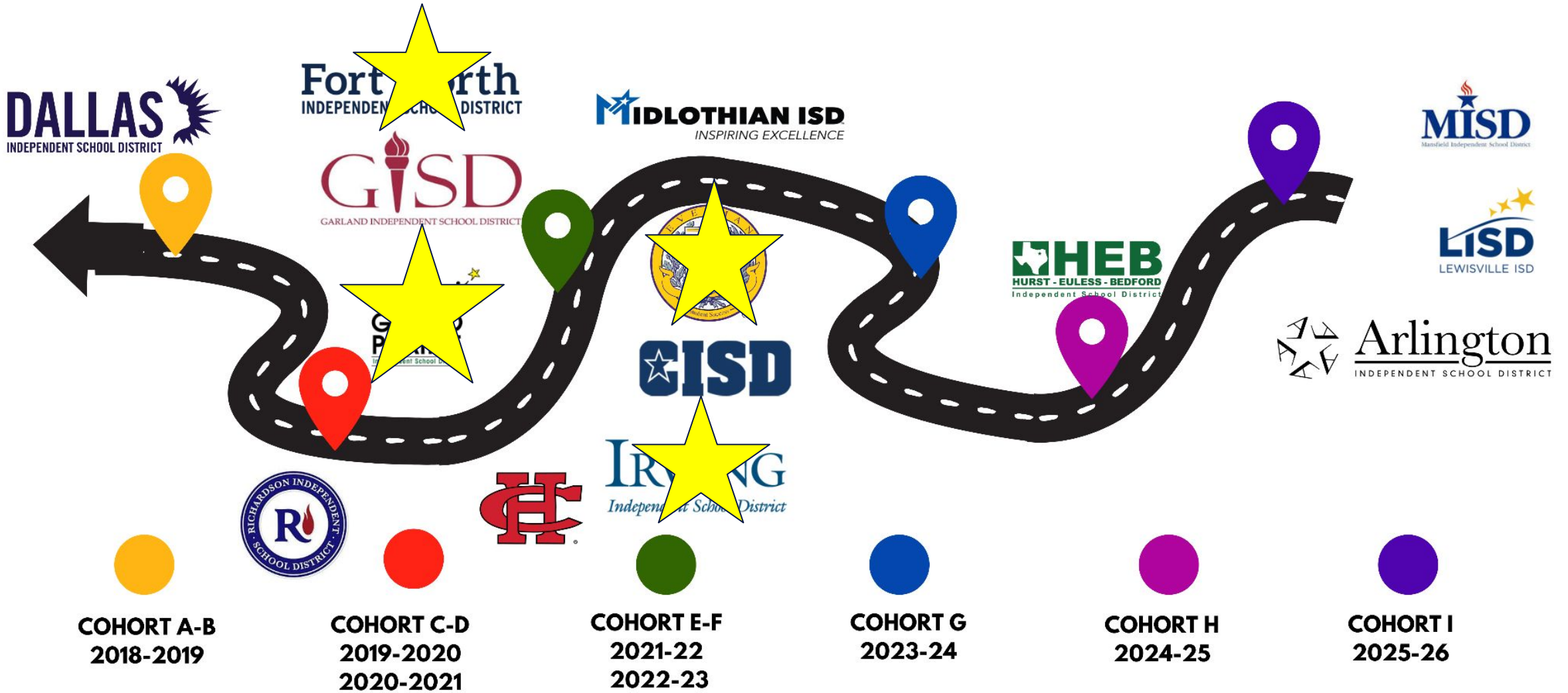
By the close of the 2025 application year, the total number of **TIA-participating school systems** reached 809, representing approximately two-thirds of all Texas school systems. Note: 2019 application data combines two early cohorts, A and B, with Cohort A applying under pre-existing systems.

The number of **approved school systems** each year demonstrates steady progress and strong alignment with program expectations.

Source: Steady State Impact

TIA Adoption and Expansion Across Nearby Districts

29





Application Requirements and District Readiness

TIA Application Categories

31

Statutory Categories	System Design
Weighting	Stakeholder Engagement Efforts
Teacher Observation	District Support
Student Growth	District Information
Spending Plan	Eligible Teachers and Campuses

Required System Components for a TIA Application

TEA Required Components

Teacher Appraisal System

- T-TESS
- Danielson
- Marzano
- Niet-TAP
- District Created Rubric

Valid and Reliable Student Growth Measures

- SLO's
- Pre-test/Post-test
- Portfolios
- Value Added Measures (VAM)

Correlation

Our Current Systems — What We Have Today

33

Arlington's Existing Framework

Teacher Appraisal
System

Valid and Reliable Student
Growth Measures



Two-Part Application Review Process

More
Safeguards
for
Fairness



System Review (TEA)

Districts submit application, which include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable:

- Student Growth Measures
- Teacher Observation Systems



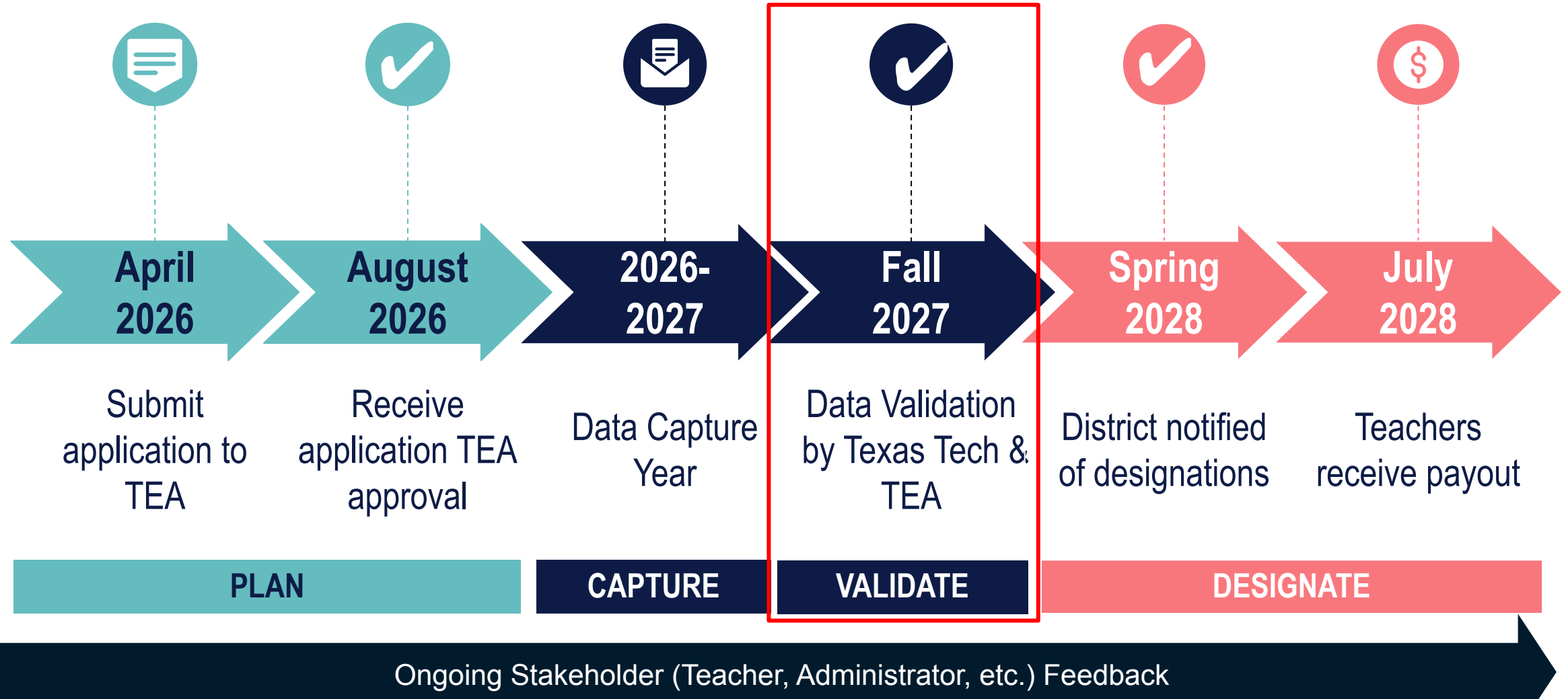
Data Review (Texas Tech University TU)

Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability of:

- Student growth measures
- Teacher observations

TIA Application Timeline: From Application to Payout

35





Recommendation for Board Consideration

TIA Steering Committee Recommendations

37

Submit a TIA application to implement an initial TIA cohort focused on our highest-needs campuses.

Proposed Campuses:

Adams	Sherrod*
Atherton	Short*
Berry*	South Davis
Crow Leadership Academy	Speer*
Ellis*	Swift
Goodman*	Thornton*
Larson*	Webb*
Patrick	Nichols
Peach*	Rodriguez*
Pope*	Workman*
Rankin*	Sam Houston*
	Lamar

High Need Campus Index Predictors:

- % Economically Disadvantaged
- % Students Absent >10 days
- % Mobility
- Staff Survey Factor - Campus Safety & Working Conditions - Procedural Effectiveness
- % Languages Other than English

* 15 of the TIA proposed campuses are also on a TIP/TAP.

TIA Steering Committee Recommendations

38

Submit a TIA application to implement an initial TIA cohort targeted teaching assignments.

Teaching Assignments:

Pre-K4

K-8 Reading

K-8 Math

English I

Algebra I

SPED Inclusion & Resource (Reading & Math)

Initial estimates suggest that approximately 50% of teachers at the proposed pilot campuses may be eligible to earn a TIA designation.

% of teachers varies between campus levels

How Designations are Determined: Weighting

Teacher stakeholders decided equal weight should be given to measurable student growth and instructional practice.

50%
Student Growth

50%
Teacher
Observation

40 Statewide Performance Standards

Designation Level

	Master	Exemplary	Recognized	Acknowledged* (NBCT)
Statewide Percentages	Top 5%	Top 20%	Top 33%	Top 50%
Teacher Observation Performance Standards (T-TESS Domains 2 and 3)	4.5 or 90% of possible points	3.9 or 78% of possible points	3.7 or 74% of possible points	3.5 or 70% of possible points
Student Growth Performance Standards	70% met or exceeded	60% met or exceeded	55% met or exceeded	50% met or exceeded
Possible Allotments	\$12k-\$36k	\$9k-\$25k	\$5k-\$15k	\$3k-\$9k



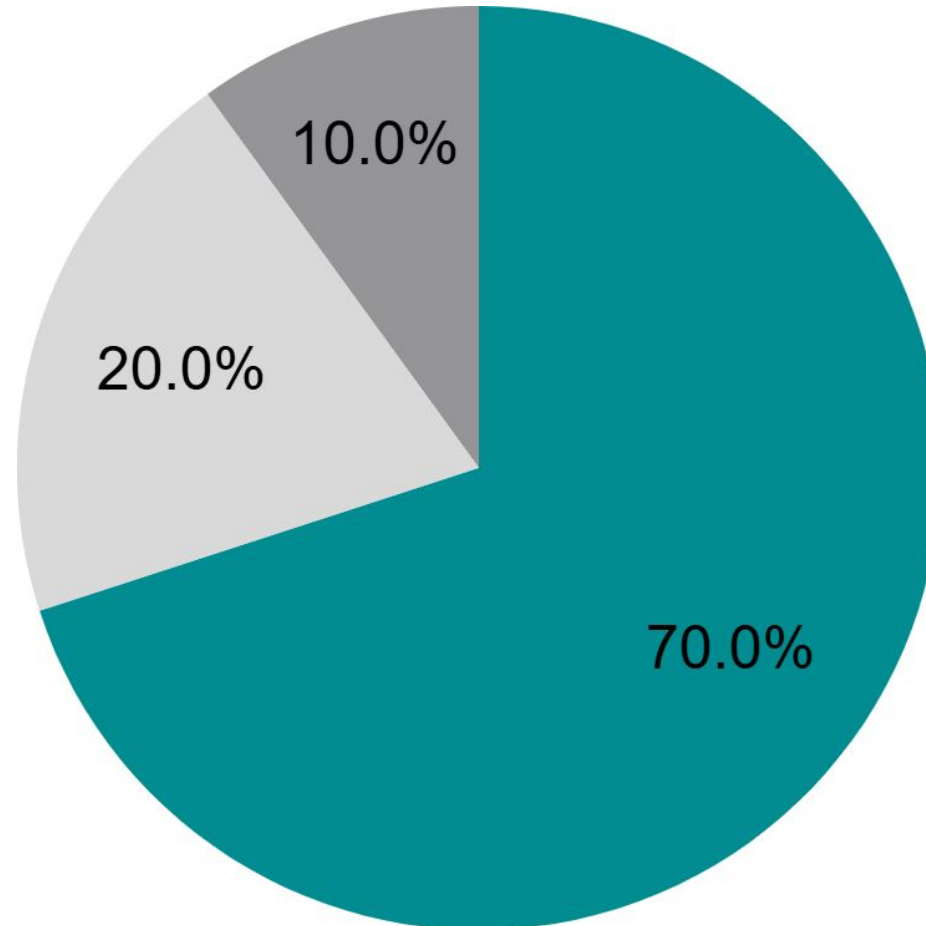
* Acknowledged designation ruling by Education Commission expected April 2026

Proposed TIA Compensation Plan

(Based on Teacher Stakeholder Input)

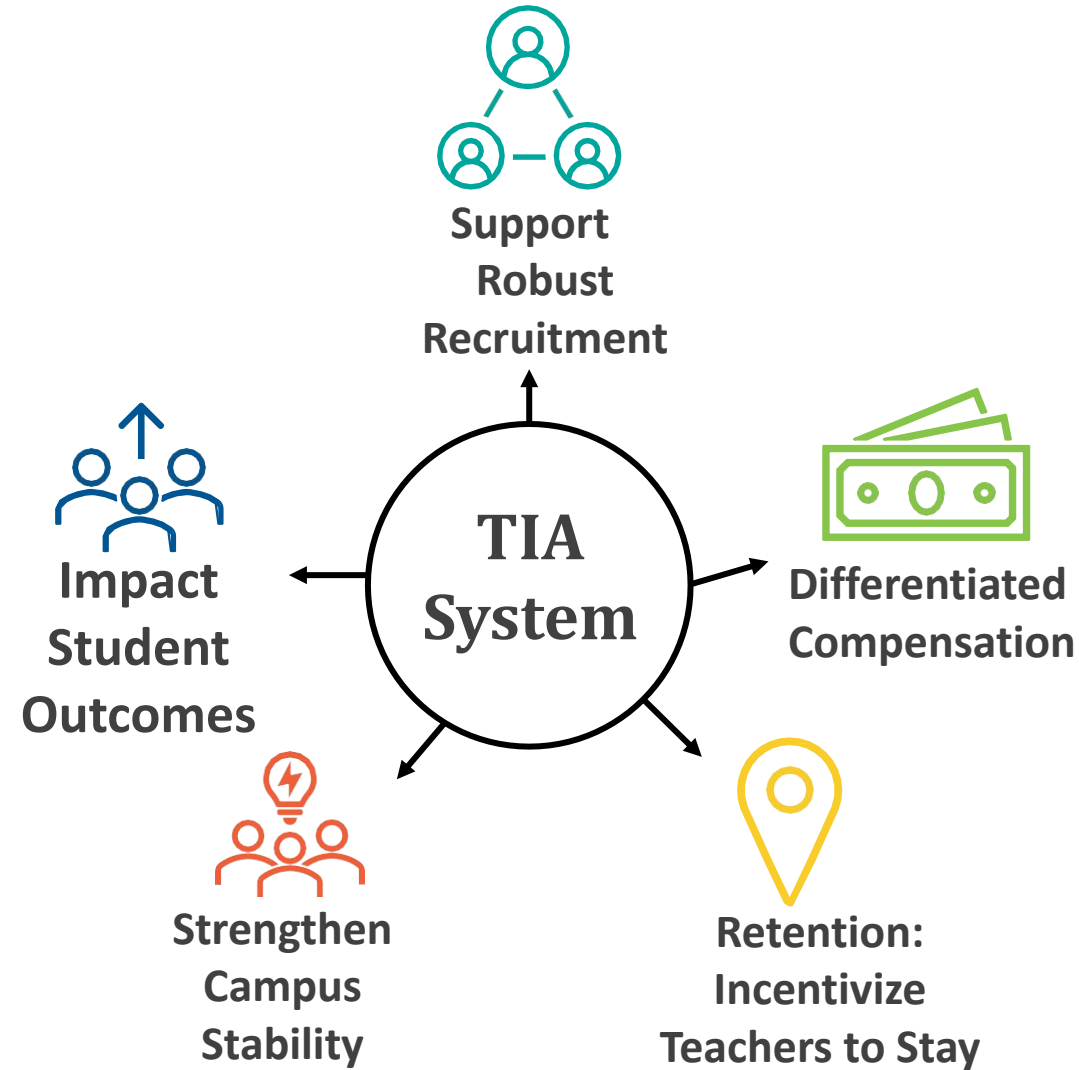
- Allows for differentiated compensation
- Maintains meaningful recognition for designated teachers
- Supports instructional collaboration at the campus level
- Reinforces stability at high-needs campuses.

Proposed Allocation of Funds

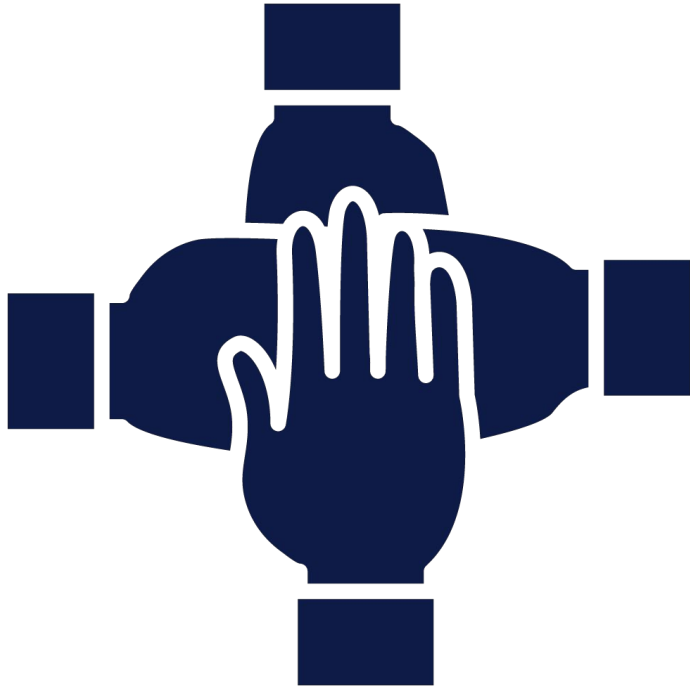


- Allocated directly to the designated teacher.
- Split evenly among student-facing roles (Interventionists, Dyslexia, GT).
- Used for administrative and system support.

What an Approved TIA Application Could Mean for Our High-Needs Campuses



If approved, here are Arlington ISD's System Validation Priorities



Strengthen T-TESS Calibration.

Monitor and reduce variability in the administration of student assessments.

Continue structured feedback with teachers and principals to refine processes before any future expansion.

Recommendation

The administration recommends the District proceed with a Teacher Incentive Allotment application to be submitted in April 2026.



DISCUSSION

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Delisse Hardy

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Consider Approval of Instructional Mathematics Materials and Expenditures for 2026-2027 Instructional Materials and Technology Allotment

District Priority / Goals Addressed

This item supports the Board goal of Academic Growth by ensuring access to high-quality, standards-aligned instructional materials and technology. Approval of IMTA-allowable resources strengthens instruction, supports diverse learner needs, and enhances student outcomes for the 2026–2027 school year.

Background

The purpose of the current action is to approve the procurement of K–Algebra 2 mathematics materials through the Instructional Materials and Technology Allotment as part of the 2026-2027 math textbook adoption cycle.

Recommended materials have gone through the state's Instructional Materials Review and Approval (IMRA) process, as well as the district's review and adoption process, to ensure TEKS/ELPS alignment, meeting HQIM quality criteria, and that they meet the needs of AISD students and teachers.

Implementation would be grounded in strong systems, sustained support and continuous feedback to ensure successful experiences for all learners.

Fiscal Implications

Recommended math instructional materials from Kinder - Algebra 2 for all campuses to support successful learning of mathematics equate to \$2,035,886.

Recommendation

Administration recommends the approval to purchase math instructional materials for Kinder - Algebra 2 utilizing the Instructional Materials and Technology Allotment (IMTA) funds.

Submitted by: 

Date: March 3, 2026



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INDEPENDENT SCHOOL DISTRICT

Instructional Mathematics Materials and Expenditures for the 2026-2027 Instructional Materials and Technology Allotment

Dr. Steven Wurtz, Chief Academic Officer
Regular Board Meeting, March 12, 2026

PURPOSE

To consider the adoption of Bluebonnet Learning as the designated High-Quality Instructional Material (HQIM) for Kindergarten- Algebra II mathematics and materials procurement using the Instructional Materials & Technology Allotment (IMTA).



49 Alignment with District Priorities



ACADEMIC GROWTH

Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.



CULTURE

Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.



TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Key Moves for Mathematics Success

50



Beliefs and Framework

Do we have a clear, evidence-based framework for math instruction?



Instructional Materials

Are we using high-quality instructional materials with appropriate time in the master schedule?



Assessment

Is our assessment system strategic, efficient, and aligned?



Professional Development

What is our approach to training our math teachers?



Managed Instruction

Do we have a clear set of expectations for math instruction? How are we monitoring and managing them?

51 IMRA Review Process (HB 1605)

The New Gold Standard for Texas Instructional Materials:
Ensuring 100% Alignment with TEKS and ELPS

The **Instructional Materials Review and Approval (IMRA)** process **replaces** the former **Proclamation** and **Texas Resources Review** systems with a rigorous, State Board of Education (SBOE) governed system.



52 Quality Review Rubrics

Math K-12 Rubric Design

Implementation Quality

1. Intentional Instructional Design
2. Progress Monitoring
3. Supports for All Learners

Learning Quality

1. Depth & Coherence of Key Concepts
2. Balance of Conceptual & Procedural Understanding
3. Productive Struggle



AISD Administrator at Curriculum Viewing

Suitability

The rubric identifies required and prohibited content in each set of materials reviewed, with each category terminology aligned to existing education code and statute.

Section 2 - Suitability Excellence Requirements
Positive evidence of the following indicators is required when applicable. (See the Overview on page 1 for more information on requirements.)

Category 2- Alignment with Public Education's Constitutional Goal

Subcategory	Suitability Indicator	Suitability Guidance
2.1		
Section 1 - Suitability Prohibitions A flag in this section indicates that the instructional material potentially includes prohibited content.		
Category 1- Prohibition on Common Core		
2.1.1	1.1 The IM is not designed to comply with common core state standards. (Texas Education Code (TEC) Sec. 29.002(b)-(1)-(4))	A. Materials do not reference or allude to "Common Core State Standards" explicitly or implicitly. The materials terminology, instructional methodology, and assessment styles predominantly display alignment with TEKS, where appropriate. B. Materials are aligned to the Texas Essential Knowledge and Skills (TEKS).
Category 2- Alignment with Public Education's Constitutional Goal		
	2.1 In a way fitting for the intended subject and grade, the IM is not contrary to preparing children for self-governance, including by:	A. Preparing students for self-governance consists of cultivating in students an informed American patriotism and leading students in a close study of the founding documents of the United States and Texas to achieve the following objectives: 1) Increase students' knowledge of the deepest and noblest purposes of the United States and Texas; 2) Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage, including as a constitutional republic; and 3) Guide students toward understanding and functioning productively in a free enterprise society. (TEC 4.001(b))
	2.1.1 promoting American patriotism, Texas history, and the free enterprise system, understanding the importance of patriotism and democratic principles of our state and national heritage, including founding documents of the United States	Materials do not contradict the constitutional purpose of public education of promoting a deep understanding of self-governance by advocating for opposing ideals through documents, political or economic theories, or key figures.
	2.1.2 treating violence, if it appears, in the context of its cause and consequence and not presenting violence for reasons of unwholesome excitement or sensationalism;	if violence is depicted, materials handle it with care, providing context around its cause and consequence.
	2.1.3 not encouraging or condoning current activities that promote civil disorder, social strife, or disregard of the law. (SBOE Operating Rule Sec. 2.16(c)(4)(B)). This section does not prohibit the teaching of historical examples of demonstrations such as peaceful protests or boycotting.	

Instructional Materials Review and Approval (IMRA) Suitability Rubric as approved by the SBOE on 11/23/2024
Page 2 of 8

1. Prohibition on Common Core
2. Alignment with Public Education's Constitutional Goal
3. Parental Rights and Responsibilities
4. Prohibition on Forced Political Activity
5. Protecting Children's Innocence
6. Promoting Sexual Risk Avoidance
7. Compliance with the Children's Internet Protection Act (CIPA)

A Thorough Adoption Journey



Phase 1: Screening

Nov 2025 - Jan 2026

C&I Teams attended outside vendor fair to review various IMRA-approved publishers and evaluated IMRA reports.



Phase 2: Deep Dives

Jan 2026

The District Instructional Materials Committee included representatives from elementary and secondary campuses and multiple departments, conducted in-person reviews of selected publisher materials, and provided feedback.



Phase 3: Community Voice

Feb 2026

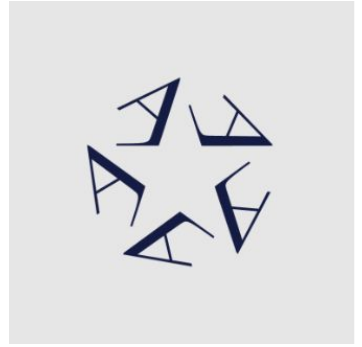
Parents, community members, AISD teachers, and administrators were given opportunities to provide feedback through public viewing nights and online portals, with communication to ensure awareness.

Phase 4: Decision

March 2026

A final recommendation is brought forward to the Board for consideration and approval.

Arlington ISD Context



Students:

- Economically Disadvantaged Students - 40,050 (75%)
- Mobile Student Population - 10,465 (20%)
- Emergent Bilingual Students - 17,422 (33%)
- Special Education Students - 6,856 (13%)
- Gifted and Talented Students - 6,197 (12%)

Teachers:

- Beginning Teachers- 430 (11%)
- Teachers with 1-5 Years Experience - 894 (23%)

Key Principles from the Science of Math



Instructional Hierarchy

Builds vertically and within specific skills, increasing cognitive sophistication

1. **Acquisition:** Learn correctly
2. **Fluency:** Accurate and efficient
3. **Application:** Use in new situations



Direct, Explicit Instruction

Teacher-led works best for new math instruction

- Clear modeling, Think-alouds, and guided practice
- Immediate feedback

Model first. Practice with feedback. Then release.



Automaticity with Math

When facts are automatic, students can focus on complex problem-solving

Working memory = limited space

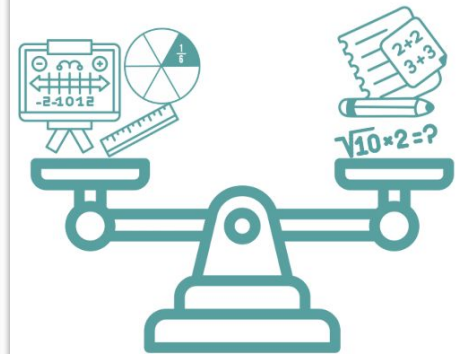
Long-term memory = stored facts



Interleaved & Spaced Practice

Different types of problems are mixed together → Students choose correct strategy for task

Math practice is spread out over time, not crammed into one session



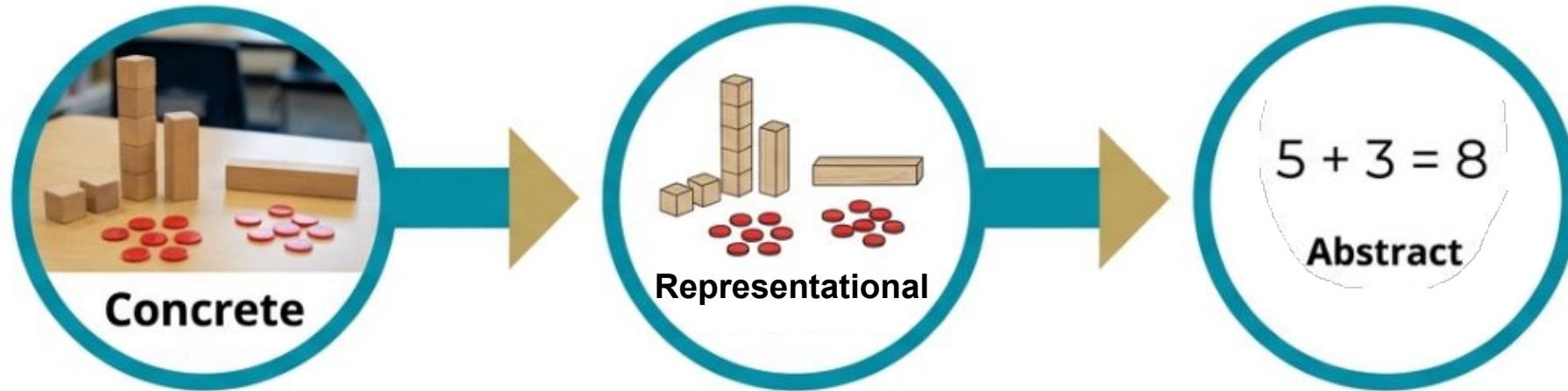
Conceptual & Procedural

Instruction must **balance conceptual understanding with procedural skill**

Each one strengthens the other

Bluebonnet Learning Mathematics

Open Education Resource(OER) built on cognitive science



Design: It tells an "unfolding story of math," where concepts are drawn together to build deep conceptual and procedural understanding.

Instructional Model: It utilizes the **Concrete-Representational-Abstract (CRA)** approach and a vertically aligned problem-solving model to move students from concrete objects to abstract mathematical thinking.

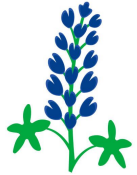
Suitability: These materials achieved high scores on IMRA quality and suitability rubrics during the 2024 inaugural cycle

Addresses Curriculum Audit Findings

58

Strengthen Curriculum Quality and Alignment

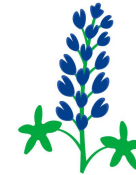
Core curriculum documents met expectations, **31% of reviewed student activities were not fully aligned to TEKS** in content or cognitive rigor



Bluebonnet Learning strategically sequences models that build on learning within and across grade levels to **ensure 100% alignment to the TEKS and ELPS**

Address Instructional Rigor & Cognitive Demand

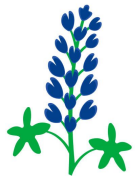
Classroom instruction in Arlington ISD was often **teacher-centered**, focused on **low-level cognitive tasks**, and lacked meaningful opportunities for students to **justify their thinking in writing**



Bluebonnet Learning's **research-based practices** develop deep conceptual understanding through **problem solving, discussion, representation, and written justification**

Establish Systemic Assessment & Feedback Loops

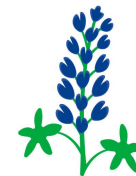
The lack of a **comprehensive assessment plan** has resulted in inconsistent alignment of local assessments to STAAR context and rigor



Bluebonnet Learning embeds a continuous cycle of **diagnose, plan, teach, assess, and analyze** in K–5, and includes a “**Demonstrate**” **formative assessment phase** in secondary math

Support Professional Development & Monitoring

Lack of **coordinated professional development** and a system for **monitoring instructional delivery**, leading to inconsistent teaching quality across campuses



Bluebonnet Learning includes built-in **implementation supports** such as **Leadership Unit Snapshots** that help administrators strengthen walkthroughs & coaching and **Internalization Protocols** that strengthen lesson and content understanding prior to instruction

Stakeholder Engagement & Feedback



Input gathered from DIMC, administrators, teachers and parents via online forms and in-person events

Strengths

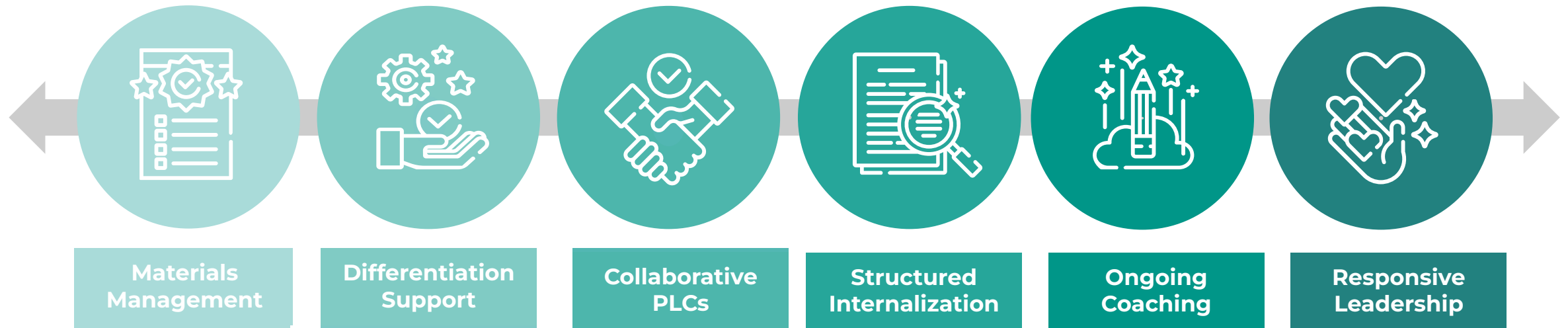
- Deep conceptual rigor
- Coherence K - Algebra 2
- Supports new teachers
- Daily lesson resources (slides)
- Follows RBIS and CRA
- Transadapted Spanish materials
- Integrated assessments
- Student practice opportunities
- Digital Tools for Teaching & Learning

Considerations

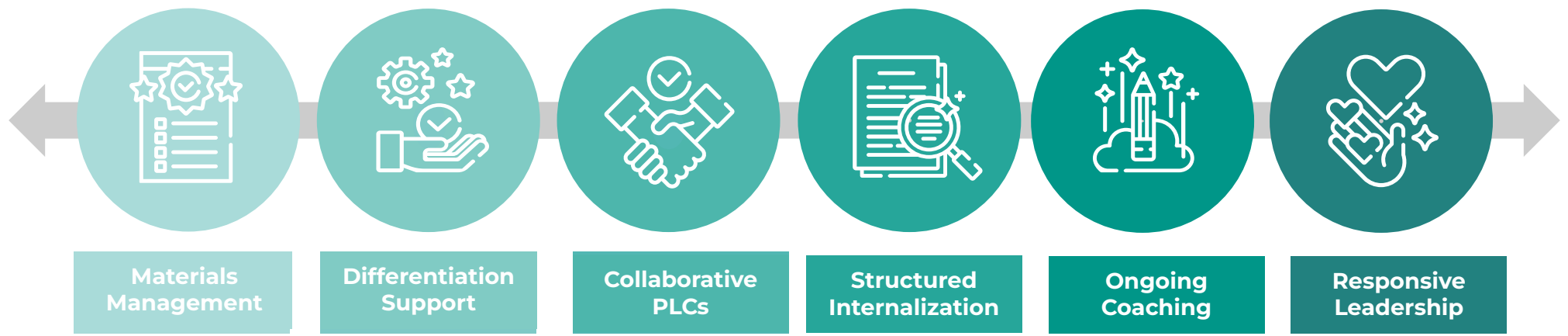
- Extensive printing/storage needs
- Limited differentiation/scaffolds
- Strict pacing
- Narrowed computerized resources
- Scripted lessons
- Visual design

60 Response to Stakeholder Feedback

Strong systems, sustained support, and continuous feedback are essential for high-quality implementation that supports all learners



61 Response to Stakeholder Feedback



Strengthen Instructional Delivery

Robust training, coaching, and lesson internalization protocols ensure teachers deliver high-quality, responsive instruction.

Support All Learners

Embedded EB scaffolds and differentiation strategies are prioritized through PLC planning and targeted professional learning

Balance Fidelity & Flexibility

Pacing and scripted lessons are framed as coherence tools, with data-informed flexibility to meet student needs

Streamline Logistics

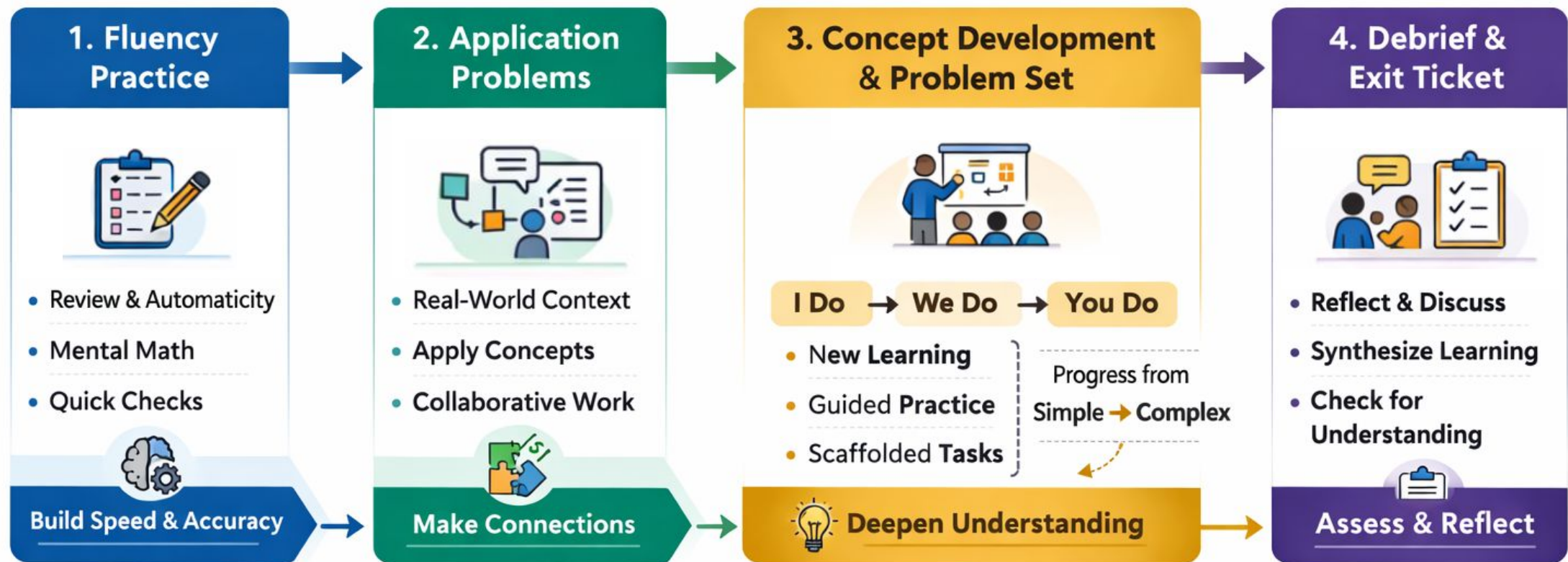
Printing efficiencies, distribution planning, and selective digital supplementation reduce operational burden

Enhance Engagement

Strategic use of visuals, manipulatives, and instructional supports strengthen conceptual understanding and student engagement

6 Elementary Math Lesson Structure

Grades K-5: A Predictable, Research-Based Framework



Key Features



Predictable Structure



Conceptual + Procedural Focus



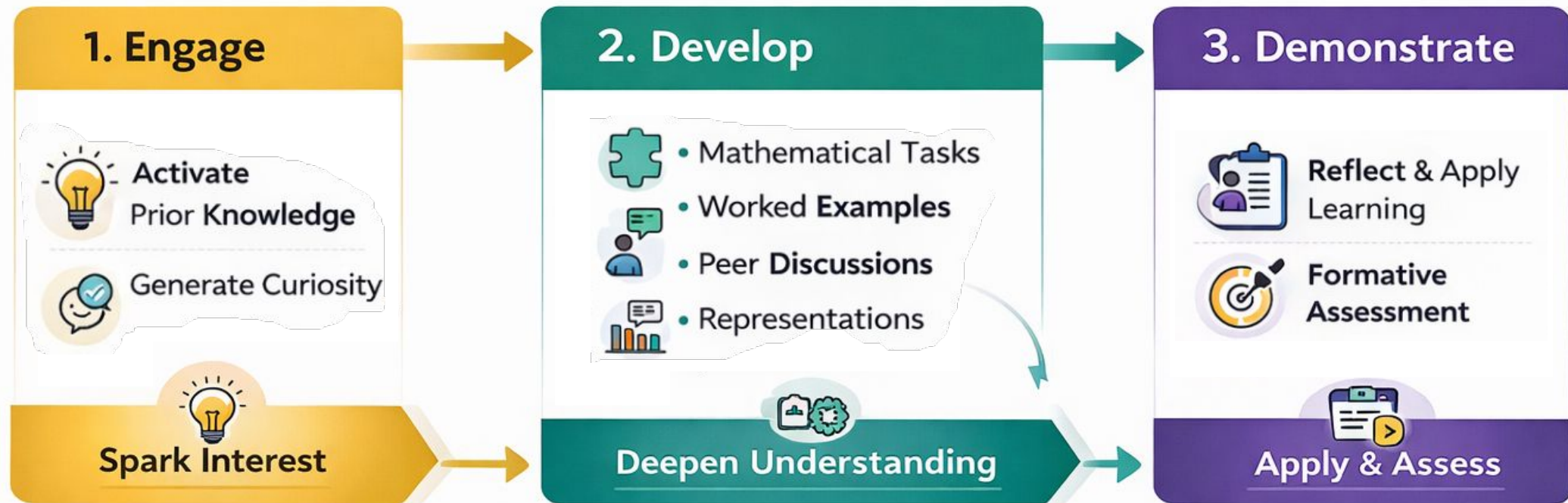
Student Engagement



Built-in Formative Assessment

Secondary Math Lesson Structure

Grades 6-12: A Research-Based, Three-Phase Method



Additional Secondary Design Elements



Course-Level Pacing & Scope documents organize units across the year



Topic Overviews & Detailed Tasks provide pacing guides and lesson materials



Print and Digital Workbooks support practice and application



Resources for Teachers and Administrators

64



Resources for Teachers and Administrators

65

Help teachers/coaches thoroughly understand lesson goals and strategies, identify needed student supports, and integrate the all

Editable slides that follow a consistent lesson structure

Short videos that model lesson scripts and math content to build teacher knowledge

Central access point for K-5 math, secondary math supports, and all implementation supports

Module and Topic/Lesson Implementation

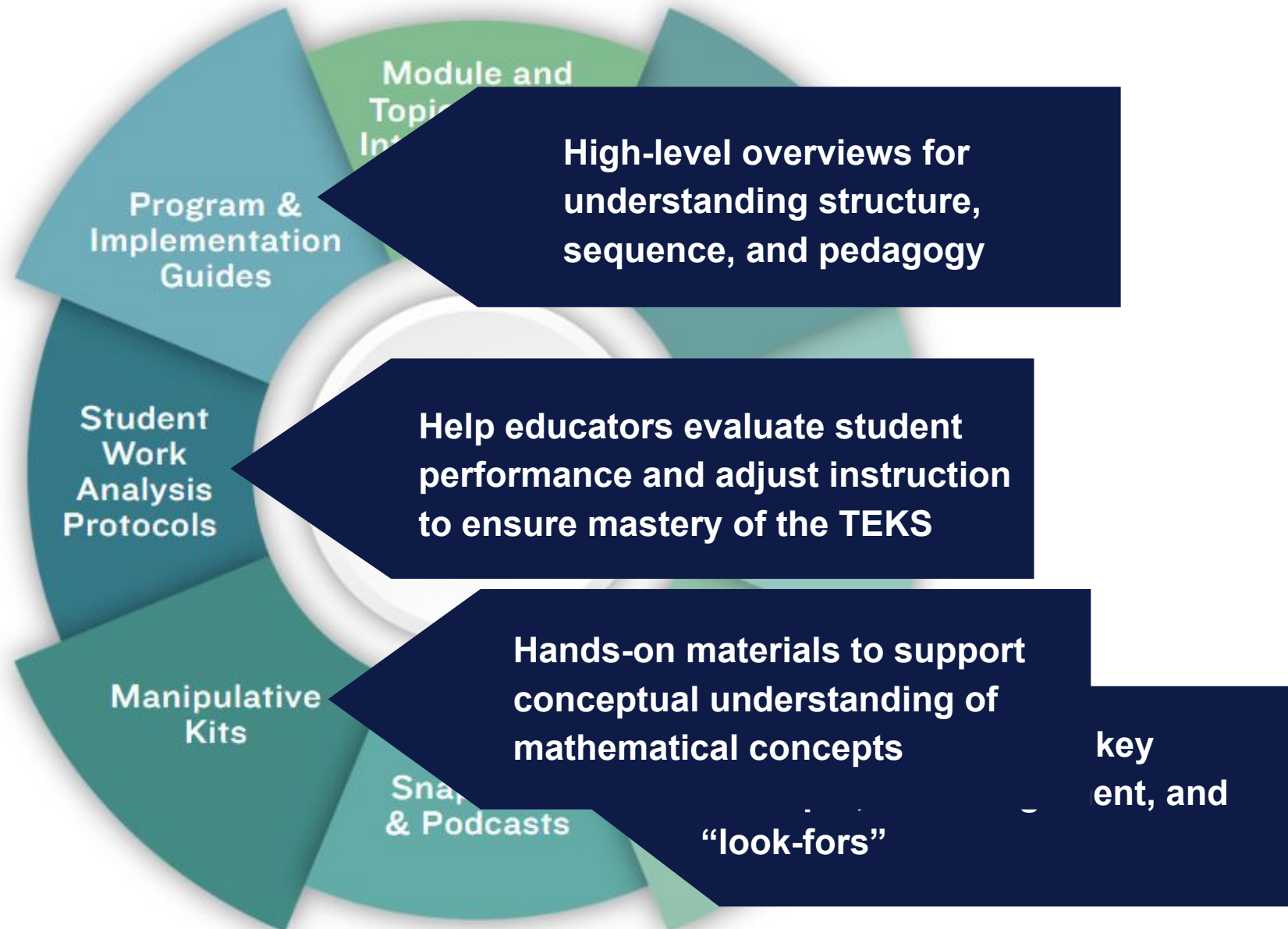
Lesson-Level Projectables/Slide Decks

Math Content Support Videos

Bluebonnet Learning Portal

Resources for Teachers and Administrators

66



Instructional Materials/Manipulatives

67

Classroom kits with grade-level specific materials such as:

Rekenreks,
linking cubes,
two-color counters,
dice, color tiles,
counting bears

Protractors,
rulers, meter
sticks, tape
measures

Place value
cards & disks
(whole numbers
& decimals)



Clocks and
money sets

Base-ten blocks,
algebra tiles,
cuisenaire rods

Pattern blocks,
shapes, solids &
geoboards

Scales, weights,
graduated
cylinders

🎯 Why It Matters

- ✓ Supports Concrete → Representational → Abstract progression
 - ✓ Ensures 100% alignment to TEKS concepts
 - ✓ Embedded directly into daily lessons (not supplemental)
- ✓ Builds deep conceptual understanding before procedural fluency
 - ✓ Creates consistency across campuses

Benefits of Bluebonnet Math Districtwide



Ensures Equity & Consistency

Aligned curriculum across campuses reduces mobility gaps and ensures guaranteed and viable high-quality instruction for all students



Strengthens Instructional Quality

Teachers focus on lesson internalization and delivery rather than creating materials, improving rigor and coherence



Supports a Changing Workforce

Provides strong structures for new and developing teachers while building instructional expertise systemwide



Maximizes District Capacity

Aligns professional learning, coaching, and central support around one high-quality framework, increasing impact and efficiency



Enhances Collaboration & Data Use

Common pacing and assessments strengthen PLCs, vertical alignment, and systemwide instructional responsiveness



Creates Long-Term Sustainability

Streamlines resources, reduces fragmentation, and builds a cohesive instructional vision across the district

69 Financial Opportunities

LIFT / LIFT Plus Grants



- Multi-year **LASO 4** funding supports implementation **planning** and professional learning

The Opportunity: 3 Years of Comprehensive Support

 Professional Development (Training and Skill-Building)

 Instructional Leadership Coaching (Feedback Cycles)

New Instructional Materials Funding

+ **\$40 per student** entitlement for SBOE-approved materials (IMRA)

+ **Additional \$20 per student** entitlement for OER printing costs



Implementation Process

70

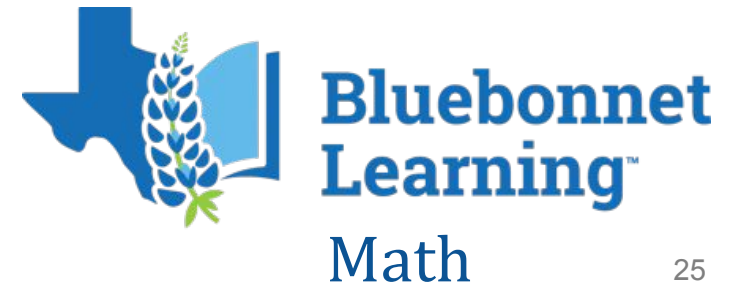
Aligning Assessment Strategy

- Analyzing Assessment Practices
- Student Work Analysis Protocols



Recommendation

Administration recommends the Board approve Bluebonnet Learning Mathematics for the HQIM for Kindergarten through Algebra 2 beginning in 2026-2027 and authorize use of Instructional Materials & Technology Allotment (IMTA) for its procurement.





DISCUSSION

Instructional Materials Math Allotment Requests 2026-27

Course/Content	Program Requested	Publisher	Amount
Math Kinder	Bluebonnet	Great Minds	\$249,074.00
Math Kinder Spanish	Bluebonnet	Great Minds	\$25,130.00
Math 1 st	Bluebonnet	Great Minds	\$176,400.00
Math 1 st Spanish	Bluebonnet	Great Minds	\$26,830.00
Math 2 nd	Bluebonnet	Great Minds	\$249,044.00
Math 3 rd	Bluebonnet	Great Minds	\$180,160.00
Math 4 th	Bluebonnet	Great Minds	\$195,386.00
Math 4 th Spanish	Bluebonnet	Great Minds	\$29,425.00
Math 5 th	Bluebonnet	Great Minds	\$149,582.00
Math 6 th	Bluebonnet	Carnegie	\$64,968.00
Math 7 th	Bluebonnet	Carnegie	\$58,424.00
Math 8 th	Bluebonnet	Carnegie	\$42,350.00
Math – Algebra 1	Bluebonnet	Carnegie	\$46,200.00
Math – Algebra 2	Bluebonnet	Carnegie	\$53,439.50
Math Catalyst and Zearn	Bluebonnet Resource	Great Minds	\$378,000.00
Math 6 th - Alg. 1	Manipulative Kits	Hand2Mind	\$111,473.83
		Total	\$2,035,886.83

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Wm. Kelly Horn

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Consider Approval of Resolution Authorizing Participation in Interlocal Agreement and Delegation of Parameter Authority to the Superintendent and Chief Financial Officer for Procurement of Electricity Services

District Priority / Goals Addressed

This agreement, focused on the Resources Board Priority, provides the Board an opportunity to participate in an interlocal agreement with the Texas Public Energy Alliance (TPEA) and delegate parameter authority to the Superintendent and the CFO for the procurement of electricity supply services, including the authority to enter into either a Strike Price agreement or, if more advantageous to the District, a Block and Index pricing agreement.

Background

The District is currently under contract with BP Energy at \$34.379 per megawatt hour (MWh) through June 2028. Based on current market conditions and projected supply and demand in Texas, administration believes it is prudent to begin planning for future electricity procurement.

In consultation with the District’s energy consultant, Van Brunt and Associates, administration recommends utilizing the Texas Public Energy Alliance (TPEA) to secure competitive pricing. TPEA provides access to prequalified retail electricity providers and allows the District to act quickly when favorable market conditions arise. Reference the attached memorandum and presentation for additional details.

Fiscal Implications

None

Recommendation

Administration recommends approval of the Resolution authorizing participation in an interlocal agreement and delegating parameter authority to the Superintendent and CFO for procurement of electricity services.

Submitted by: *Michael Hill Ed.D* Date: March 3, 2026



ACADEMIC GROWTH

Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.



CULTURE

Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.



SAFETY & DISCIPLINE

Create safe and productive learning environments in which every student and staff member can thrive.



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.



TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

2026 Energy Management Update Report

ENERGY PROCUREMENT GOALS:

- ✓ BUY AT THE LOWEST PRICE CURRENTLY AVAILABLE
- ✓ WITH THE MOST MANAGEABLE RISK
- ✓ WITH A HIGH-QUALITY VENDOR
- ✓ WITH VALUE-ADDED SERVICES



ANNETTE VAN BRUNT
TEXAS PUBLIC ENERGY ALLIANCE
MARCH 12, 2026

Historical Arlington ISD Electricity Contracts

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TPEA Contracts

\$/MWh (Megawatt Hour)	Constellation May 2016 to April 2018	Constellation May 2018 to December 2019	MP2 January 2020 to June 2024	EDF July 2024 to May 2028
<i>Strike Price</i>			\$36.25	\$35.75
Commodity Price	\$56.63	\$57.65	\$35.81	\$34.38
Normalized Annual Cost (85,000 MWh/year)	\$4,813,550	\$4,900,250	\$3,043,850	\$2,922,300
Annual Savings			\$1,856,400	\$121,550



District joined TPEA June 2017



4 Coincident Peak

- Represents the amount of energy **your facilities** are using when Texas’ power pool (ERCOT) is experiencing its highest consumption during each of the 4 Summer Months
- It is measured as the highest 15 minutes in June, July August and September
- Typically occurs between 4 and 5 pm, Monday – Friday
 - But can happen on *any day or time* during those months
- Only impacts your IDR (Interval Data Recorder) meters whose rates are significantly impacted by your 4cp performance
 - Your performance this summer, impacts your rates for the next calendar year

Interval Data Recorder (IDR) Meters

- Arlington ISD has 18 IDR Meters representing ≈40% of the district’s consumption
- Meters must be changed to IDR rate schedule if there is one incidence of 700 kw demand.
- Annual Benefit of 1 MW decrease during 4CP events \$52,755 – \$58,498

2025	
Month	Actual 4cp?
June	
17	
19	YES
20	
24	
July	
16	
22	
23	
24	
28	
29	
30	YES
31	
August	
6	
7	
8	
14	
18	YES
28	
September	
4	YES
5	
23	

4CP Events Called by VBA



4CP Performance VALUE for 2025

78

ESI ID	Facility Name	Sum of Overall Peak Demand	Sum of Average 4CP Demand	Average of Percentage Overall Peak	80% of Overall Peak	4CP Reduction Benefit	Estimated 4CP Reduction Value
10443720006136003	Bowie HS	1134	252	22%	907	655	\$43,083.07
10443720001489072	Lamar HS	1293	489	38%	1034	546	\$35,887.76
10443720001490653	Arlington HS	1160	397	34%	928	531	\$34,892.08
10443720001489723	Martin HS	1493	706	47%	1194	489	\$32,126.02
10443720006936326	Bowie HS	700	153	22%	560	407	\$26,750.42
10443720001491831	Sam Houston HS	776	222	29%	621	398	\$26,206.55
10443720006906752	Juan Seguin HS	941	379	40%	753	374	\$24,607.15
10443720006050222	Ousley JHS	673	165	25%	538	373	\$24,527.58
10443720001489475	Young JHS	616	137	22%	493	356	\$23,424.05
10443720007038878	Nichols JHS	684	192	28%	547	355	\$23,346.44
10443720001492048	Workman JHS	923	401	43%	738	337	\$22,166.63
10443720006742948	Ferguson Education Center	594	204	34%	475	271	\$17,832.74
10443720007038847	Barnett JHS	649	282	43%	519	237	\$15,579.64
10443720001491428	Rankin ES	332	45	14%	266	221	\$14,512.94
10443720001369163	Administration	641	309	48%	513	203	\$13,372.58
10443720001489878	Corey ES	383	147	38%	306	160	\$10,494.06
10443720006831085	Little ES	343	120	35%	274	154	\$10,136.96
10443720000422987	Athletics Center	730	659	90%	584	-75	(\$4,944.84)
	Totals:	14065	5261	36%			\$394,001.83

\$394,001.83



Prices Now Swing More Within a Single Day

- Negative Prices at times
- Sharp Evening Spikes
- Weather-Driven Extremes

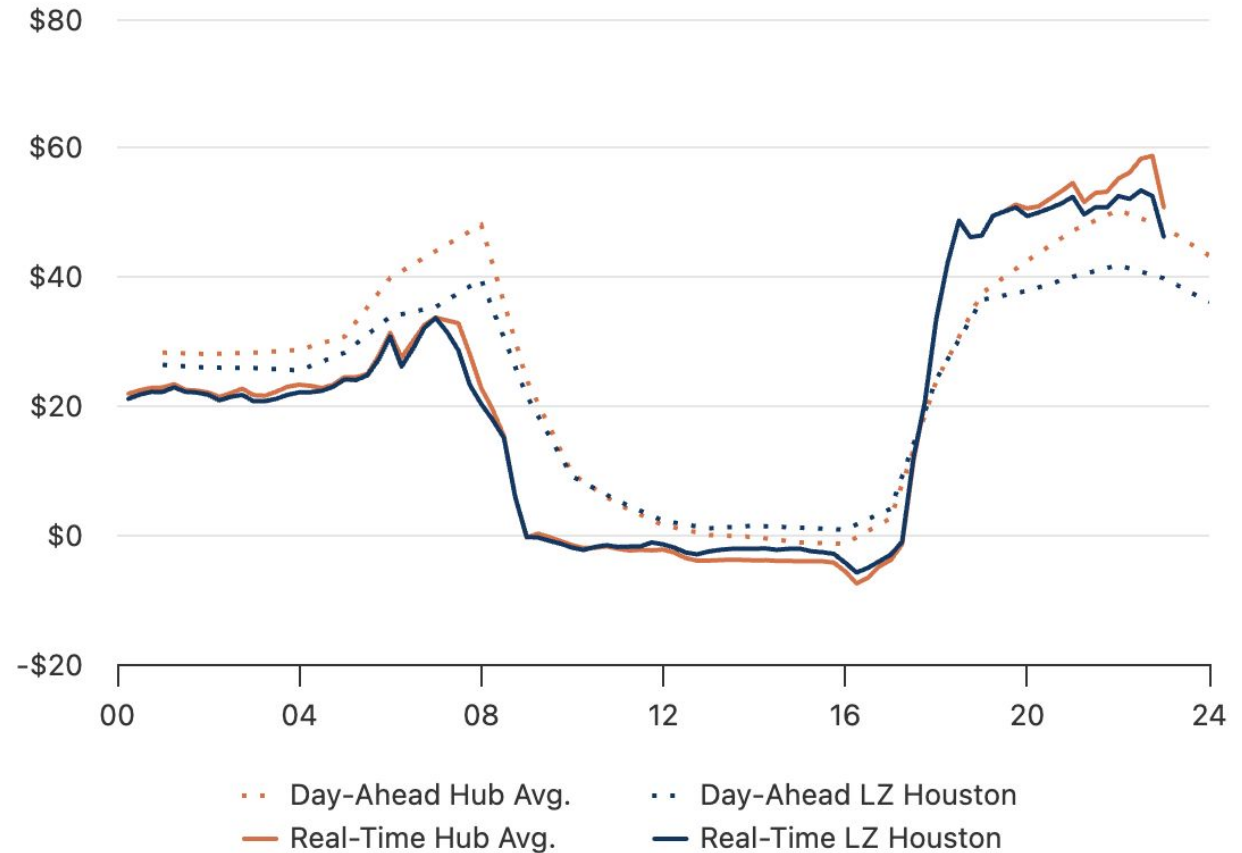
Reflect the constant change of supply and demand



System-Wide Prices



Last Updated: Feb 4, 2026 23:02 CT



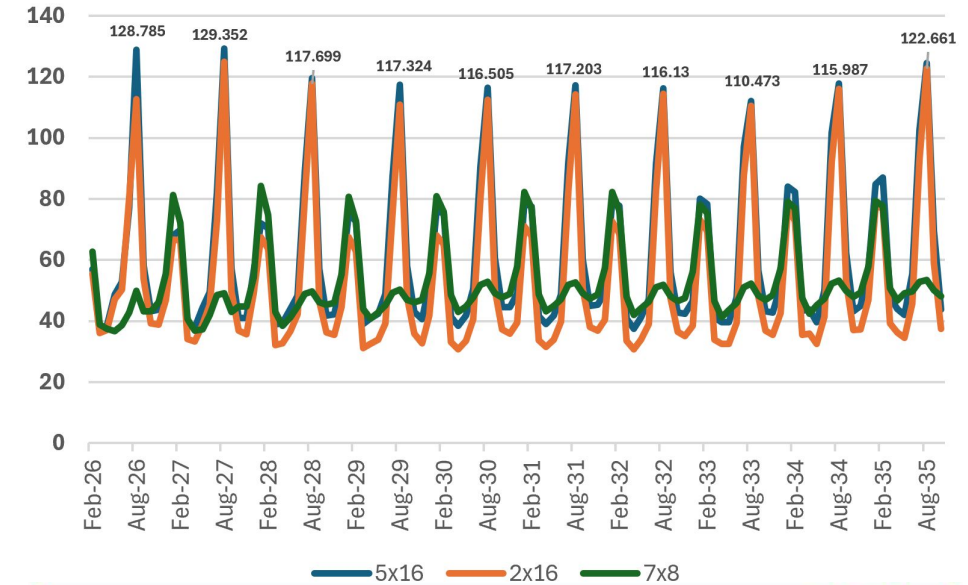
Contracting Considerations

80

- Traditional Fixed Price
 - One price for 100% of usage
 - Provide budget certainty
 - Simple to administer
 - Strike Price Process
- Things to Consider
 - Locked in regardless of market movement
 - No participation if prices fall
 - Timing matters
- What's Different in Today's Market
 - Forward Contract prices reflect long-term uncertainty—translates to high price
 - Real-time prices are frequently much lower
 - Large spreads between forward and real-time pricing
 - So far in 2026 - \$55.00 to \$75.00 per MWh all in



Forward Wholesale Block Prices (\$/MWh)



Month	2023	2024	2025	Monthly Average
January	\$22.71	\$32.18	\$29.22	\$28.03
February	\$19.30	\$14.53	\$31.35	\$21.64
March	\$25.93	\$21.38	\$31.03	\$26.12
April	\$21.55	\$26.08	\$34.76	\$27.46
May	\$31.12	\$40.60	\$40.64	\$37.46
June	\$62.80	\$30.13	\$32.08	\$41.67
July	\$45.81	\$21.77	\$34.56	\$34.05
August	\$198.71	\$35.30	\$35.84	\$89.95
September	\$87.07	\$23.41	\$30.77	\$47.08
October	\$29.14	\$24.53	\$33.59	\$29.09
November	\$29.56	\$30.62	\$34.40	\$31.53
December	\$20.45	\$25.01	\$36.71	\$27.39
Annual Average	\$49.51	\$27.13	\$33.75	\$36.79

84 Alternative Structure: Fixed Block + Index

- Structured Approach

- Hedge a defined percentage with fixed blocks
- Leave remaining usage indexed
- Capture low real-time pricing for volumes above blocks
- Maintain price stability on a core portion
- Block sizes determined through detailed load modeling
- TPEA Members are enjoying **\$15-\$25** per MWh benefit vs fixed price



Block & Index Pricing Product

- Block Description

- Wholesale power in ERCOT trades in 3 different block periods
 - 5x16: 6 am to 10 pm Monday-Friday
 - 2x16: 6 am to 10 pm Weekend
 - 7x8: 10 pm to 6 am 7 days a week and holidays

- How Does it work?

- District locks up under a fixed price a certain block quantity per month and per block period
- Any volumes consumed above the block quantities are purchased at Real Time Index price
- Any unused block volumes are sold at Real Time Index price
- Blocks are spread across 15-minute intervals ratably



Block & Index Pricing Product

- **Benefits**

- Arlington ISD can fix as much load in a block by month and not be subject to swing/shaping premium
- There is a current significant discount on real time vs forward power prices
- Can get the benefit of some fixed price without a long-term agreement
- Can easier manage adds and deletes

- **Risks**

- No Upside Protection for consumption above block
- Or protection from low prices when settling unused block volumes
- More difficult to audit



KEY TO SUCCESS

Engaged Energy Management Team & Leadership Buy-In



84 Why Energy Load Modeling Matters

- Load shape differs by district
 - Seasonal load patterns differ-particularly for school districts
 - Long School breaks
 - 4-day work weeks in summer
 - Low afterschool load...when prices start climbing
 - Seasonal peaks differ (gas or electric heat)
 - Growth projections differs
- Heavier Block Sizes
 - Winter Overnight
 - Primarily January and February
- Protect from Summer Peak Price Times (6-10 pm)
- During extreme price events
 - Protected with block volumes
 - Ability for favorable financial settlements

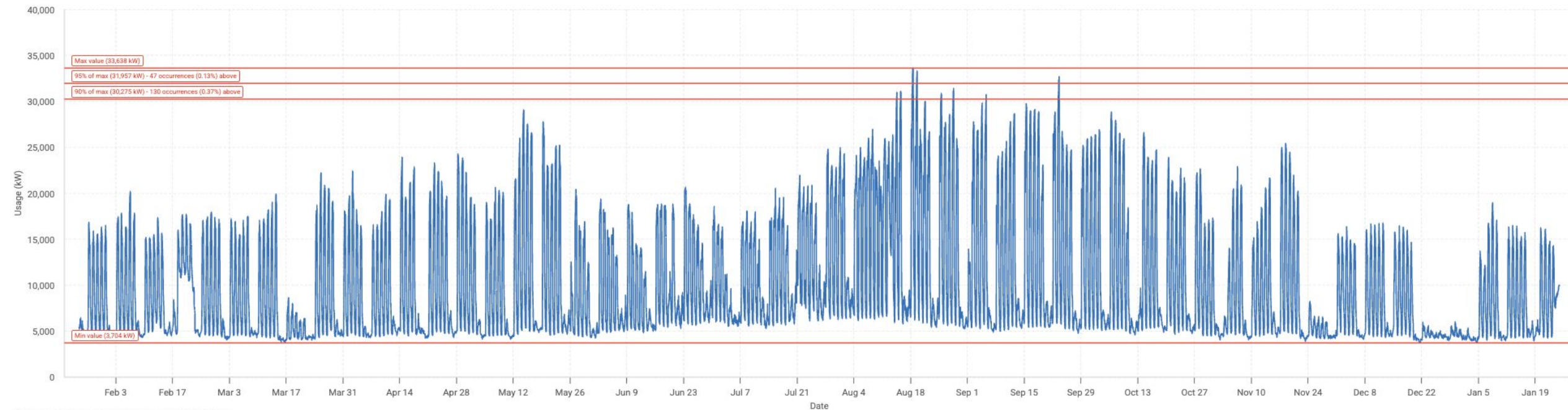


85 First Step-Model Normal Operations

- Actual interval usage for 90%+ of load for at least 2 years
- Identify Patterns:
 - Hours of Operation
 - Season/Temperature based load
 - Academic Calendar

Customer Interval Usage
Arlington ISD - 203 of 205 Active Meters

◆ Total Usage



Discussion

2726 Bissonnet

Suite 240-136

Houston, TX 77006

P: 713.662.2636

F: 954.212.0457

E: avanbrunt@txpea.com

txpea.com



Key Takeaways

- Markets are more complex than they used to be
- Volatility is normal now
- Long-term decisions deserve careful review
- Structure matters

**MEMORANDUM**

TO: Dr. Michael Hill, Chief Operations Officer

FROM: Wm. Kelly Horn, Asst. Supt. of Facility Services

DATE: February 27, 2026

SUBJECT: Consider Approval of Resolution Authorizing Participation in Interlocal Agreement and Delegation of Parameter Authority to Superintendent and Chief Financial Officer for Procurement of Electricity Services

Arlington ISD Administration is recommending the Board of Trustees consider approval of a resolution authorizing participation in an interlocal agreement with the Texas Public Energy Alliance (TPEA) and delegating parameter authority to the Superintendent and the Chief Financial Officer for the procurement of electricity supply services.

Administration has thoroughly vetted the TPEA purchasing cooperative and determined it continues to provide the best value option for the long-term purchase of electricity service. The cooperative is comprised of school districts and municipalities across the State of Texas and allows its members to realize collective volume discounts with negotiating advantages through an established list of eight prequalified Retail Electricity Providers (REPs) that compete aggressively for energy demands.

The District is currently under contract with BP Energy at \$34.379 per Megawatt hour (MWh) from July 2024 through June 2028. Based on existing market conditions, projected supply and demand trends, and limited energy production capacity in Texas, administration and the District's energy consultant, Van Brunt and Associates, recommend taking advantage of favorable market conditions to secure electricity pricing further into the future to meet the District's demand at the best possible price point available.

Administration is seeking approval from the Board of Trustees to authorize the Superintendent and the Chief Financial Officer to act on behalf of the District to secure competitive-based electricity pricing through either a fixed Strike-Price agreement not to exceed \$62.00 per MWh or, if market conditions are more advantageous, a Block and Index pricing structure targeting a blended rate as low as \$49.00 per MWh. The agreement term will not exceed 60 months, beginning July 2028 and ending no later than June 2033. This parameter authority will remain in effect for ten (10) months following Board approval, ending in December 2026. If an agreement is not achieved during this period, administration will return to the Board to establish a new authorization window.

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Scott Kahl

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Proposed Termination of Assistant Principal Vanessa Rodriguez Term Contract

District Priority / Goals Addressed

This action serves the district's priorities of both Culture, and Safety & Discipline.

Background

On 1/16/26, and again on 1/17/26, Vanessa Rodriguez failed to enter a "threat assessment" pertaining to student weapons threats against other students and staff. She also failed to initially report a student threat of violence against another student on 9/30/25. Ms. Rodriguez has received a previous reprimand for failure to report an arrest, and for aggressive interaction with other staff. These events combined with other performance deficiencies support this recommendation for termination. Ms. Rodriguez has resigned her position effective at the end of this school year and chosen not to do so earlier.

Fiscal Implications

Attorneys fees, cost of the hearing examiner and court reporter.

Recommendation

It is recommended that the term contract of Vanessa Rodriguez be terminated effective immediately because "in the Board's judgment the best interest of the district will be served by terminating the employment." Termination notice will be sent to Vanessa Rodriguez by certified mail, return receipt requested.

Submitted by: *Scott A. Kahl*

Date: March 4, 2026



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**ARLINGTON INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MINUTES**

Regular Meeting

February 19, 2026
5:00 p.m.

Members Present: Justin Chapa, Sarah McMurrough, Brooklyn Richardson, Larry Mike,
David Wilbanks

Members Absent: Melody Fowler, Leanne Haynes

Media Present: Arlington Report and Star Telegram

CALL TO ORDER: Board Chambers

President Chapa called the meeting to order at 5:08 p.m. with five trustees present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas.

CLOSED MEETING: Board Conference Room

President Chapa adjourned to a closed meeting at 5:08 p.m. pursuant to Sections 551.071 through 551.084 and 551.089 of the Texas Government Code in accordance with the Texas Open Meetings Act for the topics set forth on the agenda.

RECONVENE INTO OPEN SESSION: Board Room

President Chapa convened the Board into the open meeting at 6:44 p.m. Five trustees were present at the Administration Building, 690 E. Lamar Boulevard, Arlington, Texas.

Trustees Melody and Leanne Haynes were unable to join tonight's meeting.

A quorum of the Board was physically present at the Administration Building. Members of the public could access the meeting via the AISD website at www.aisd.net.

OPENING CEREMONY:

Johnathane Gaffney II, a sixth grader at Bryant Elementary, led the audience in the Pledge of Allegiance.

RECOGNITIONS:

A. Morton Elementary Stock Market Game Winners

The Stock Market Game is a curriculum-based investing simulation in which student teams invest a virtual \$100,000 to build skills in financial literacy, capital markets, asset allocation, and wealth creation. The

Morton Elementary team, inspired by their GT lead teacher's prior participation in the program, represented Arlington ISD and placed first. Their success reflected strong strategic thinking, collaboration, and real-world financial decision-making, underscoring the effectiveness of the GT program.

- Kimberly Bonilla
- Handy Luc
- Ernesto Teran
- Carlos Washington

B. Association of School Business Officials International (ASBO) Meritorious Budget Award

The Board recognized the Budget and Finance Department for receiving the Meritorious Budget Award from the Association of School Business Officials International. This national honor reflects the district's commitment to sound fiscal management, transparent financial reporting, and meeting rigorous standards in budget development and presentation. The Board commended the team for its continued excellence, including earning top ratings on the state's financial integrity system and demonstrating strong stewardship of public funds.

RECESS

President Chapa adjourned the meeting at 6:55 p.m. for a brief recess. The meeting was reconvened at 7:07 p.m. with 5 trustees in attendance.

OPEN FORUM FOR AGENDA ITEMS:

Howard Rosenthal addressed the Board on the topic of Texas Senate Bill- SB11.

REPORTS:

A. Finance and Academics Report

The Finance and Academics Committee, led by Vice President Sarah McMurrough, met on February 9th. The committee received a follow-up budget workshop presentation from Chief Financial Officer Norberto Rivas and a materials adoption presentation from Chief Academic Officer Dr. Steven Wurtz.

B. Mid-Year Academic Progress Report

Chief Schools Officer Dr. Bret Champion and Chief Academic Officer Dr. Steven Wurtz, along with Principals Stephanie Zavala from Speer Elementary and Leslie Maroney from Lamar High School, presented a report on Mid-Year Academic Progress to the Board. The presentation addressed progress toward goals required under HB 3, including third grade reading and mathematics achievement, closing achievement gaps, support for bilingual and ESL students, targeted professional development, and advancement of college, career, and military readiness. The item provided an update on student outcomes from the first curriculum assessment of the school year.

ACTION:

A. Consider Approval of Notice of Election

Motion by Larry Mike, second by David Wilbanks, to approve the Notice of Election.

Voting For: 5
Voting Against: 0

B. Consider Approval of the Adoption of Budget Development Parameters and Assumptions

Motion made by David Wilbanks to adopt the Budget Development Parameters and Assumptions as presented, seconded by Sarah McMurrrough

Voting For: 5
Voting Against: 0

C. Boundary change proposal for Burgin ES, Crow ES, Goodman ES and Swift ES as a result of the closure of Blanton ES

Motion made by Brooklyn Richardson to approve the boundary change proposal as presented, seconded by Larry Mike.

Voting For: 5
Voting Against: 0

D. Consider Adoption of Arlington ISD Vision

Motion made by Larry Mike to approve the Arlington ISD Vision as “Arlington ISD Creates Exceptional Learning Experiences That Inspire All Students, Empower Their Dreams, and Prepare them for the Future”, seconded by Sarah McMurrrough.

Voting For: 5
Voting Against: 0

E. Consider Proposed Termination of Cynthia Kennedy Probationary Contract

Motion made by President Chapa to propose termination of Cynthia Kennedy’s probationary contract, seconded by Larry Mike.

Voting For: 5
Voting Against: 0

CONSENT ITEMS:

- A. Approval of Minutes of Prior Meetings
- B. Approval of Purchases Greater Than \$100,000
- C. Approval of Bids
- D. Approval of Monthly Financial Report- December
- E. Approval of Donations
- F. Approval of Quarterly Investment Report - 2nd Quarter Ending December 31, 2025
- G. Approval of School Library Advisory Council (SLAC) Challenged Library Materials Recommendations
- H. Approval of School Library Advisory Council (SLAC) Additional Approved Recommendations for Procurement Listing #3
- I. Approval of Texas Teacher Evaluation and Support System (T-TESS) Appraisers
- J. Request for Board Approval of Personal Services Contract between Arlington ISD Administrator(s) and an Educational Business or Entity
- K. Approval of an Interlocal Agreement for the 2026-2027 School Year between Arlington ISD and Region X Education Service Center
- L. Resolution re: T.E.C. §§ 25.0823 and 25.901

Motion made by Sarah McMurrough, seconded by Brooklyn Richardson, to approve the consent agenda items as presented.

Voting For: 5
Voting Against: 0

OPEN FORUM FOR NON-AGENDA ITEMS:

N/A

SUPERINTENDENT’S REPORT:

Superintendent Smith’s report highlighted academic growth as a district priority, emphasizing engaging learning experiences and accelerated learning initiatives across Arlington ISD. Examples included innovative classroom practices at Seguin High School and the positive impact of Read 180 and Math 180 programs, which are showing strong results and gaining national attention. The report also recognized Dr. Collins for her contributions to the Texas Promise, a statewide vision for public education adopted by the Texas Association of School Administrators, which features Arlington ISD schools and staff.

SCHOOL BOARD’S REPORT:

During trustee comments, Mr. Wilbanks recognized Arlington ISD swim coaches and student-athletes advancing to the state finals in Austin, noting strong representation from Seguin, Martin, and Lamar High Schools and highlighting the impact of the district’s natatorium on student success.

President Chapa also shared remarks in recognition of Black History Month, highlighting Tommy B. Williams, the first Black administrator in Arlington ISD following desegregation, and reflecting on her lasting legacy and the dedication of Williams Elementary School.

ADJOURNMENT:

President Chapa adjourned the meeting at 8:40 p.m. The Board did not return to closed session.

**END OF RECORDED MINUTES
February 19, 2026**

Secretary

President

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Lisa Phillips

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Approval of Purchases Greater Than \$100,000

District Priority / Goals Addressed

Within the Board's priority of Talent and Resources, this agenda item requests Board approval for purchases exceeding \$100,000, as required by District Policy CH (Local).

Background

District policy mandates that all purchases exceeding \$100,000 receive Board approval to maintain transparency and fiscal responsibility. These purchases support a variety of programs and needs across departments. Each recommended purchase has been reviewed by the appropriate departments and adheres to procurement standards.

Fiscal Implications

The total fiscal impact of these purchases is estimated at \$1,456,353. Funding for these items is available through the approved district budget under the designated funding source.

Recommendation

It is recommended that the Board approve the proposed purchases over \$100,000 as presented. These purchases are essential to maintaining high standards of service, safety, and educational quality within the district.

Submitted by: *Norberto Rivas*

Date: February 23, 2026



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Control Number	AISD Department	Budget Owner	Vendor Name	Description	Fund Source	Estimated	Purchase Method
03-12-26-01	Facility, Planning and Construction	Kelly Horn	TDIndustries	Wood ES - Exterior Lighting & Electrical Package	Bond	\$132,563	PACE
02-19-26-02	Technology	Kyle Berger	CDWG	VMware Software Renewal Years 2 and 3	Bond	\$1,053,790	24-86
02-19-26-03	Technology	Kyle Berger	Virtucom	Notebooks for Martin STEM Freshman Students for School Yr. 2026-2027	Local	\$162,000	TIPS

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Lisa Phillips

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Approval of Bids

District Priority / Goals Addressed

Within the Board's priority of Talent and Resources, this agenda item requests Board approval for awarding bid to support the procurement of goods and services.

Background

Approval of bid 26-25.

Fiscal Implications

The approval of this bid is expected to impact the District's budget by \$0.00. This is a voluntary benefit for employees.

Recommendation

It is recommended that the Board approve the bid as outlined in the supporting documentation.

Submitted by: *Norberto Rivas*

Date: February 23, 2026



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MEMORANDUM

TO: Lisa Phillips, Director of Purchasing
FROM: Holly Stambaugh, Senior Director of HR
DATE: February 17, 2026
SUBJECT: RFP - Voluntary Telehealth & Behavioral Health Services

AISD employees are eligible to enroll in voluntary benefit coverage. The district is seeking a benefit vendor for voluntary telehealth and behavioral health services. The current contract for MDLive expires on August 31, 2026. The selected vendor for the voluntary telehealth and behavioral health services will begin September 1, 2026, for the 2026-2027 plan year. This new insurance provider will be offered to the Arlington ISD employees during the annual open enrollment process.

With telehealth, our employees can get treatment for minor sicknesses or behavioral health resources without having to visit the doctor's office.

The proposals were evaluated by the Senior Director of Human Resources, Human Resources Compensation and Benefits Manager, two Human Resources Compensation and Benefits Analyst and a Leaves and Retirement Specialist. The number of points were awarded as follows:

Recuro Health, inc.	1	74.00
RediMD LLC	2	71.20
Included Health	3	70.80
Pamela L. Fox, PLLC dba Synerg	4	47.20
Remix Center PLLC	5	42.40
Blue Melo	6	36.40
Sunshine Cottage School for De	7	28.20

Upon completion of the rankings Recuro Health, inc. was scored the highest at 74 points. Additionally, the current vendor MDLive did not participate in the RFP. **The recommended vendor is Recuro Health, inc.** The plan year for this provider will begin September 1, 2026.

Thank you,

Holly Stambaugh
 Senior Director of Human Resources

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Melody Lopez

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Approval of Personnel Recommendations: New Hires, Retirements, Resignations, Terminations, and Non-Renewals

District Priority / Goals Addressed

The purpose of this consent item is to approve the personnel items, which includes new hires, retirements, resignations, terminations, and non-renewals. This action aligns with the District’s priority of maximizing Talent and Resources by ensuring appropriate staffing adjustments.

Background

Information on new hires, retirements, resignations, terminations, and non-renewals is presented for approval on a monthly basis.

Fiscal Implications

None

Recommendation

Administration recommends approval of new hires, retirements, resignations, terminations, and non-renewals as presented.

Submitted by: *Scott A. Kahl*

Date: March 3, 2026



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New Employees Hired 01/22/26 - 03/02/26

DATE	LAST NAME	FIRST NAME	LOCATION/ORG	POSITION	START DATE	LEVEL
1/30/2026	POUBEL	LUIZ	BERRY	4TH BIL	1/30/2026	ELEM
2/4/2026	MARTINEZ	EMILIO	BERRY	4TH ESL	2/10/2026	ELEM
2/12/2026	FOLLIS	ELIZABETH	WEBB	5TH ESL	2/18/2026	ELEM
2/9/2026	PRICE	ZEBULON	BERRY	LIBRARIAN	3/2/2026	ELEM
2/3/2026	COATES	JENNIFER	MOORE	SPED - ALT CURR	2/9/2026	ELEM
1/30/2026	LOPEZ	SOCORRO	STARRETT	SPED - SEAS	1/30/2026	ELEM
2/19/2026	BATISTE	CIERRA	SPEER	SPED - SEAS	2/17/2026	ELEM
2/25/2026	HARRIS WEST	CIARA	BLANTON	TITLE I STUDENT SUPPORT INTERVENTIONIST ACADEMICS	2/26/2026	ELEM
2/4/2026	SMITH	NICOLAS	SAM HOUSTON	9-12 ELAR	2/5/2026	SEC
2/11/2026	HOWELL	KEITH	BOWIE	MATH 180 9-12	2/17/2026	SEC
2/2/2026	LOVE	MICHAEL	SAM HOUSTON	SPED - INCLUSION	2/3/2026	SEC

Elementary Summary	
Teacher	6
Teacher ESL	2
Total	8

Secondary Summary	
Teacher	3
Teacher ESL	0
Total	3

Non-Campus Staff Summary	
ADMIN	0
Total	0
Grand Total	11

Separation of Service - Effective Between January 23, 2026 to March 02, 2026 For Information Only. No Board Action Required.						
CODE	LAST NAME	FIRST NAME	ORGANIZATION	TITLE	LAST WORK DAY	YRS
Caring for Family Member(s) (5)	Dhanani	Hussain	Rodriguez Jr High School	Special Education Alt Curriculum Teacher 7-8	2/9/2026	0
	Leon	Erika	Blanton Elementary	Family Engagement Liaison - GF	2/13/2026	0
	Mercado	Gabriela	Venture School	Data Clerk - High School	2/23/2026	10
	Promise	Shederria	Kooken Elementary	Classroom Assistant Elementary Special Ed - ECSE	1/21/2026	0
	Torres	Haley	Kooken Elementary	Classroom Assistant Elementary Special Ed - ECSE	2/17/2026	0
Deceased (1)	Neumeyer	Dathan	Sam Houston High School	Technology Education Teacher 9-12	1/22/2026	14
Employee Initiated - Disability Retirement (1)	Siemering	Amanda	Johns Elementary	ESL Elementary Teacher PK	2/28/2026	3
Employee Initiated - Resigned in Lieu of Termination (3)	Kirkland	Misty	Martin High School	Math Teacher 9-12/Coach	1/30/2026	2
	Reyes	Velia	Webb Elementary	Classroom Assistant Elementary - Pre-K - Spanish	2/20/2026	2
	Sanchez	Kialynn	Webb Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	2/20/2026	1
Employment Outside of Education (3)	Johnson	Keysha	Juan Seguin High School	PE Teacher 9-12/Coach	2/6/2026	4
	Negron-Perez	Stephanie	Purchasing	Clerk - Purchasing	2/6/2026	3
	Ramirez	Ana	World Languages	Title III Family Engagement Liaison	2/24/2026	7
Medical Reason (4)	Basham	Olivia	Spec Ed Support Services	Diagnostician	2/9/2026	20
	Benterki	Soundous	Little Elementary	Classroom Assistant Elementary - Pre-K	2/6/2026	2
	Colette	Sarah	Foster Elementary	Classroom Assistant Elementary Athletics/PE	2/27/2026	0
	Swisher	Brandy	Little Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	2/28/2026	0
Moving Out of the Area (8)	Buckner	Kesha	Sherrod Elementary	ESL Elementary Teacher K-6	2/25/2026	3
	Cantu	Raquel	Blanton Elementary	Classroom Assistant Elementary - Kindergarten	2/5/2026	5
	Carter	Cassie	Arlington High School	Special Education Inclusion Teacher 9-12	1/30/2026	4
	Drever	Lillian	Spec Ed Support Services	Speech Pathologist	2/13/2026	4
	Fletcher	Aaron	Sam Houston High School	Special Education Inclusion Teacher 9-12/Coach	1/5/2026	2
	Garcia	Sara	Thornton Elementary	Classroom Assistant Elementary - Title 1	2/27/2026	1
	Qayum	Rozia	Beckham Elementary	Attendance Clerk - Elementary	2/6/2026	9
	Rubio	Tabita	Starrett Elementary	Classroom Assistant Elementary Special Ed - ABLE	2/13/2026	0
Reason Not Specified (17)	Babb	Sheila	Adams Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	2/4/2026	2
	Bailey	Kayla	McNutt Elementary	Classroom Assistant Elementary Special Ed - Inclusion	1/27/2026	2
	Burgos	Sophia	Martin High School	Attendance Clerk - High School	1/30/2026	0
	Daley	Dawn	West Elementary	ESL Elementary Teacher K-6	2/2/2026	0
	Gammage	Stacia	Athletics / PE	Part Time - Athletic Trainer	2/20/2026	0
	Hernandez	Dora	Lamar High School	Attendance Clerk - High School	2/17/2026	1
	Hoosier	Betty	Patrick Elementary	ESL Elementary Teacher K-6	2/26/2026	6
	Hurtado	Ashley	Venture School	Attendance Clerk - High School	1/29/2026	2
	Ikner	Brianna	Burgin Elementary	Classroom Assistant Elementary Special Ed - ABLE	1/23/2026	3
	Isbell	Heather	Student Outreach Services	Facilitator - Student Outreach Services - GF	1/23/2026	3
	Joe	Xavier	Lamar High School	Social Studies Teacher 9-12/Coach	2/6/2026	1
	Johnson	Kevin	Patrick Elementary	Classroom Assistant - SCE	1/23/2026	0
	Kelley	Michelle	Pope Elementary	Classroom Assistant Elementary Special Ed - Alt Curriculum	1/15/2026	3
	Pham	Lam	Martin High School	ESL English Teacher 9-12	1/14/2026	0
	Salas Morales	Wendy	Crouch Elementary	Attendance Clerk - Elementary	2/13/2026	2
	Strawderman	Shane	Facilities Planning	Senior Project Manager	2/27/2026	4
	Vazquez Hernandez	Stephanie	Spec Ed Support Services	Classroom Assistant Special Ed - Deaf Education	2/20/2026	0
Regular Retirement (1)	Allen	Jennifer	Technology Operations	Lead District Support Technician	1/30/2026	20
Resign to be Hired as Sub (1)	Lares Borjas	Michelle	Arlington High School	Classroom Assistant High School Special Ed - SEAS	2/24/2026	1
Resignation Agreement (2)	Dilworth	Zundra	Bowie High School	Special Education SEAS Teacher 9-12	1/31/2026	8
	Green	Misti	Rodriguez Jr High School	Title I School Support Dean - Junior High	2/2/2026	5
Total Separations (46)						

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Dr. Jennifer Collins

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Approval of Policy Revisions

District Priority / Goals Addressed

Policy revisions serve as the framework that translates our district priorities into daily operations and measurable outcomes. By reviewing and adopting administrative recommendations and the TASB policy revisions, the Board ensures that the district is aligned with current legislation and district practices.

Background

During the most recent Governance team meeting, the administrative team had an opportunity to recommend a large number of [policy revisions](#).

Recommendations include policies from:

- Update 125: BDB(LOCAL) & BDF(LOCAL)
- Update 126: BED(LOCAL), CQB(LOCAL), CQD(LOCAL), CSA(LOCAL), FA(LOCAL), FNG(LOCAL), & GF(LOCAL)
- CFC(LOCAL)
- DEC(LOCAL)

Fiscal Implications

None

Recommendation

Approve proposed policies.

Submitted by: *Jennifer Collins*

Date: March 6, 2026



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Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Delisse Hardy

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Approval of Instructional Materials and Technology Allotment TEKS Certification, 2026-2027

District Priority / Goals Addressed

This item supports the Board goal of Academic Growth by ensuring access to high-quality, standards-aligned instructional materials and technology. Approval of IMTA-allowable resources strengthens instruction, supports diverse learner needs, and enhances student outcomes for the 2026–2027 school year.

Background

TEKS certification is a critical component of the Instructional Materials and Technology Allotment (IMTA) process, which governs the use of state funds to purchase instructional materials, technological equipment, and related software, systems, and services. In accordance with Texas Education Code (TEC) §31.1011, districts must annually certify to the State Board of Education and the TEA Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education, and that safeguards are in place to protect students from access to obscene or harmful content in compliance with TEC §28.0022.

Fiscal Implications

There are no fiscal implication for the TEKS certification submission.

Recommendation

Administration recommends that the TEKS Certification form be approved to meet statutory requirements for the purchase and acquisition of instructional materials utilizing Instructional Materials and Technology Allotment (IMTA) funds.

Submitted by:



Date: March 3, 2026



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PREWORK FORM



Certification of Provision of Instructional Materials Survey 2026–27

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Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

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

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

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

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

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

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

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

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

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

Certification of Provision of Instructional Materials Process Steps

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

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

Additional Supports

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

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

For questions about the Certification of Provision 2026–27 Pework 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 Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework 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 Pework 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:

Misty Fisher

QUESTION 1.1:

Your email address:

mfisher@aisd.net

QUESTION 1.2:

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

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

Local School System Information

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

QUESTION 2.0:

Region #

11

QUESTION 2.1:

School system name and number

QUESTION 2.2:

Name of superintendent

QUESTION 2.3:

Email address of the superintendent

QUESTION 2.4:

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

QUESTION 2.5:

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

QUESTION 2.6:

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

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

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

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

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

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

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

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

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

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

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

K-5: Houghton Mifflin Harcourt (HMH) Into Reading 2.0/Arriba la Lectura, Just Right Readers Decodables, Other LEA Developed, Benchmark Phonics, HMH Writeable and HMH Read 180; K-2: Amplify Texas, Amplify Education Boost Reading Texas, Amplify mClass Texas edition, Seesaw: Seesaw Lessons and Online Resources; 3-5: Imagine MyPath Reading and Imagine Language and Literacy (Imagine Learning)

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?

N/A

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?

N/A

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:

K-5: HMH Into Reading/Arriba la lectura!, Just Right Readers Decodables, Other LEA Developed, HMH Read 180, TELPAS Pro, HMH Writeable, Pacific Learning El Proximo Paso al Exito, Pacific Learning El Camino al Exito, Benchmark Fonetica, Benchmark Sound Spelling Transfer Kit, Imagine Espanol (Imagine Learning); K-2: Seesaw: Seesaw Lessons and Online Resources

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?

N/A

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?

N/A

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

QUESTION 8.0:

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

Yes

No

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

QUESTION 9.0:

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

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

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

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

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

HMH Into Literature, Follett School Classroom Library, HMH Writeable and Read 180, NWEA MAP Reading, Imagine MyPath Reading, Other LEA Developed

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

QUESTION 10.0:

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

Yes

No

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

QUESTION 11.0:

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

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

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

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

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

HMH Into Literature, Follett Classroom Library, Heinemann Note, HMH Writeable and Read 180, NWEA MAP Reading, Imagine MyPath Reading (Imagine Learning), Other LEA Developed

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

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

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

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

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

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

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

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

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

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

Bluebonnet Learning, NWEA MAP Mathematics, Imagine Math, Other LEA Developed, Heinemann Do the Math, Zaner-Bloser Kick-Start

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?

20,716

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

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

Yes

No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

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

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

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

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

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

Bluebonnet Learning, NWEA MAP Mathematics, Imagine Math, HMH Math 180, Other LEA Developed

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?

14,712

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

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

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

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

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

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

Bluebonnet Learning, NWEA MAP Mathematics, Imagine Math, HMH Math 180, Other LEA Developed

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

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

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

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

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

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

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

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

Bluebonnet Learning, AQR Press Advanced Quantitative Reasoning, Cengage Math Models and Precalculus with Limits; BFW Statistics and Calculus, Cosenza & Associates Algebraic Reasoning; The Charles A. Dana Center at The University of Texas: Dana Center Mathematics Curriculum, Imagine Math, HMH Math 180, NWEA MAP Mathematics, Other LEA Developed

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:

Studies Weekly, Capstone Pebble Go, Discovery Education, Other LEA created materials

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:

Cengage National Geographic, McGraw Hill Texas History and US History to 1877, Encyclopedia Britannica, Other LEA created materials

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:

Goodheart Wilcox Foundations in Personal Financial Literacy and Economics, HMH (Psychology, Sociology, World History, US History Since 1877), McGraw Hill (Economics, World Geography and Government), Pearson/Savvas African American Studies, Discovery Education Social Studies, Encyclopedia Britannica, Other LEA created materials

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:

McGraw Hill Texas Science/Ciencias para Texas, Explore Learning Gizmos (Grade 5 only), other LEA created materials

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

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

Yes

No

Science 6–8 Instructional Materials

QUESTION 31.0:

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

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

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

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

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

McGraw Hill Texas Science/Ciencias para Texas, Explore Learning Gizmos, Other LEA created materials

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:

McGraw Hill (Astronomy and IPC), Savvas (Environmental Systems, Chemistry, Physics, Biology and Earth Systems), Explore Learning Gizmos, Other LEA developed materials

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Canvas and Seesaw"/>			
Other:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Amplify, NWEA Map, Read 180"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Edugence"/>			

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):

220901

District Name:

Arlington ISD

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

March 12, 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.**

Arlington Independent School District Board of Trustees Meeting

March 12, 2026

Contact Person: Wm. Kelly Horn

Board Agenda Presented for: Action: Report: Consent:

Supporting Documents: None: Attached:

Meeting Agenda Item: Consider a Resolution and Settlement Offer for Acquisition of Right-of-Way Easement Agreement by City of Arlington

District Priority / Goals Addressed

This agreement, focused on the Talent & Resources Board Priority, provides the Board an opportunity to negotiate and facilitate a public safety improvement for the greater Arlington community with the City of Arlington in a public right-of-way designated for a public walkway, landscaping, lighting, and utilities, etc.

Background

The City of Arlington identified a need to acquire right-of-way property along Division Street approaching the corner of AT&T Way. They desire to install an extension of the public walkway to increase public safety and walk-ability in the Entertainment District. The acquisition gives the City of Arlington access to construct, maintain and utilize a public pedestrian way, including pavement, landscaping, sidewalks, drainage improvements, public utilities and other appurtenances (collectively, "Improvements"). The acquisition encompasses a total of approximately 2,700 square feet (0.0620 acres) at the southeast corner of the CVPA/Athletic Center property near Division Street and AT&T Way. Reference the attached Public Street Right-of-Way Easement Agreement, Exhibit "A," and Settlement Offer, Exhibit "B."

Fiscal Implications

The District will receive \$75,600 as compensation (Settlement Offer) for the conveyance of the property, referenced herein as Exhibit "B."

Recommendation

Administration recommends approval of a resolution and settlement offer for acquisition of a right-of-way easement agreement for approximately 2,700 square feet (0.0620 acres) of property, referenced herein.

Submitted by: *Michael Hill Ed.D* **Date:** March 3, 2026



ACADEMIC GROWTH

Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.



CULTURE

Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.



SAFETY & DISCIPLINE

Create safe and productive learning environments in which every student and staff member can thrive.



MARKETING & ENGAGEMENT

Involve families and community stakeholders as valued partners in student learning.



TALENT & RESOURCES

Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

After recording, return to:
Real Estate Manager
City of Arlington-Strategic Initiatives
P.O. Box 90231, MS#01-0300
Arlington, Texas 76004-3231

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OF THE FOLLOWING INFORMATION FROM THIS INSTRUMENT BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER’S LICENSE NUMBER.

PUBLIC STREET RIGHT-OF-WAY EASEMENT AGREEMENT

THE STATE OF TEXAS
COUNTY OF TARRANT

§
§
§

KNOW ALL MEN BY THESE PRESENTS

THAT in this instrument the following definitions shall apply:

GRANTOR: **Arlington Independent School District**, an independent school district, a local unit of government, duly organized and operating under the laws of the State of Texas, acting by and through Justin Chapa, its Board President of Schools, of the County of Tarrant, State of Texas.

GRANTEE OR CITY: City of Arlington, a municipal corporation of Tarrant County, Texas.

CONSIDERATION: TEN DOLLARS (\$10) cash and other good and valuable consideration paid by Grantee, the receipt of which is hereby acknowledged by Grantor.

PROPERTY: A tract of land located in the J Blackwell Survey, Abstract Number 147, City of Arlington, Tarrant County, Texas, being part of Block 13, Field Acres, an Addition to the City of Arlington, Tarrant County, Texas, recorded in Vol. 643, Page 101, of the Official Plat Records of Tarrant County, Texas, described in the Deed to Arlington Independent School District recorded in instrument number D222012259 of the Official Public Records of Tarrant County, Texas; said tract also being part of Lot 2, Block A of Arlington ISD Fine Arts Addition, an addition to the City of Arlington according to the plat recorded in instrument number D218171488 of the Official Public Records of Tarrant County, Texas; said tract also being part of that tract of land described in the Deed to Arlington Independent School District recorded in instrument number D216299329 of the said Official Public Records of Tarrant County, Texas.

EASEMENT TRACT: That part of the **PROPERTY** described in Exhibit "A" attached hereto and made a part hereof for all purposes as if copied here verbatim.

EASEMENT: A public street right-of-way easement in, under, over, through, across, and along the **EASEMENT TRACT**.

PUBLIC USE: To grade, lay, construct, reconstruct, inspect, repair, maintain, protect, replace, make connections to, and use streets including pavement, curbs, gutters, landscaping, sidewalks, driveways, lighting, traffic signals and devices, drainage improvements, public utilities, and other appurtenances (collectively, the "Facilities"), including the right to build the Facilities on such grade and according to such plans and specifications as will, in the City’s opinion, best serve the public purpose; and

THAT, GRANTOR, owner of the PROPERTY, for the CONSIDERATION does hereby grant, sell, and convey to the CITY the EASEMENT for the PUBLIC USE upon the following terms and conditions:

1. GRANTEE shall have the right to forbid, prevent, remove, and keep removed from the EASEMENT any and all structures, fences, trees, shrubs, excavations, impoundments of water, grade or elevation changes, and any other obstructions or encroachments which may, in the sole judgment of the GRANTEE, endanger or interfere with the GRANTEE's use and enjoyment of the EASEMENT; together with the right and privilege at any and all times to enter said EASEMENT TRACT for the purpose of exercising the said rights and with the right and privilege to perform all acts necessary to the use and enjoyment of said EASEMENT.

2. The construction and maintenance of the Facilities shall be the responsibility of the CITY and all expenses attendant thereto shall be borne by the CITY. Upon completion of construction, reconstruction, or maintenance of the Facilities the CITY shall clean up and haul off the EASEMENT TRACT all surplus excavation, debris, trash or litter resulting from said activities and the surface of the EASEMENT TRACT, including driveways and sidewalks, but not including trees, shrubs and vertical structures, shall be restored substantially to its original contour and condition, other than the Facilities, at the expense of the CITY. CITY shall not bury any trash or construction debris within the EASEMENT TRACT.

3. The CITY shall record this instrument in the Official Public Records of Tarrant County, Texas, and thereafter GRANTOR shall specifically reference such recording numbers and information upon any Plat hereafter filed for the PROPERTY.

4. The CITY shall have the right to enter the EASEMENT TRACT at any time to inspect the Facilities and take any action it deems necessary, in its sole discretion, to protect any CITY -owned facility or system and for the proper use of any rights granted to the CITY herein.

5. The CITY shall have access to the EASEMENT for any purpose related to the exercise of governmental services or functions, including but not limited to, fire and police protection, inspection and code enforcement.

6. The use, occupancy, and enjoyment of the fee simple title not necessary for or interfering with the EASEMENT shall remain in GRANTOR. Such use, occupancy, and enjoyment may include, but is not limited to, ingress and egress across the EASEMENT TRACT, landscaping (not to include trees), parking areas, and driveways. All such improvements for the foregoing uses shall be constructed according to appropriate plans reviewed and approved by the CITY prior to the start of construction.

THERE ARE NO PURCHASE MONEY LIENS, FINANCING STATEMENTS OR SIMILAR ENCUMBRANCES which affect the title or right of the GRANTOR to convey this EASEMENT for the purposes described herein other than as described in a signed and acknowledged statement subordinating such lien, attachment, or encumbrance to the EASEMENT granted herein and provided to the CITY to be filed in the Tarrant County Official Public Records;

THE PROVISIONS of this EASEMENT AGREEMENT shall be deemed to be independent and severable, and the invalidity or partial invalidity of any provision or portion hereof does not affect the validity or enforceability of any other provision;

GRANTOR DOES HEREBY COVENANT AND AGREE to WARRANT AND FOREVER DEFEND title to the EASEMENT herein granted unto the CITY against every person whomsoever

139 lawfully claiming or to claim the same or any part thereof by, through, or under Grantor, but not otherwise, subject to the matters set forth herein;

TO HAVE AND TO HOLD said **EASEMENT** unto the **CITY** and its successors and assigns in perpetuity.

WITNESS my hand this _____ day of _____, 20__.

GRANTOR

Arlington Independent School District, an independent school district

By: _____
Printed Name: _____
Title: _____

THE STATE OF _____
COUNTY OF _____

§
§
§

**Arlington Independent School District
CORPORATE ACKNOWLEDGMENT**

BEFORE ME, the undersigned authority, on this day personally appeared _____, known to me
or *check one if applicable*

proved to me on the oath of _____, *or*
 proved to me through an identity card or other document, to wit:

to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed same for and as the act and deed of _____, a corporation of _____ County, State of _____, and as the _____ (*title*) thereof, and for the purposes and consideration therein expressed and in the capacity therein stated.

GIVEN under my hand and seal of office this the _____ day of _____, 20__.

(seal)

Notary Public in and for
The State of Texas

LEGAL DESCRIPTION
RIGHT-OF-WAY EASEMENT

BEING a 0.0620 acre (2,700 square foot) tract of land situated in the J Blackwell Survey, Abstract No. 147, City of Arlington, Tarrant County, Texas; said tract being part of Block 13, Field Acres, an addition to the City of Arlington according to the plat recorded in Volume 643, Page 101 of the Plat Records of Tarrant County, Texas; said tract being part of that tract of land described in Special Warranty Deed to Arlington Independent School District recorded in Instrument No. D222012259 of the Official Public Records of Tarrant County, Texas; said tract also being part of Lot 2, Block A of Arlington ISD Fine Arts Addition, an addition to the City of Arlington according to the plat recorded in Instrument No. D218171488 of the Official Public Records of Tarrant County, Texas; said tract also being part of that tract of land described in Special Warranty Deed to Arlington Independent School District recorded in Instrument No. D216299329 of the said Official Public Records of Tarrant County, Texas; said tract being more particularly described as follows:

BEGINNING at the intersection of the north right-of-way line of East Division Street (a variable width right-of-way) and the west right-of-way line of AT&T Way (a 70-foot wide right-of-way); said point being the beginning of a non-tangent curve to the left;

THENCE along the said north right-of-way line of East Division Street the following three (3) calls:

In a southwesterly direction, with said non-tangent curve to the left, having a radius of 2964.94 feet, a central angle of 02°26'37", and a chord bearing and distance of South 72°53'26" West, 126.44 feet and an arc distance of 126.45 feet to a point for corner;

South 72°30'33" West, a distance of 125.23 feet to a point for corner;

South 72°42'51" West, a distance of 16.82 feet to a 5/8-inch iron rod set with cap stamped "KHA" for corner;

THENCE North 17°17'09" West, departing the said north line of East Division Street, a distance of 10.00 feet to a 5/8-inch iron rod set with cap stamped "KHA" for corner;

THENCE North 72°42'51" East, a distance of 16.80 feet to a 5/8-inch iron rod set with cap stamped "KHA" for corner;

EXHIBIT A
RIGHT-OF-WAY EASEMENT
PART OF BLOCK 13
FIELD ACRES ADDITION
AND LOT 2, BLOCK A
ARLINGTON ISD FINE ARTS ADDITION
J BLACKWELL SURVEY, ABST. No. 147
CITY OF ARLINGTON
TARRANT COUNTY, TEXAS

Kimley»Horn		801 Cherry Street, Unit 11, # 1300 Fort Worth, Texas 76102		FIRM # 10194040		Tel. No. (817) 335-6511 www.kimley-horn.com	
		<u>Scale</u>	<u>Drawn by</u>	<u>Checked by</u>	<u>Date</u>	<u>Project No.</u>	<u>Sheet No.</u>
N/A		CDP	MCB	10/21/2025	063127077	1 OF 3	

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THENCE North 72°30'33" East, a distance of 125.14 feet to a 5/8-inch iron rod set with cap stamped "KHA" for corner; said point being the beginning of a non-tangent curve to the right;

THENCE in a northeasterly direction, with said non-tangent curve to the right, having a radius of 2974.94 feet, a central angle of 02°29'37", and a chord bearing and distance of North 72°55'01" East, 129.47 feet and an arc distance of 129.48 feet to a 5/8-inch iron rod set with cap stamped "KHA" for corner in the said west right-of-way line of AT&T Way;

THENCE South 00°54'19" East, along the said west right-of-way line of AT&T Way, a distance of 10.35 feet to the **POINT OF BEGINNING** and containing 2,700 square feet or 0.0620 acres of land, more or less.

NOTES

Bearing system based on the Texas Coordinate System of 1983 (2011 adjustment), North Central Zone (4202). A survey plat of even survey date herewith accompanies this metes and bounds description.

The undersigned, Registered Professional Land Surveyor, hereby certifies that the foregoing description accurately sets out the metes and bounds of the easement tract.

**EXHIBIT A
RIGHT-OF-WAY EASEMENT
PART OF BLOCK 13
FIELD ACRES ADDITION
AND LOT 2, BLOCK A
ARLINGTON ISD FINE ARTS ADDITION
J BLACKWELL SURVEY, ABST. No. 147
CITY OF ARLINGTON
TARRANT COUNTY, TEXAS**



MICHAEL CLEO BILLINGSLEY
REGISTERED PROFESSIONAL
LAND SURVEYOR NO. 6558
801 CHERRY STREET,
UNIT 11 SUITE 1300
FORT WORTH, TEXAS 76102
PH. 817-335-6511
michael.billingsley@kimley-horn.com



Kimley»Horn

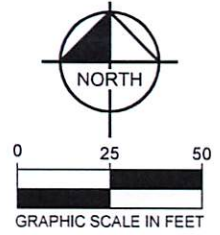
801 Cherry Street, Unit 11, # 1300
Fort Worth, Texas 76102 FIRM # 10194040

Tel. No. (817) 335-6511
www.kimley-horn.com

Scale	Drawn by	Checked by	Date	Project No.	Sheet No.
N/A	CDP	MCB	10/21/2025	063127077	2 OF 3

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LEGEND

Δ = CENTRAL ANGLE
P.O.B. = POINT OF BEGINNING
IRSC = 5/8" IRON ROD W/ "KHA" CAP SET



LOT 2, BLOCK A
ARLINGTON ISD FINE
ARTS ADDITION
INST. NO. D218171488
ARLINGTON INDEPENDENT
SCHOOL DISTRICT
INST. NO. D216299329

PART OF BLOCK 13
FIELD ACRES ADDITION
(VOL. 643, PG. 101)

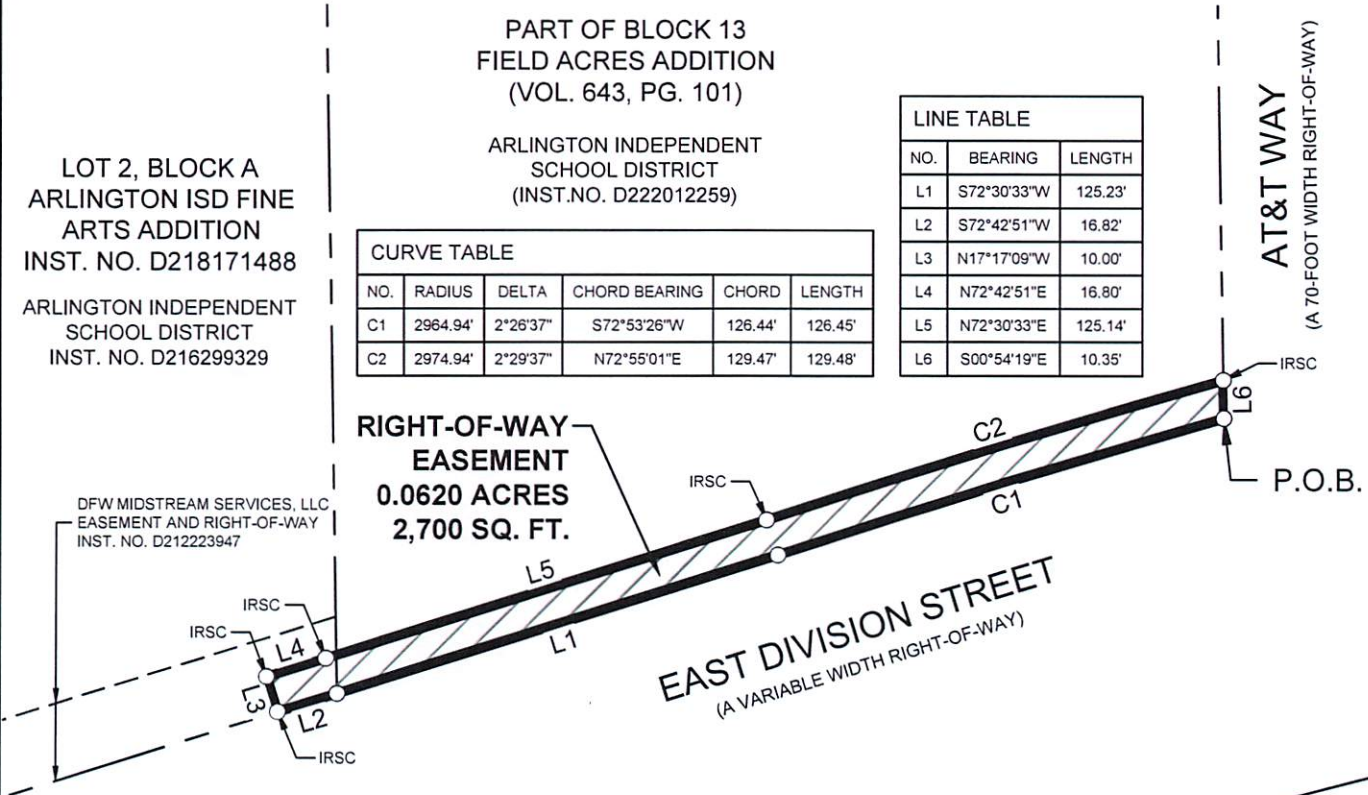
ARLINGTON INDEPENDENT
SCHOOL DISTRICT
(INST.NO. D222012259)

CURVE TABLE					
NO.	RADIUS	DELTA	CHORD BEARING	CHORD	LENGTH
C1	2964.94'	2°26'37"	S72°53'26"W	126.44'	126.45'
C2	2974.94'	2°29'37"	N72°55'01"E	129.47'	129.48'

LINE TABLE		
NO.	BEARING	LENGTH
L1	S72°30'33"W	125.23'
L2	S72°42'51"W	16.82'
L3	N17°17'09"W	10.00'
L4	N72°42'51"E	16.80'
L5	N72°30'33"E	125.14'
L6	S00°54'19"E	10.35'

**RIGHT-OF-WAY
EASEMENT
0.0620 ACRES
2,700 SQ. FT.**

DFW MIDSTREAM SERVICES, LLC
EASEMENT AND RIGHT-OF-WAY
INST. NO. D212223947



NOTES

Bearing system based on the Texas Coordinate System of 1983 (2011 adjustment), North Central Zone (4202). A metes and bounds description of even survey date herewith accompanies this survey plat.

The undersigned, Registered Professional Land Surveyor, hereby certifies that this survey plat accurately sets out the metes and bounds of the easement tract.

**EXHIBIT A
RIGHT-OF-WAY EASEMENT
PART OF BLOCK 13
FIELD ACRES ADDITION
AND LOT 2, BLOCK A
ARLINGTON ISD FINE ARTS ADDITION
J BLACKWELL SURVEY, ABST. No. 147
CITY OF ARLINGTON
TARRANT COUNTY, TEXAS**


MICHAEL CLEO BILLINGSLEY
REGISTERED PROFESSIONAL
LAND SURVEYOR NO. 6558
801 CHERRY STREET,
UNIT 11 SUITE 1300
FORT WORTH, TEXAS 76102
PH. 817-335-6511
michael.billingsley@kimley-horn.com



Kimley»Horn
801 Cherry Street, Unit 11, # 1300 Fort Worth, Texas 76102 FIRM # 10194040 Tel. No. (817) 335-6511 www.kimley-horn.com

Scale 1" = 50'	Drawn by CDP	Checked by MCB	Date 10/21/2025	Project No. 063127077	Sheet No. 3 OF 3
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January 26, 2026

Arlington Independent School District
Attn: Wm. Kelly Horn, Asst. Superintendent of Facility Services
690 East Lamar Blvd., Ste. 433
Arlington, Texas 76011

Re: Right-of-Way Easement acquisition **Settlement offer**
Project: Entertainment District Sidewalk Phase 3, Project No. PWST24016
Property Street Address: 1221 E Division Street, Arlington, Texas
Property legal description: A portion of the J. Blackwell Survey, Abstract No. 147, City of Arlington, Tarrant County, Texas, and being part of Block 13, Field Acres, an Additional to City of Arlington, Tarrant County, Texas.

Dear Property Owner:

The City of Arlington has developed plans for sidewalk improvements in connection with the Entertainment District Sidewalk Phase 3 Project. In order to complete the Project it will be necessary for the City to acquire the property interest identified below on a portion of your property:

Interest	Size	Compensation
Right-of-Way Easement	2,700 sq. ft.	\$75,600.00
TOTAL		\$75,600.00

In exchange for the execution and delivery of the documents necessary for the conveyance of the property interest, the City extends this offer to pay **\$75,600.00**, subject to City Council approval, as total compensation. That amount includes the compensation for the individual interests identified above.

The compensation is intended to be for the benefit of all owners of an interest in the property, including any lienholders. You will be responsible for paying, from the proceeds of this transaction, any amounts required by your lienholder.

By accepting this offer you agree to cooperate with the City in curing any title issues, without committing to the expenditure of money to do so, that must be resolved to complete the transaction. The City will pay the cost of recording the instruments pertaining to this transaction, as well as other typical closing expenses.

The offer of compensation is based upon an appraisal of the property prepared by a person licensed or certified to practice as an appraiser under Chapter 1103 of the Texas Occupations Code. The appraisal includes compensation for the value of the property interest to be acquired plus damages to the remainder, if any, of your remaining property.

Enclosed for your review is a copy of the appraisal report relating to your property. Also enclosed are all other appraisal reports relating specifically to your property produced or acquired by the City of Arlington and prepared in the 10 years preceding the date of this offer, if any were prepared.

If this offer is acceptable, please sign one copy of this letter in the space provided below indicating your acceptance. Then return the following documents using the enclosed postage paid envelope:


1. The signed letter;
2. The signed and notarized original right-of-way easement document enclosed with this letter;
3. The signed W-9 form enclosed with this letter.

Upon receipt of these items, I will arrange for the issuance of a check in payment of the compensation amount and have it delivered to you. The easement will not be filed in the county public records until you have been paid.

You have the right to discuss with others any offer or agreement regarding the City’s acquisition of the subject property, or you may (but are not required to) keep the offer or agreement confidential from others, subject to the provisions of Chapter 552 of the Texas Government Code, Texas Open Records Act, as it may apply to the City.

Also enclosed with this letter is a copy of the Landowner’s Bill of Rights, a written statement of your rights and options under eminent domain law as prescribed by Section 402.031 of the Texas Government Code, prepared by The Attorney General of Texas. It may also be found on the Attorney General’s website: <https://www.oag.state.tx.us/agency/landowners/billofrights.pdf>.

If you have any questions or need notary services, please feel free to call me at (817) 459-6614 or email me at Jayneris.Barreto@arlingtontx.gov. Thank you in advance for your cooperation in this community improvement effort. Sincerely,



Jayneris Barreto
Real Estate Representative
City of Arlington

Accepted by: _____ Date: _____

Printed name: _____

Title: _____

Phone Number: _____ Email: _____

Enclosures:

Appraisal Report

Right-of-Way Easement (including legal description)

Landowner's Bill of Rights

W-9 Form

Arlington Independent School District Board of Trustees

Whereas, the District owns certain Property situated at 1221 E. Division Street; and

Whereas, the District wishes to improve the Property with additional public walkways to enable greater accessibility around the perimeter of the District’s Property; and

Whereas, the City of Arlington will be the agency responsible for constructing and maintaining the public walkway along 1221 E. Division Street; and

Whereas, an extension of the public walkway is necessary for the purpose of establishing and maintaining pedestrian safety and ADA accessibility around the perimeter of the Property; and

Whereas, the Board intends to grant a public street right-of-way easement to the City of Arlington for public walkway improvements at 1221 E. Division Street; now therefore

BE IT RESOLVED by the Board of Trustees of the Arlington Independent School District that:

1. The Superintendent is authorized to negotiate and execute all necessary legal documents to grant a public street right-of-way easement to the City of Arlington in accordance with the provisions set out herein; and be it further resolved that
2. The duration of the easement may be perpetual; and be it further resolved that
3. The easement is limited to the operation and maintenance of the right-of-way and its improvements and regular use thereof.

APPROVED BY THE ARLINGTON ISD BOARD OF TRUSTEES ON MARCH 12, 2026, BY A VOTE OF ___ TO ___

President

ATTEST:

Secretary