

STATE BOARD OF EDUCATION
(State Board for Career and Technology Education)

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Chair of the State Board of Education
District 6

MARTY ROWLEY, Amarillo
Vice Chair of the State Board of Education
District 15

RUBEN CORTEZ, JR., Brownsville
Secretary of the State Board of Education
District 2

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District 4

TOM MAYNARD, Florence
District 10

BARBARA CARGILL, Conroe
District 8

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District 14

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District 13

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District 5

KEVEN ELLIS, Lufkin
District 9

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District 1

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District 11

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District 3

PAM LITTLE, Fairview
District 12

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District 7

Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, Chair
Donna Bahorich
Georgina C. Pérez
Aicha Davis
Pam Little

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard, Vice Chair
Lawrence A. Allen, Jr.
Patricia Hardy
Ken Mercer
Matt Robinson

SCHOOL INITIATIVES

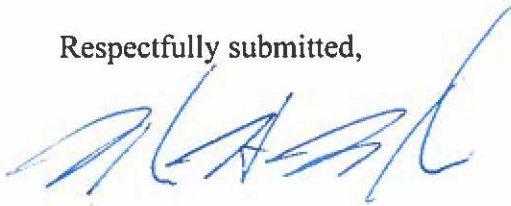
Barbara Cargill, Chair
Marisa B. Perez-Diaz, Vice Chair
Ruben Cortez, Jr.
Keven Ellis
Marty Rowley

January 28, 2019

State Board of Education
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on January 28- February 1, 2019. Agenda items have been prepared and reviewed by Texas Education Agency staff and are presented for the board's discussion and consideration. Where appropriate, I have proposed an action.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Mike Morath", is written over the typed name below.

Mike Morath
Commissioner of Education

**William B. Travis Building
1701 N. Congress Avenue, Austin, Texas**

SCHEDULE AND AGENDAS

Committees and Board State Board of Education, Austin, Texas

Meeting Times	
January 28, 29, 30, 31, and February 1, 2019	
<u>Monday, January 28, 2019</u>	
11:30 am	General Meeting (Room 1-104)
<u>Tuesday, January 29, 2019</u>	
9:00 am	Committee of the Full Board (1-104)
<u>Wednesday, January 30, 2019</u>	
8:30 am	Committee of the Full Board – Work Session (Austin Convention Center) Learning Roundtable: Building a Stronger Texas
<u>Thursday, January 31, 2019</u>	
9:00 am	Committee on Instruction (Room 1-100)
9:00 am	Committee on School Finance/Permanent School Fund (Room 1-104)
9:00 am	Committee on School Initiatives (Room 1-111)
<u>Friday, February 1, 2019</u>	
9:00 am	General Meeting (Room 1-104)

*If the General Meeting does not finish Monday, it will resume its meeting in Room 1-104 on Tuesday. If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting in Room 1-104 on Thursday and/or Friday. If the Committee on Instruction does not complete its agenda Thursday, it will resume its meeting in Room 1-100 on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting in Room 1-104 on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting in Room 1-111 on Friday.

Current State Board of Education (SBOE) Operating Rules, §1.2, Committees of the Board, establish the standing committees of the SBOE as the Committee on Instruction, the Committee on School Finance/Permanent School Fund, and the Committee on School Initiatives.

Pursuant to the provisions of the Texas Education Code, §7.107, at the board's first regular meeting after the election and qualification of new members, the board shall organize and adopt rules of procedure. Adoption of SBOE Operating Rules may change the existing standing committees. However, due to deadlines for posting notices of open meetings with the *Texas Register*, it is necessary for the existing standing committees of the SBOE to meet during the January 28, 29, 30, 31, and February 1, 2019 board meeting.

<p>If the SBOE elects to retain the existing committee structure, newly selected members of the Committee on Instruction, the Committee on School Finance/Permanent School Fund, and the Committee on School Initiatives will meet and will have the opportunity to elect new committee chairs.</p>	<p>If the SBOE elects to revise the committee structure, the prior standing committees of the SBOE must meet during this first meeting because of <i>Texas Register</i> requirements. New members of the SBOE would serve on the prior committees of former members who represented the districts to which the new members were elected. Election of new committee chairs would take place at the next scheduled 2019 SBOE meeting as the first item of business on each standing committee schedule.</p>
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NOTE: The chair may permit the board to take up and discuss any of the discussion items on a committee agenda, including hearing any invited presentations to a committee, based upon a recommendation from the committee or inability of the committee to complete its agenda on a preceding day.

If during the course of the State Board of Education (SBOE) meeting or any committee meeting of the SBOE, discussion of any item on the agenda may be held in a closed meeting, the SBOE or committee of the SBOE may conduct a closed meeting in accordance with Texas Open Meetings Act, Chapter 551, Subchapters D and E. 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.

Agenda is online at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/State_Board_of_Education_Agenda/ on the Texas Education Agency website. The posted information contains links to board action items including rule items and rule text, and selected discussion items. Public comments on proposed rules may be submitted electronically. All agenda items and rule text are subject to change at any time prior to each board meeting. To the extent possible, copies of changes made after the agenda and the schedule are published will be available at the board meeting.

MONDAY
January 28, 2019
11:30 am

GENERAL MEETING (Room 1-104)

- 1. Swearing-in Ceremony for Members of the State Board of Education** **SBOE - ACTION**
(Board agenda page SBOE-1)

Oaths of office will be administered to the newly elected State Board of Education members during a ceremony. After the swearing-in ceremony, the State Board of Education will hold a reception in Room 1-104. No official SBOE business will be discussed during the reception. Statutory authority for this action is the Texas Education Code (TEC), §7.107(b).

- 2. Review and Adoption of State Board of Education Operating Rules** **SBOE - ACTION**
(Board agenda page SBOE-2)

Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new members, the board shall adopt rules of procedure. This item provides an opportunity for the board to review existing operating rules to determine if changes and revisions are needed.

- 3. Election of State Board of Education Officers** **SBOE - ACTION**
(Board agenda page SBOE-28)

Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new State Board of Education (SBOE) members, the board shall elect by separate votes, a vice chair and a secretary. The current operating rules establish the terms of office for the vice chair and secretary of the board as two years and until their successors are elected.

- 4. Announcement of Membership of Committees** **SBOE - ACTION**
(Board agenda page SBOE-29)

Pursuant to the provisions of the Texas Education Code, (TEC), §7.107(b), at the board's first regular meeting after the election and qualification of new members, the board shall organize. This item provides the opportunity to announce appointments to the committees of the State Board of Education (SBOE).

TUESDAY
January 29, 2019

9 a.m.

COMMITTEE OF THE FULL BOARD – Room 1-104

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at [http://tea.texas.gov/About_TEA/Leadership/State Board of Education/SBOE Meetings/SBOE Operating Rules Amended 1-31-17/](http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/) or in the information section (yellow pages) of the agenda.

1. Commissioner’s Comments
(Board agenda page I-1)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

2. Consideration of Petition for Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program
(Board agenda page I-2)

COMMITTEE - ACTION
SBOE - ACTION

A petition to amend 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, has been received from the Texas Speech Communication Association. The petition requests that the rule be changed to allow students to satisfy a fine arts graduation requirement by successfully completing Debate I, II, or III; Oral Interpretation I, II, or III; or Public Speaking I, II, or III and competing in speech or debate competitions. This item provides an opportunity for the State Board of Education (SBOE) to consider the petition. Statutory authority for this action is the Texas Government Code, (TGC), §2001.021; 19 TAC §30.1; and Texas Education Code (TEC), §28.002 and §28.025.

COMMITTEE OF THE FULL BOARD (continued)

3. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements (First Reading and Filing Authorization) (Board agenda page I-6)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for first reading and filing authorization proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and §28.025.

4. **Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit) (First Reading and Filing Authorization) (Board agenda page I-17)**

**COMMITTEE - ACTION
SBOE - ACTION**

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit). The proposal would add Texas Essential Knowledge and Skills (TEKS) for two new technology applications courses in cybersecurity for implementation in the 2019-2020 school year. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

COMMITTEE OF THE FULL BOARD (continued)

5. **Action on Renewal of Texas Certificate of High School Equivalency Contracts**
(Board agenda page I-21)

COMMITTEE - ACTION
SBOE - ACTION

This item provides an opportunity for the committee and board to review test vendor-requested amendments and determine action on vendor contract renewals related to 19 TAC Chapter 89 Texas Certificate of High School Equivalency. The current 3-year contracts expire August 31, 2019 and allow for up to two 1-year extensions. Texas Education Code (TEC), §7.111.

6. **Update on Texas Essential Knowledge and Skills (TEKS) Review**
(Board agenda page I-23)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

This item provides the opportunity for staff to present an update on the review of Texas Essential Knowledge and Skills (TEKS). Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

7. **Discussion of Perkins Reauthorization and Transition Plan**
(Board agenda page I-25)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

This item provides the opportunity for the committee to hear an update on the Reauthorization of Federal Perkins funding and the transition plan for the state of Texas in compliance with the reauthorization. Statutory authority is the Texas Education Code (TEC), §7.109.

8. **Texas Commission on Public School Finance Update**
(Board agenda page I-26)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

The committee will receive an update on the work of the Texas Commission on Public School Finance.

COMMITTEE OF THE FULL BOARD (continued)

9. **Procedural Action Related to New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit) (First Reading and Filing Authorization) (Board agenda page I-27)**

**COMMITTEE – ACTION
SBOE - CONSENT**

In order to correct a procedural error made by the Texas Education Agency (TEA), this item presents for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit). This action would authorize the TEA to re-file the proposal adopted by the SBOE in September 2018 and would allow for implementation of the new course at the beginning of the 2019-2020 school year on the same timeline as the original adoption. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.002.

10. **Discussion of Pending Litigation (Board agenda page I-35)**

**COMMITTEE - DISCUSSION
SBOE – NO ACTION**

The State Board of Education may enter into executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

Tribune Company, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons*, Adv. Pro. No. 10-54010 (Bankr. D. Del);

Deutsche Bank v Bank of America, No. 3:11-CV-01175-F (N. D. Tex., Dallas Div.) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (N. D. Tex. Dallas Div.) CONSOLIDATED in: *In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 Consolidated Multidistrict Action (S.D.N.Y.);

La Feria ISD, Joaquin ISD v. Mike Morath, Commissioner of Education; Texas Education Agency; and Texas State Board of Education, in the 261st Judicial District Court of Texas; Docket No. D-1-GN-17-001385; and

any other litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

**WEDNESDAY
January 30, 2019**

**Austin Convention Center
500 Cesar Chavez Street, Austin, Texas 78701
Ballroom D and Exhibit Hall 5**

8:30 a.m.

COMMITTEE OF THE FULL BOARD – WORK SESSION

Public testimony is not taken on Work Session items.

- 1. Learning Roundtable: Building a Stronger Texas
Work Session
([Board agenda page I-36](#))**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

The State Board of Education will host a learning roundtable January 30 at the Austin Convention Center that will focus on three topic areas from the recently adopted *Long-Range Plan for Public Education*. Those topics are equity and access; student engagement and empowerment; and family engagement and empowerment.

**THURSDAY
January 31, 2019**

9 a.m.

COMMITTEE ON INSTRUCTION – Room 100

Members: Sue Melton-Malone; Donna Bahorich; Georgina C. Pérez; Aicha Davis; Pam Little. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section of the agenda.

**1. Election of Chair
(Board agenda page II-I)**

**COMMITTEE – ACTION
SBOE – NO ACTION**

State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity for the Committee on Instruction to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only. Statutory authority for this action is the Texas Education Code, §7.107(b).

**2. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders
(Second Reading and Final Adoption)
(Board agenda page II-2)**

**COMMITTEE – ACTION
SBOE - ACTION**

This item presents for second reading and final adoption a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*). No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(28) and §38.003.

COMMITTEE ON INSTRUCTION (continued)

3. **Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits)**
(Second Reading and Final Adoption)
(Board agenda page II-7)

COMMITTEE – ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The proposal would add two IB courses to the Texas Essential Knowledge and Skills (TEKS) for fine arts to align with current course offerings by the International Baccalaureate Organization. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

4. **Proposed Approval of Innovative Courses**
(Board agenda page II-12)

COMMITTEE – ACTION
SBOE - ACTION

This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum. Statutory authority for this action is the Texas Education Code (TEC), §28.002(f).

COMMITTEE ON INSTRUCTION (continued)

5. **Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment**
(Board agenda page II-15)

This item provides the opportunity for the board to discuss a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment. The proposed amendment would update the alignment of the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS) to add a new alignment for English language arts and to reflect changes resulting from recent updates to the English language arts and mathematics CCRS. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.008(d).

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

6. **Discussion of Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)**
(Board agenda page II-18)

This item provides the opportunity for the board to discuss a proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit). The proposed amendment would eliminate language that is outdated and no longer necessary. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(t), and 28.025.

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

**THURSDAY
January 31, 2019**

9 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND - Room 1-104

Members: Tom Maynard; Lawrence A. Allen, Jr.; Patricia Hardy; Ken Mercer; Matt Robinson. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda. A quorum of the Committee of Investment Advisors to the Permanent School Fund may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section of the agenda.

**1. Election of Chair
(Board agenda page III-1)**

**COMMITTEE – ACTION
SBOE – NO ACTION**

State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity the Committee on School Finance/Permanent School Fund to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only. Statutory authority for this action is the Texas Education Code, §7.107(b).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

2. **Review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting (Board agenda page III-2)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting. Subchapter A addresses free attendance in general, and Subchapter B addresses requirements for student attendance accounting for state funding purposes. The statutory authority for the rule review is TGC, §2001.039. Statutory authority for 19 TAC Chapter 129, Subchapters A and B, is Texas Education Code (TEC), §42.004 and §12.106.

3. **Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide (Board agenda page III-7)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

This item provides the opportunity for the committee to discuss a proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG. Statutory authority is the Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 4. Review of Permanent School Fund Securities Transactions and the Investment Portfolio** COMMITTEE – DISCUSSION
(Board agenda page III-11) SBOE – NO ACTION

Investment staff will report on the transactions executed during the months of October and November 2018 in the investment portfolio of the Texas Permanent School Fund. Statutory authority for this item is Texas Education Code (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

- 5. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of October and November 2018** COMMITTEE – ACTION
(Board agenda page III-12) SBOE - CONSENT

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of October and November 2018. Statutory authority for this item is Texas Education Code (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

- 6. Annual Reporting of the Internally Managed Permanent School Fund Investment Portfolio** COMMITTEE – DISCUSSION
(Board agenda page III-13) SBOE – NO ACTION

This item provides an opportunity for the Executive Administrator and Chief Investment Officer of the Permanent School Fund to report on various items required by 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund. Statutory authority for this item is Texas Education Code (TEC), §§43.003, 43.004 and 43.007, and Texas Constitution, Article VII, §5(f).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 7. Third Quarter 2018 Permanent School Fund Performance Report**
(Board agenda page III-14)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

The performance measurement consultant to the Permanent School Fund, BNY Mellon Asset Servicing, will report on the investment performance during the third calendar quarter 2018 and cumulative investment performance of the various portfolios of the Fund. This item will allow the committee to discuss in depth various issues related to portfolio management such as risk characteristics of portfolios and portfolio attributes. Statutory authority for this item is (TEC), §§43.004 and the Texas Constitution, Article VII, §5(f).

- 8. Proposed Amendments to the Investment Procedures Manual**
(Board agenda page III-15)

COMMITTEE – ACTION
SBOE - CONSENT

This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to U.S. Security and Exchange Commission (SEC) amended rule changes for the Bond Guarantee program disclosure (SEC Rule 15c2-12).

- 9. Decision on Real Estate Investments**
(Board agenda page III-16)

COMMITTEE – ACTION
SBOE - CONSENT

This item provides an opportunity for the committee and board to review and consider possible real estate investments. Statutory authority for this item is (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

- 10. Presentation on the Risk Parity Asset Class for the Permanent School Fund**
(Board agenda page III-18)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to receive presentations on the risk parity asset class and services provided to the Permanent School Fund. Statutory authority for this item is Texas Education Code (TEC), §43.003 and the Texas Constitution, Article VII, §5(f).

- 11. Report of the Permanent School Fund Administrator and Chief Investment Officer**
(Board agenda page III-19)

COMMITTEE – DISCUSSION
SBOE – NO ACTION

The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund. Statutory authority for this item is Texas Education Code (TEC), §§43.003, 43.004 and 43.007, and Texas Constitution, Article VII, §5(f).

**THURSDAY
January 31, 2019**

9 a.m.

COMMITTEE ON SCHOOL INITIATIVES – ROOM 1-111

Members: Barbara Cargill; Marisa B. Perez-Diaz; Ruben Cortez, Jr; Keven Ellis; Marty Rowley. A quorum of the State Board of Education may attend the committee meeting and discuss items on the committee agenda.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at http://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE_Meetings/SBOE_Operating_Rules_Amended_1-31-17/ or in the information section of the agenda.

**1. Election of Chair
(Board agenda page IV-1)**

**COMMITTEE – ACTION
SBOE – NO ACTION**

State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity for the Committee on School Initiatives to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only. Statutory authority for this action is the Texas Education Code, §7.107(b).

**2. Open-Enrollment Charter School Generation 24 Application Updates/Generation 25 Draft Application Discussion
(Board agenda page IV-2)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

The director of the Division of Charter School Administration will discuss updates regarding the Generation Twenty-Four Open-Enrollment Charter Application cycle, and receive input from the Committee on School Initiatives on the draft Generation Twenty-Five Open-Enrollment Charter School Application. Statutory authority is the Texas Education Code (TEC), §12.110.

COMMITTEE ON SCHOOL INITIATIVES (continued)

3. **Recommendation for Appointment to the Randolph Field Independent School District Board of Trustees**
(Board agenda page IV-4)

COMMITTEE – ACTION
SBOE - CONSENT

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC), §61.2.

4. **Review of Proposed Amendment to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status**
(Board agenda page IV-25)

COMMITTEE – ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status. The proposed amendment to 19 TAC §229.4 would adjust the performance standard for the accountability indicator for principal appraisals, would clarify performance standards, and would remove outdated provisions. The statutory authority for the proposed amendment to 19 TAC §229.4 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d), 21.0441(c) and (d), 21.0443, 21.045, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, 21.0451, and 21.0452(a)-(d).

COMMITTEE ON SCHOOL INITIATIVES (continued)

5. **Review of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards**
(Board agenda page IV-34)

COMMITTEE – ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would add the Texas Essential Knowledge and Skills (TEKS)-based certification standards; would add reference to the new certification standards for the Trade and Industrial Workforce Training: Grades 6-12 certificate to implement the statutory requirements of House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017; and would clarify the effective date of Subchapter D. The statutory authority for 19 TAC Chapter 235, Subchapter A, is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4). The statutory authority for 19 TAC Chapter 235, Subchapter D, is TEC, §§21.0442(a) and (c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, and 21.040(4).

COMMITTEE ON SCHOOL INITIATIVES (continued)

6. **Review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners**
(Board agenda page IV-41)

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners. Subchapter A establishes the procedures for appeals heard by the SBOE regarding administrative penalties for violations of textbook requirements. Subchapter D sets forth the certification criteria for independent hearing examiners who conduct due process termination, nonrenewal, and suspension without pay hearings at the school district level. The statutory authority for the rule review is the TGC, §2001.039. The statutory authority for 19 TAC Chapter 157, Subchapter A, is Texas Education Code (TEC), §31.151, and TGC, §2001.004. The statutory authority for Subchapter D is TEC, §21.252.

Information Materials

1. **State Board of Education Operating Rules, Amended January 31, 2017**
Public testimony information begins on page V-7.
(Board agenda page V-1)

2. **Current Status of the Permanent School Fund**
(Board agenda page V-24)

3. **2017-2021 Rule Review Plan for State Board of Education Rules**
(Board agenda page V-25)

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

4. **Annual Report of the Division of Financial Compliance**
(Board agenda page V-32)

This item provides the board with an annual review of the work accomplished by the division responsible for state financial reviews. The report describes the division's organization and legal responsibilities, deviations from the 2017-2018 audit plan, and the status of reports on the division's reviews.

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**January 28, 2019
11:30 a.m.**

**William B. Travis Building, Room 1-104
1701 N. Congress Avenue**

Pledge of Allegiance

Roll Call

Student Performance

Prayer

1. Swearing-in Ceremony for Members of the State Board of Education

Oaths of office will be administered to the newly elected State Board of Education members during a ceremony. After the swearing-in ceremony, the State Board of Education will hold a reception in Room 1-104. No official SBOE business will be discussed during the reception. Statutory authority for this action is the Texas Education Code (TEC), §7.107(b).

[\(Agenda Exhibit\)](#) SBOE-1

2. Review and Adoption of State Board of Education Operating Rules

Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new members, the board shall adopt rules of procedure. This item provides an opportunity for the board to review existing operating rules to determine if changes and revisions are needed.

[\(Agenda Exhibit\)](#) SBOE-2

3. Election of State Board of Education Officers

Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new State Board of Education (SBOE) members, the board shall elect by separate votes, a vice chair and a secretary. The current operating rules establish the terms of office for the vice chair and secretary of the board as two years and until their successors are elected.

[\(Agenda Exhibit\)](#) SBOE-28

OFFICIAL AGENDA (continued)

4. Announcement of Membership of Committees

Pursuant to the provisions of the Texas Education Code, (TEC), §7.107, at the board’s first regular meeting after the election and qualification of new members, the board shall organize. This item provides the opportunity to announce appointments to the committees of the State Board of Education (SBOE).

(Agenda Exhibit) SBOE-29

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**February 1, 2019
9:00 a.m.**

**William B. Travis Building, Room 1-104
1701 N. Congress Avenue**

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, November 16, 2018

1. Resolutions and Presentations

Resolution honoring recipient of the Employers for Education Excellence Award
(No Exhibit)

Resolution and presentation of Presidential Awards for Excellence in Mathematics and Science Teaching
(No Exhibit)

Resolution and presentation to the Permanent School Fund (PSF) Logo Contest winners
(No Exhibit)

Resolution for the professional graphic artists for their service during the PSF logo contest
(No Exhibit)

Resolution regarding Career and Technical Education Month
(No Exhibit)

Public Testimony - Individual testimony will be taken to address items other than those on the board agenda. The procedures for registering and taking public testimony at State Board of Education committee meetings and general board meetings are provided at

[http://tea.texas.gov/About TEA/Leadership/State Board of Education/SBOE Meetings/SBOE Operating Rules Amended 1-31-17/](http://tea.texas.gov/About%20TEA/Leadership/State%20Board%20of%20Education/SBOE%20Meetings/SBOE%20Operating%20Rules%20Amended%201-31-17/) or in the information section of the agenda

2. Approval of Consent Agenda

Any agenda item may be placed on the Consent Agenda by any State Board of Education committee.

(Agenda Exhibit) 28

COMMITTEE OF THE FULL BOARD

3. Consideration of Petition for Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program

A petition to amend 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, has been received from the Texas Speech Communication Association. The petition requests that the rule be changed to allow students to satisfy a fine arts graduation requirement by successfully completing Debate I, II, or III; Oral Interpretation I, II, or III; or Public Speaking I, II, or III and competing in speech or debate competitions. This item provides an opportunity for the State Board of Education (SBOE) to consider the petition. Statutory authority for this action is the Texas Government Code, (TGC), §2001.021; 19 TAC §30.1; and Texas Education Code (TEC), §28.002 and §28.025.

(Agenda Exhibit) I-2

4. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements (First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and §28.025.

(Agenda Exhibit) I-6

5. Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit) (First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit). The proposal would add Texas Essential Knowledge and Skills (TEKS) for two new technology applications courses in cybersecurity for implementation in the 2019-2020 school year. Statutory authority for this action is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) I-17

COMMITTEE OF THE FULL BOARD (continued)

6. Action on Renewal of Texas Certificate of High School Equivalency Contracts

This item provides an opportunity for the committee and board to review test vendor-requested amendments and determine action on vendor contract renewals related to 19 TAC Chapter 89 Texas Certificate of High School Equivalency. The current 3-year contracts expire August 31, 2019 and allow for up to two 1-year extensions. Statutory authority for this action item is the Texas Education Code (TEC), §7.111.

(Agenda Exhibit) I-21

COMMITTEE ON INSTRUCTION

7. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders (Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*. No changes are recommended since approved for first reading. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(28) and §38.003.

(Agenda Exhibit) II-2

8. Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (Two Credits) (Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The proposal would add two IB courses to the Texas Essential Knowledge and Skills (TEKS) for fine arts to align with current course offerings by the International Baccalaureate Organization. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

(Agenda Exhibit) II-7

COMMITTEE ON INSTRUCTION (continued)

9. Proposed Approval of Innovative Courses

This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum. Statutory authority for this action is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-12

COMMITTEE ON SCHOOL INITIATIVES

10. Review of Proposed Amendment to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status. The proposed amendment to 19 TAC §229.4 would adjust the performance standard for the accountability indicator for principal appraisals, would clarify performance standards, and would remove outdated provisions. The statutory authority for the proposed amendment to 19 TAC §229.4 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d), 21.0441(c) and (d), 21.0443, 21.045, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, 21.0451, and 21.0452(a)-(d).

(Agenda Exhibit) IV-25

11. Review of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards

This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would add the Texas Essential Knowledge and Skills (TEKS)-based certification standards; would add reference to the new certification standards for the Trade and Industrial Workforce Training: Grades 6-12 certificate to implement the statutory requirements of House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017; and would clarify the effective date of Subchapter D. The statutory authority for 19 TAC Chapter 235, Subchapter A, is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4). The statutory authority for 19 TAC Chapter 235, Subchapter D, is TEC, §§21.0442(a) and (c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, and 21.040(4).

(Agenda Exhibit) IV-34

REPORTS OF COMMITTEES REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee chairs may provide an update about discussion items considered during the current meeting by any standing committee or ad hoc committee.

REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL DISTRICTS

Members of the State Board of Education may present information regarding agenda items or other relevant information about public education.

Information Materials

1. **State Board of Education Operating Rules, Amended January 31, 2017**
Public testimony information begins on page V-7.
(Board agenda page V-1)

2. **Current Status of the Permanent School Fund**
(Board agenda page V-24)

3. **2017-2021 Rule Review Plan for State Board of Education Rules**
(Board agenda page V-25)

This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

4. **Annual Report of the Division of Financial Compliance**
(Board agenda page V-32)

This item provides the board with an annual review of the work accomplished by the division responsible for state financial reviews. The report describes the division's organization and legal responsibilities, deviations from the 2017-2018 audit plan, and the status of reports on the division's reviews.

**CONSENT AGENDA
STATE BOARD OF EDUCATION
February 1, 2019**

**1. Procedural Action Related to New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit)
(First Reading and Filing Authorization)**

In order to correct a procedural error made by the Texas Education Agency (TEA), this item presents for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit). This action would authorize the TEA to re-file the proposal adopted by the SBOE in September 2018 and would allow for implementation of the new course at the beginning of the 2019-2020 school year on the same timeline as the original adoption. Statutory authority for this action is the Texas Education Code (TEC), §7.102(c)(4) and §28.002.

(Agenda Exhibit) I-27

2. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of October and November 2018

This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of October and November 2018. Statutory authority for this item is Texas Education Code (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

(Agenda Exhibit) III-12

3. Proposed Amendments to the Investment Procedures Manual

This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to U.S. Security and Exchange Commission (SEC) amended rule changes for the Bond Guarantee program disclosure (SEC Rule 15c2-12).

(Agenda Exhibit) III-15

4. Decision on Real Estate Investments

This item provides an opportunity for the committee and board to review and consider possible real estate investments. Statutory authority for this item is (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

(Agenda Exhibit) III-16

5. Recommendation for Appointment to the Randolph Field Independent School District Board of Trustees

This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member. Statutory authority for this action is Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC), §61.2.

(Agenda Exhibit) IV- 4

STATE BOARD OF EDUCATION

Swearing-in Ceremony for Members of the State Board of Education

January 28, 2019

STATE BOARD OF EDUCATION: ACTION

SUMMARY: Oaths of office will be administered to the newly elected State Board of Education members during a ceremony. After the swearing-in ceremony, the State Board of Education will hold a reception in Room 1-104. No official SBOE business will be discussed during the reception.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§7.107\(b\)](#).

TEC, §7.107(b) requires the SBOE to organize, adopt operating rules, and elect a vice chair and secretary at the first meeting after an election and qualification of new members.

PREVIOUS BOARD ACTION: A swearing-in ceremony for State Board of Education members was last held on January 31, 2017.

BACKGROUND INFORMATION AND JUSTIFICATION: State Board of Education members are elected from single-member districts and serve four year terms of office. Board members for districts 1, 3, 4, 7, 11, 12 and 13 were elected in November 6, 2018

Staff Members Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

Review and Adoption of State Board of Education Operating Rules

January 28, 2019

STATE BOARD OF EDUCATION: ACTION

SUMMARY: Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new members, the board shall adopt rules of procedure. This item provides an opportunity for the board to review existing operating rules to determine if changes and revisions are needed.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§7.107\(b\)](#).

TEC, §7.107(b) requires the State Board of Education (SBOE) to organize, adopt operating rules, and elect a vice chair and secretary at the first regular meeting after an election and qualification of new members.

PREVIOUS BOARD ACTION: State Board of Education (SBOE) operating rules were approved on January 31, 2017.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The board is required by state law to adopt rules of procedures at its first regular meeting after the election and qualification of new members. Current board operating rules and the areas of jurisdiction are shown in the information section of this agenda. The board's current operating rules contain a resolution which defines committees of the SBOE and their assignments.

FISCAL IMPACT: None.

PUBLIC BENEFIT: A review of SBOE operating rules will enable the board to organize and perform its statutory duties relating to public education.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Review and adopt operating rules as amended.

Staff Member Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

Attachment I: State Board of Education Operating Rules
(Proposed for Amendment January 28, 2019)

Attachment II: Registration Form for Public Testimony

STATE BOARD OF EDUCATION OPERATING RULES
(Amended January 28, 2019 [~~January 31, 2017~~])

CHAPTER 1. BOARD ORGANIZATION

The statutory citation for this chapter is the Texas Education Code, §7.107.

§1.1. Officers of the Board.

- (a) Selection.
 - (1) The vice chair and secretary of the board shall be elected in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.
 - (2) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect a board member to fill the vacancy for the unexpired term of that officer at the next board meeting. Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.
- (b) Duties.
 - (1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.
 - (2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.
 - (3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

§1.2. Committees of the Board.

- (a) The standing committees of the board are:
 - (1) Committee of the Full Board;
 - (2) Committee on Instruction;
 - (3) Committee on School Finance/Permanent School Fund; and
 - (4) Committee on School Initiatives.

- (b) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.
- (c) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.
- (d) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall also consider seniority (total years of service), ethnicity balance, gender balance, and relevant qualifications specific to a committee assignment in making committee assignments. Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.
- (e) Ad hoc committees. Ad hoc committees (i.e., task forces) shall be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.
- (f) From time to time committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to the Division of State Board of Education Support and shall be reflected in the minutes of the committee meeting.

§1.3. Board Member Seating Selection.

With the exception of the chair, the seating of board members will be by State Board of Education districts. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

CHAPTER 2. MEETINGS

The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.

§2.1. Regular Meetings of the Board.

In accordance with Texas Education Code, §7.106, four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed or adjourned and all items on the agenda shall be heard at a subsequent meeting.

§2.2. Special Meetings of the Board.

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

§2.3. Open Meetings.

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet.

§2.4. Executive Sessions.

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

§2.5. Agendas.

- (a) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule, listing item titles with short summaries of each item. Other than as is provided in subsection (b) and (c), all agenda items are subject to the approval of the chair of the board. Materials supplementing the agenda may be included. Official agendas will be available the day of the board meeting.
- (b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

- (c) Any member of the board may request that a committee chair, other than the Committee of the Full Board, place an item on the agenda of that chair's committee, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.
- (d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination of whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.

§2.6. Official Transaction of Business.

- (a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.
- (b) The chair may authorize the board to meet via videoconference call. As required by Government Code §551.127(c) [(b)], if videoconference calling technology is used, the meeting location where the presiding officer of the meeting is present must be open to the public, except during executive sessions. ~~a quorum of the board must be physically present in one location for the meeting.~~ The chair may limit the number of remote videoconference locations in the interest of decorum and teleconference capacity.
- (c) The board reserves the right to restrict the use of cell phones during all meetings of the board and its committees.
- (d) No posters, props, or other visual displays are allowed by board members within the meeting rooms without permission from the presiding chair.

§2.7. Rules of Order.

- (a) The board shall observe *Robert's Rules of Order, Newly Revised*, except as otherwise provided by board rules or by statute.
- (b) The presiding chair shall preserve order and decorum during meetings. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.
- (c) No signs, placards, flags, noisemakers, or other objects of a similar nature shall be permitted in the audience gallery area.

- (d) No applause, outburst or other demonstration by any spectator shall be permitted during the public testimony, public hearing or debate portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings.
- (e) Supporters of a testifier may not gather behind the podiums used for testimony. Testifiers are free to use a portion of their testimony time to acknowledge supporters seated in the audience.

§2.8. Minutes.

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved and which carry the original signature of the secretary of the board.

§2.9. Resolutions.

- (a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the Division of State Board of Education Support at least one week prior to the posting deadline for the board meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.
- (b) The board may by unanimous consent pass a congratulatory, commendatory, or other non-substantive resolution without the notice required by this section.
- (c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:
 - (1) The resolution shall be submitted in compliance with subsection (a) of this section.
 - (2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(c).
 - (3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.
 - (4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:
 - (A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors.

Theories should be clearly distinguished from fact and presented in an objective educational manner.

- (B) Instructional materials should promote citizenship, patriotism, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears, should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.
 - (i) Instructional materials should present positive aspects of the United States and its heritage.
 - (ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.
 - (iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.
- (C) Instructional materials should not include blatantly offensive language or illustrations.
- (D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.
 - (i) Instructional materials should not encourage life-styles deviating from generally accepted standards of society.
 - (ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.
 - (iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.
 - (iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect

varieties of work and be treated without bias toward particular kinds of work.

- (v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.
 - (vi) Instructional materials should present balanced treatment of issues related to aging and the aged.
- (5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.
 - (6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.

(a) General Provisions.

- (1) The board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.
- (2) Work session and ad hoc committee meetings are exempt from this requirement.
- (3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.
- (4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.
- (5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
- (6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(b) Registration Procedures.

- (1) Individuals may register between the hours of 8 a.m. on the Friday preceding the board meeting and 5 p.m. (Central Time) on the Monday preceding the board meeting on the agency website at <https://tea.texas.gov/PublicTestimonySBOE/>, [e]

by facsimile at (512) 936-4319,] or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.

- ~~[(2) The commissioner of education may update the agency liaison divisions as necessary based upon the agency's organizational structure.]~~
- (2) ~~[(3)]~~ The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.
- (3) ~~[(4)]~~ A person may register himself or herself, and one other person. Organizations may not register more than two persons per item.
- (4) ~~[(5)]~~ Those registering online will receive an email confirming the registration during the next business day.
- (5) ~~[(6)]~~ Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.
- (6) ~~[(7)]~~ Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.
- (7) ~~[(8)]~~ Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.
- (8) ~~[(9)]~~ All speakers shall provide thirty-five (35) collated or stapled copies of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide thirty-five (35) copies of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.
- (c) Oral Public Testimony to Committees.
- (1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.
- (2) Two (2) ~~[(3)]~~ minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.
- (3) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee after staff has presented the item.
- (4) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

- (d) Oral Public Testimony to the General Meeting of the Board.
 - (1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section [~~(yellow pages)~~] of the agenda.
 - (2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Two (2) [~~Three (3)~~] minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Responses to questions from board members [~~Testimony invited by board members~~] shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.
 - (3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.

- (a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.
- (b) If the written testimony is submitted at the regular board or committee meeting, thirty-five (35) collated or stapled copies shall be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.
- (c) Persons who were unable to attend or to testify at a committee or board meeting due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.

§2.12. Public Hearings.

- (a) Types of Public Hearings.
 - (1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.

- (2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60.
- (b) Speakers shall preregister in accordance with the procedures established by the agency office responsible for the subject matter.
- (c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:
 - (1) Providing for presentations from invited persons or an introduction from staff;
 - (2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;
 - (3) Establishing time limits for speakers, generally two [~~three~~] minutes each;
 - (4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.
- (d) Persons who testify at a public hearing shall bring thirty-five (35) collated or stapled copies of their testimony for distribution to board members and agency executive staff.
- (e) Persons who were unable to testify at a public hearing due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.
- (f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

§2.13. [Written] Public Comments Regarding Proposed Rulemaking.

All interested persons have a reasonable opportunity to submit data, views and arguments [~~to the board in writing,~~] prior to the board adoption of any rule. Public [~~Written public~~] comments regarding proposed board rules may be submitted [~~filed with the board~~] as provided in the notice of proposed rulemaking published [~~contained~~] in the *Texas Register*. The deadline for submitting public comments is 5:00 p.m. on Friday the week prior to the start of the board meeting. The board will also take registered oral and written comments on proposed rulemaking at the appropriate committee meeting.

CHAPTER 3. TRAVEL AND EXPENSES

The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.

§3.1. Reimbursement of Expenses.

- (a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.
- (b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.
- (c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.
- (d) Board members must submit receipts for the following expenses:
 - (1) public transportation (excluding receipts for bus, taxi, or limousine);
 - (2) car rental;
 - (3) lodging; and
 - (4) conference registration fees (which may not include banquets, books, or materials).
- (e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.
- (f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.
- (g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:
 - (1) telephone calls;
 - (2) parking fees (including personal vehicles);
 - (3) notary fees for official documents;
 - (4) fax fees; and
 - (5) wireless connection.

- (h) Board members may not claim reimbursement for expenses such as the following:
 - (1) laundry or other personal items;
 - (2) tips or gratuities of any kind; and
 - (3) alcoholic beverages.
- (i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.
- (j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.
- (k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:
 - (1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.
 - (2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).
- (l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.
- (m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

§3.2. Travel Arrangements and Hotel Reservations for State Board of Education Meetings.

- (a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.
- (b) A Division of State Board of Education Support staff member [~~The senior executive assistant to the board~~] or his/her designee will make guaranteed hotel reservations for each board member upon request.
- (c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncanceled reservations will be forwarded for payment to the board member in whose name the reservations were made.

§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.

- (a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.
 - (1) An entity making a gift and/or grant under this section may not:
 - (A) limit the use of the funds to any individual applicant, cycle or class of applicants;
 - (B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;
 - (C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;
 - (D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or
 - (E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.
 - (2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.
 - (3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.
 - (4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.

- (5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.
- (b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.
- (1) A charter may not be evaluated using funds under this section unless the commissioner has:
 - (A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or
 - (B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.
 - (2) The commissioner shall receive, disburse and account for funds accepted by the board.
 - (3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.
 - (4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.
 - (5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.
 - (6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.
 - (7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.
 - (8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.

- (c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under Section 12.101(b-0). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.
- (d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.

CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.

§4.1. Standards of Conduct and Conflicts of Interest.

- (a) Personal interest in board actions. Whenever a board member has a financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter.
- (b) The Permanent School Fund ethics policy governs the conduct of State Board of Education members with respect to the investment and management of the Permanent School Fund.

§4.2. Press and Public Relations.

- (a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.
- (b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.
- (c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

§4.3. Disclosure of Campaign Contributions and Gifts.

- (a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

- (b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed \$250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).
- (c) In this section:
- (1) "person, corporation, or other legal entity" includes:
 - (A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);
 - (B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or
 - (C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).
 - (2) "contract, grant, or charter" means any application to enter into a contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation contracts for investment advisors, consultants, or investment managers for the Permanent School Fund and applicants for charters to operate open enrollment charter schools.
 - (3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.
 - (4) "benefit" has the meaning defined in Texas Penal Code, §36.01.
 - (5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.
- (d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

- (e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.
- (f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.
- (g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.
- (h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

CHAPTER 5. RULES AND THE RULEMAKING PROCESS

The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).

§5.1. State Board of Education Rules.

- (a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.
- (b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.

- (a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as First Reading and Second Reading, unless a departure from this rulemaking process is approved by the board.
- (b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered.
- (c) The board can take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.
 - (1) **First Reading and Filing Authorization.** The board can authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.
 - (2) **Second Reading and Final Adoption.** If the [~~mandatory 30-day~~] public comment period after filing the proposal with the Secretary of State has elapsed, the board can adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.
 - (3) **Withdrawal.** The board can authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.
 - (4) **Refiling.** The board can authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.

- (d) The board can authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.
- (e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.
- (f) A rule may take effect earlier than the date set forth in subsection (e) if the rule's preamble specified an earlier date with the reason for the earlier date and:
 - (1) the earlier effective date is a requirement of:
 - (A) a federal law, or
 - (B) a state law that specifically refers to Texas Education Code, §7.102, and expressly requires the adoption of an earlier effective date; or
 - (2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

§5.3. Emergency Rules.

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules can be adopted and the periods for which they are effective are governed by Texas Government Code, §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements.

§5.5. Rulemaking Authority.

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

§5.6. Review of the State Board of Education Rules.

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

§5.7. Filing of Amendments.

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than noon on the day prior to the final vote on the adoption of the TEKS. ~~[on 5 p.m. or two hours following the adjournment of the Committee of the Full Board, whichever is later, on the day prior to the amendment being considered by the board in accordance with rules adopted by the board relating to the TEKS adoption process.]~~ All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

CHAPTER 6. ADVISORY GROUPS

The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.

§6.1. General Provisions.

~~[(a) The State Board of Education may appoint advisory committees where specific authority is granted in statute.~~

~~(1) The State Board of Education may establish an adult education advisory committee composed of not more than 21 members representing public and private education, business, labor, minority groups, and the public to advise the board on needs, priorities, and standards of adult education programs conducted in accordance with the Texas Education Code, Chapter 29, Subchapter H, Adult and Community Education Programs.]~~

(a) ~~[(b)]~~ The State Board of Education may establish a Committee of Investment Advisors (CIA) to the Permanent School Fund and approve all selected appointments. The CIA shall be composed of not more than 15 members, one appointed by each State Board of Education member, who each have considerable institutional investment expertise and are free from conflicts of interest. The CIA member will closely advise the individual State Board of Education member who appointed the member on all matters relative to the management of the Permanent School Fund as necessary. The CIA may meet in person or via conference call or telephone conference as needed. Duties and responsibilities of the CIA are within the *Texas Permanent School Fund - Investment Procedures Manual*, Section A.2.

(b) ~~[(e)]~~ If the board does not establish a CIA, nothing shall prevent a board member from selecting and working with an investment advisor in a manner consistent with federal and state laws and the Investment Procedures Manual.

RESOLUTION

As specified in the operating rules of the State Board of Education, “the board may from time to time define by resolution the areas of oversight of each committee as may be necessary.” This resolution specifies the areas of oversight for each board committee currently delineated in the board's operating rules.

Committee of the Full Board

1. Public testimony
2. Establishment of essential knowledge and skills (TEKS)
3. Adopt instructional materials

Committee on Instruction

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including procedures concerning dyslexia and related disorders)
3. Instructional materials proclamations
4. Student assessment program implementation
5. General education
6. Education of individuals with disabilities
7. Gifted and talented education
8. Adult education
9. Library standards
10. Texas School for the Blind and Visually Handicapped/Texas School for the Deaf

Committee on School Finance/Permanent School Fund

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Review commissioner’s annual FSP budget
6. Community education funding
7. Permanent School Fund management oversight, including audit responsibility, investment objectives, and investment decisions

Committee on School Initiatives

1. Long-range plans required by statute
2. Educational technology and telecommunications
3. Review and evaluation of charter school applications the commissioner of education proposes to grant
4. State Board for Educator Certification rules review
5. School board member training policy
6. Hearing examiners
7. Military reservation and special school districts
8. Extracurricular activities
9. Home-rule school district probation and revocation



Texas State Board of Education

Registration Form for Public Testimony

Name

First Name Last Name

Address

Street Address

Street Address Line 2

City State

Zip Code

Email

example@example.com

Phone Number

I wish to speak

- as a private individual
- on behalf of an organization Name of organization _____

Are you a registered lobbyist?

- Yes If "Yes", are you providing testimony as a private individual or on behalf of a client? Y or N
- No Provide Name of Client _____

Committee

- Full Board
- Instruction
- School Initiatives
- School Finance/Permanent School Fund
- General Meeting

Topic to be presented during the General Meeting: _____

- Agenda Item Number to be presented**
- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> Item 1 | <input type="radio"/> Item 2 |
| <input type="radio"/> Item 3 | <input type="radio"/> Item 4 |
| <input type="radio"/> Item 5 | <input type="radio"/> Item 6 |
| <input type="radio"/> Item 7 | <input type="radio"/> Item 8 |
| <input type="radio"/> Item 9 | <input type="radio"/> Item 10 |
| <input type="radio"/> Item 11 | <input type="radio"/> Item 12 |
| <input type="radio"/> Item 13 | <input type="radio"/> Item 14 |
| <input type="radio"/> Item 15 | <input type="radio"/> Item 16 |
| <input type="radio"/> Item 17 | <input type="radio"/> Item 18 |
| <input type="radio"/> Item 19 | <input type="radio"/> Item 20 |

Agenda Item Name or Title to be presented: _____

Date Agenda Item is to be presented: _____

- Your Position**
- For
 - Against
 - Comment On

Date of Submission: _____

Signature _____

By signing my name above, I certify all information is correct.

Election of State Board of Education Officers

January 28, 2019

STATE BOARD OF EDUCATION: ACTION

SUMMARY: Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the first regular meeting after the election and qualification of new State Board of Education (SBOE) members, the board shall elect by separate votes, a vice chair and a secretary. The current operating rules establish the terms of office for the vice chair and secretary of the board as two years and until their successors are elected.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.107(b).

TEC, §7.107(b) requires the SBOE to organize, adopt operating rules, and elect a vice chair and secretary at the first meeting after an election and qualification of new members.

PREVIOUS BOARD ACTION: At the January 2017 meeting, Marty Rowley was elected vice chair and Ruben Cortez, Jr. was re-elected secretary.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The chair of the board is appointed by the governor, with the advice and consent of the Texas Senate, for a two-year term of office. The chair holds over in the position until a new chair is appointed and confirmed by the Texas Senate.

The other officers of the board – the vice chair and secretary – are elected by the board in separate votes. The duties of these two officers are listed in Section 1.1(b) of the board’s operating rules. The vice chair and secretary serve two-year terms and continue to serve until their successors are elected.

PUBLIC BENEFIT: Election of a vice chair and a secretary will enable the board to organize and perform its statutory duties relating to public education.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Elect a vice chair and a secretary as required by the TEC, §7.107(b).

Staff Member Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

Announcement of Membership of Committees

January 28, 2019

STATE BOARD OF EDUCATION: ACTION

SUMMARY: Pursuant to the provisions of the Texas Education Code (TEC), §7.107(b), at the board's first regular meeting after the election and qualification of new members, the board shall organize. This item provides the opportunity to announce appointments to the committees of the State Board of Education (SBOE).

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Current SBOE operating rules, §1.2(d), specify that the officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following adoption of rules and election of officers. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall also consider seniority (total years of service), ethnicity, gender balance, and relevant qualifications specific to a committee assignment in making committee assignments.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

COMMITTEE OF THE FULL BOARD

Commissioner's Comments

January 29, 2019

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the board to be briefed on current agenda items, agency operations, policy implementation, and public education-related legislation.

BOARD RESPONSE: Review and comment.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: On an as needed basis, the board will be briefed on significant public education issues and events.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

**Consideration of Petition for Amendment to 19 TAC Chapter 74, Curriculum Requirements,
Subchapter B, Graduation Requirements, §74.12, Foundation High School Program**

February 1, 2019

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: A petition to amend 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, has been received from the Texas Speech Communication Association. The petition requests that the rule be changed to allow students to satisfy a fine arts graduation requirement by successfully completing Debate I, II, or III; Oral Interpretation I, II, or III; or Public Speaking I, II, or III and competing in speech or debate competitions. This item provides an opportunity for the State Board of Education (SBOE) to consider the petition.

STATUTORY AUTHORITY: Texas Government Code (TGC), §2001.021; 19 TAC §30.1; and Texas Education Code (TEC), §28.002 and §28.025.

TGC, §2001.021, permits an interested person to request that a state agency adopt a rule change. It also requires a state agency to either deny the petition in writing or initiate rulemaking proceedings.

19 TAC §30.1 allows any interested person to petition the SBOE for the adoption, amendment, or repeal of an SBOE rule and establishes the procedures for the review of a petition for a rule change.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002.

The full text of statutory citations can be found in the statutory authority section of this agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: Mr. Colin Malinak, president of the Texas Speech Communication Association, submitted to the SBOE a petition requesting that students who participate in extracurricular speech and debate competitions and are enrolled in Debate I, II, or III; Oral Interpretation I, II, or III; or Public Speaking I, II, or III be able to fulfill the fine arts graduation requirement. Specifically, the petitioner has requested that the SBOE amend 19 TAC §74.12(b)(7) by adding new §74.12(b)(7)(C) to read, "In accordance with local district policy, credit may be earned through participation in speech and debate competition for students enrolled in Debate I, II, or III; Oral Interpretation I, II, or III; or Public Speaking I, II, or III." The petitioner also recommended adding new §74.12(b)(7)(D) to specify that no more than four credits may be earned through a combination of the proposed substitutions in his petition for fine arts credit. The petitioner stated that students who participate in speech and debate competitions gain the critical thinking and communication skills that are outlined in the introductory language of the Texas Essential Knowledge and Skills (TEKS) for fine arts. The petitioner also stated that "Debate and Public Speaking teach critical thinking and communication while encouraging higher cognitive functioning through team work (partnered debates), research skills,

persuasion, and refutation." The petition, which provides the petitioner's rationale and justification, is presented in the attachment to this item.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the Foundation High School Program for graduation. In accordance with TEC, §28.025(b-1)(7), the SBOE must include a requirement that students successfully complete one credit in fine arts. Section 74.12 outlines the requirements for the Foundation High School Program. Proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, appear as a separate item in this agenda.

Fine arts courses in art, dance, music, music studies, theatre, floral design, digital art and animation, and 3-D modeling and animation that may satisfy the fine arts graduation requirement are specified in §74.12(b)(7). A district may also allow a student to earn credit through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. In order for a participation in a community-based fine arts program to satisfy the state graduation credit in fine arts, instruction in the TEKS identified for a fine arts course as defined by 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, must be provided through the program. The district must also apply to the commissioner of education for approval of such programs.

Revisions to high school English elective courses in 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School, including Debate I, II, and III; Oral Interpretation I, II, and III; and Public Speaking I, II, and III, were adopted in 2010. At that time, the TEKS review committees did not recommend that English elective courses satisfy the fine arts requirement.

The TEKS for Debate I, II, and III; Oral Interpretation I, II, and III; and Public Speaking I, II, and III are not aligned with the standards for fine arts nor do they include all of the components included in fine arts and CTE courses that may currently satisfy a fine arts graduation credit. Additionally, participation in an extracurricular activity in addition to successful completion of a TEKS-based course is not required in any other subject area in order to earn credit toward high school graduation. Therefore, TEA staff recommends that the SBOE deny the petition.

MOTION TO BE CONSIDERED: The State Board of Education:

Deny the petition to amend 19 TAC §74.12, Foundation High School Program, concerning fine arts courses eligible for graduation requirements because Debate I, II, and III; Oral Interpretation I, II, and III; and Public Speaking I, II, and III are not aligned with knowledge and skills in fine arts courses.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Petition to Amend Rule Concerning Fine Arts Graduation Requirements

Figure: 19 TAC §30.1(a)

STATE BOARD OF EDUCATION
Petition for Adoption of a Rule

The Texas Government Code, §2001.021, provides that any interested person may petition an agency requesting the adoption of a rule.

Petitions should be signed and submitted to:

Commissioner of Education
Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494

Name: Colin Malinak

Affiliation/Organization (if applicable): Texas Speech Communication Association

Address: 9401 Starcrest Dr. San Antonio, TX 78217

Telephone: (210) 445-2425

Date: 12/12/18

Texas Government Code, §2001.021, specifies that an interested person must meet one of the following criteria. Please check all of the following that apply to you.

- checkbox resident of Texist
checkbox business entity located in Texist
checkbox governmental subdivision located in Texist
checkbox [checked] public or private organization located in Texas that is not a state agencyt

Proposed rule text (indicate words to be added or deleted from the current text):

in 19 TAC§74.12(7) add
"(C) In accordance with local district policy, credit may be earned through participation in Speech and Debate competition for students enrolled in Debate I, II, or III, Oral Interpretation I, II, or III, or Public Speaking I, II, or III.
(D) No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraph (C) of this paragraph."

Statutory authority for the proposed rule action:

Texas Education Code, §§7.102(c)(4); 28.002; and 28.025

Why is this rule action necessary or desirable?

Debate, Public Speaking, and Oral Interpretation, as courses, represent a growing body of students developing desired skills as outlined in the Long-Range Planning Public Input Survey Final Results - namely "to teach communication, problem-solving, critical thinking and other employability skills." These skills are in line with the TEC fine arts description as provided below. Specifically, Debate and Public Speaking teach critical thinking and communication while encouraging higher cognitive functioning through team work (partnered debates), research skills, persuasion, and refutation.

(If more space is required, attach additional sheets.)

Handwritten signature of Colin Malinak
Petitioner's Signature TSCA, PRESIDENT

Oral Interpretation directly challenges students to explore realities, relationships, and ideas through the medium of competitive acting in-line with UIL One Act. Through representational acting in Duet Acting/Dramatic/Humorous/Prose/Poetry interpretation, and thematic explorations in Program of Oral Interpretation, students are directly engaging in the medium of fine arts.

Thousands of students participate in these disciplines over the course of every weekend but are not receiving any required graduation credit.

Per Chapter 117, Subchapter C of the Texas Education Code, §117.302(b)(1)

“The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to **explore realities, relationships, and ideas**. These disciplines engage and motivate all students through **active learning, critical thinking, and innovative problem solving**. The fine arts develop cognitive functioning and increase student academic achievement, **higher-order thinking, communication, and collaboration skills**, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.”

Debate, Public Speaking, and Oral Interpretation exemplify these objectives.

Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements (First Reading and Filing Authorization)

February 1, 2019

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item presents for first reading and filing authorization proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, to update the rules to align with recent changes to the Texas Essential Knowledge and Skills (TEKS) for fine arts and to establish courses to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(f)(2), requires the SBOE to approve courses in cybersecurity for credit for high school graduation.

TEC, §28.025(a), requires the SBOE to by rule determine the curriculum requirements for the foundation high school program that are consistent with the required curriculum under TEC, §28.002, and to designate the specific courses in the foundation curriculum that are required under the foundation high school program.

TEC, §28.025(b-1), requires the SBOE to by rule require that the curriculum requirements for the foundation high school program include a requirement that students successfully complete four credits in English language arts, including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course; three credits in mathematics, including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course; three credits in science, including one credit in biology, one credit in any advanced science course, and one credit in integrated physics and chemistry or in an additional advanced science course; three credits in social studies, including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history; two credits in the same language in a language other than English; five elective credits; one credit in fine arts; and one credit in physical education.

TEC, §28.025(c-1), requires the SBOE to by rule provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The SBOE by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year.

TEC, §28.025(c-1)(1), establishes that an endorsement may be earned in STEM, which includes courses related to science, including environmental science; technology, including computer science, cybersecurity, and computer coding; engineering; and advanced mathematics.

TEC, §28.025(c-2), requires the SBOE, in adopting rules, to require a student in order to earn any endorsement to successfully complete four credits in mathematics, which must include Algebra I, geometry, and two advanced mathematics courses; four credits in science, which must include biology, integrated physics and chemistry or an additional advanced science course, and two advanced science courses or an advanced career and technology course; and two additional elective credits. The SBOE, in adopting rules, is also required to develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives and to require each school district to report to the agency the categories of endorsements for which the district offers all courses for curriculum requirements, as determined by board rule.

TEC, §28.025(c-10), requires the SBOE to adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendments to 19 TAC Chapter 74, Subchapter B, is August 1, 2019. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2019-2020 school year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement these amendments when they begin their school year.

PREVIOUS BOARD ACTION: The SBOE adopted rules in 19 TAC Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. The SBOE adopted amendments to 19 TAC Chapter 74, Subchapter B, effective August 22, 2016, and August 28, 2017. The SBOE last adopted amendments effective August 27, 2018.

BACKGROUND INFORMATION AND JUSTIFICATION: The 83rd Texas Legislature, Regular Session, 2013, passed House Bill (HB) 5, amending TEC, §28.025, to transition from three high school graduation programs to one foundation high school program with endorsement options to increase flexibility for students. HB 5 gave the SBOE the authority to identify advanced courses related to the new graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments related to the new graduation program.

The 85th Texas Legislature, Regular Session, 2017, passed HB 3593, amending TEC, §28.025(c-1)(1), to add cybersecurity and computer coding to the courses to be included in a STEM endorsement. HB 3593 also added TEC, §28.025(c-10), to require the SBOE to adopt or select five technology applications courses to be included in a cybersecurity pathway for the STEM endorsement. In August 2018, a committee of secondary and postsecondary educators and business and industry representatives were selected to develop recommendations for TEKS for new cybersecurity courses and for the cybersecurity pathway. The committee met again in October 2018 and January 2019 to finalize their recommendations.

For students to earn state credit toward specific graduation requirements, a course must be approved by the SBOE and included in SBOE rule. At the September 2017 SBOE meeting, the committee discussed International Baccalaureate (IB) courses that are not currently included in SBOE rule and considerations regarding the appropriate amount of state credit that should be awarded for IB courses. At that time, the board requested that agency staff prepare rule text to address these issues. Throughout 2018, the SBOE adopted rules to align the TEKS with current course offerings by the International Baccalaureate Organization. In September 2018, the SBOE discussed the addition of two currently approved innovative courses, IB Film Standard Level and IB Film Higher Level, to the TEKS for fine arts, and in November 2018, the SBOE approved for first reading and filing authorization the proposal to add the two new courses.

This item provides an opportunity for the SBOE to update the rules to align with recent changes to the TEKS for fine arts. The attachment reflects the text of the proposed amendment to 19 TAC §74.12, Foundation High School Program, for consideration by the SBOE for first reading and filing authorization. The proposed amendment to 19 TAC §74.13, Endorsements, will be provided as a separate exhibit at the January-February 2019 SBOE meeting.

Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, was not presented as a discussion item. However, the proposed amendment related to fine arts was discussed by the SBOE in November 2018 as part of consideration of Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The proposed amendment related to the cybersecurity pathway for the STEM endorsement was discussed by the SBOE in November 2018 as part of the discussion on proposed new cybersecurity TEKS.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new

regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would add flexibility in course options for students to meet high school graduation requirements. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register*.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program

Separate Exhibit: Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.13, Endorsements
(to be provided at the January-February 2019 SBOE meeting)

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter B. Graduation Requirements

§74.12. Foundation High School Program.

- (a) (No change.)
- (b) Core courses. A student must demonstrate proficiency in the following.
 - (1) English language arts--four credits. Two of the credits must consist of English I and II. (Students with limited English proficiency who are at the beginning or intermediate level of English language proficiency, as defined by §74.4(d) of this title (relating to English Language Proficiency Standards), may satisfy the English I and English II graduation requirements by successfully completing English I for Speakers of Other Languages and English II for Speakers of Other Languages.) A third credit must consist of English III or a comparable Advanced Placement (AP) or International Baccalaureate (IB) English language arts course that does not count toward another credit required for graduation. A fourth credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
 - (A) English IV;
 - (B) Independent Study in English;
 - (C) Literary Genres;
 - (D) Creative Writing;
 - (E) Research and Technical Writing;
 - (F) Humanities;
 - (G) Public Speaking III;
 - (H) Communication Applications, which must be combined with another half credit from the other courses listed in subparagraphs (A)-(G) and (I)-(S) of this paragraph;
 - (I) Oral Interpretation III;
 - (J) Debate III;
 - (K) Independent Study in Speech;
 - (L) Independent Study in Journalism;
 - (M) Advanced Broadcast Journalism III;
 - (N) Advanced Journalism: Newspaper III;
 - (O) Advanced Journalism: Yearbook III;
 - (P) a comparable Advanced Placement (AP) or International Baccalaureate (IB) English language arts course that does not count toward another credit required for graduation;
 - (Q) after the successful completion of English I, II, and III, a locally developed English language arts course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the Texas Education Code (TEC), §28.002(g-1);
 - (R) Business English; and

- (S) a college preparatory English language arts course that is developed pursuant to the TEC, §28.014.
- (2) Mathematics--three credits. Two of the credits must consist of Algebra I and Geometry.
- (A) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses or a credit selected from the courses listed in subparagraph (B) of this paragraph:
 - (i) Mathematical Models with Applications;
 - (ii) Mathematical Applications in Agriculture, Food, and Natural Resources;
 - (iii) Digital Electronics;
 - (iv) Robotics Programming and Design;
 - (v) Financial Mathematics;
 - (vi) Applied Mathematics for Technical Professionals;
 - (vii) Accounting II;
 - (viii) Manufacturing Engineering Technology II; and
 - (ix) Robotics II.
 - (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following courses:
 - (i) Algebra II;
 - (ii) Precalculus;
 - (iii) Advanced Quantitative Reasoning;
 - (iv) Independent Study in Mathematics;
 - (v) Discrete Mathematics for Problem Solving;
 - (vi) Algebraic Reasoning;
 - (vii) Statistics;
 - (viii) a comparable AP or IB mathematics course that does not count toward another credit required for graduation;
 - (ix) AP Computer Science A;
 - (x) IB Computer Science Higher Level;
 - (xi) Engineering Mathematics;
 - (xii) Statistics and Business Decision Making;
 - (xiii) Mathematics for Medical Professionals;
 - (xiv) Discrete Mathematics for Computer Science;
 - (xv) pursuant to the TEC, §28.025(b-5), after the successful completion of Algebra II, a mathematics course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The Texas Education Agency (TEA) shall maintain a current list of courses offered under this subparagraph; and

- (xvi) after the successful completion of Algebra I and Geometry, a locally developed mathematics course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
 - (C) A single two-credit IB mathematics course may only satisfy one mathematics requirement.
- (3) Science--three credits. One credit must consist of Biology or a comparable AP or IB biology course.
 - (A) One credit must be selected from the following laboratory-based courses:
 - (i) Integrated Physics and Chemistry;
 - (ii) Chemistry;
 - (iii) Physics;
 - (iv) Principles of Technology; and
 - (v) a comparable AP or IB chemistry or physics course that does not count toward another credit required for graduation.
 - (B) The additional credit may be selected from one full credit or a combination of two half credits from two different courses, subject to prerequisite requirements, from the following laboratory-based courses:
 - (i) Chemistry;
 - (ii) Physics;
 - (iii) Aquatic Science;
 - (iv) Astronomy;
 - (v) Earth and Space Science;
 - (vi) Environmental Systems;
 - (vii) a comparable AP or IB science course that does not count toward another credit required for graduation;
 - (viii) Advanced Animal Science;
 - (ix) Advanced Plant and Soil Science;
 - (x) Anatomy and Physiology;
 - (xi) Medical Microbiology;
 - (xii) Pathophysiology;
 - (xiii) Food Science;
 - (xiv) Forensic Science;
 - (xv) Biotechnology I;
 - (xvi) Biotechnology II;
 - (xvii) Principles of Technology;
 - (xviii) Scientific Research and Design;
 - (xix) Engineering Design and Problem Solving;
 - (xx) Engineering Science;

- (xxi) pursuant to the TEC, §28.025(b-5), after the successful completion of physics, a science course endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit. The TEA shall maintain a current list of courses offered under this clause; and
 - (xxii) a locally developed science course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate that is developed pursuant to the TEC, §28.002(g-1).
- (C) Credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.
- (D) A single two-credit IB science course may only satisfy one science requirement.
- (4) Social studies--three credits. Two of the credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The additional credit may be selected from the following courses:
- (A) World History Studies; and
 - (B) World Geography Studies; and
 - (C) a comparable AP or IB world history or world geography course that does not count toward another credit required for graduation.
- (5) Languages other than English (LOTE)--two credits.
- (A) The credits may be selected from the following:
 - (i) any two levels in the same language, including comparable AP or IB language courses that do not count toward another credit required for graduation; or
 - (ii) two credits in computer programming languages, including computer coding, to be selected from Computer Science I, II, and III, AP Computer Science Principles, AP Computer Science A, IB Computer Science Standard Level, and IB Computer Science Higher Level.
 - (B) A single two-credit IB LOTE course may only satisfy one LOTE requirement.
 - (C) If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course as follows:
 - (i) Special Topics in Language and Culture;
 - (ii) World History Studies or World Geography Studies for a student who is not required to complete both by the local district;
 - (iii) another credit selected from Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or
 - (iv) computer programming languages, including computer coding.
 - (D) The determination regarding a student's ability to complete the second credit of LOTE must be agreed to by:
 - (i) the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent or person standing in parental relation;
 - (ii) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or

- (iii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
 - (E) A student, who due to a disability, is unable to complete two credits in the same language in a language other than English, may substitute a combination of two credits that are not being used to satisfy another specific graduation requirement selected from English language arts, mathematics, science, or social studies or two credits in career and technical education or technology applications for the LOTE credit requirements. The determination regarding a student's ability to complete the LOTE credit requirements will be made by:
 - (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A; or
 - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.
 - (F) A student who successfully completes a dual language immersion/two-way or dual language immersion/one-way program in accordance with §89.1210(d)(3) and (4) of this title (relating to Program Content and Design), §89.1227 of this title (relating to Minimum Requirements for Dual Language Immersion Program Model), and §89.1228 of this title (relating to Dual Language Immersion Program Model Implementation) at an elementary school may satisfy one credit of the two credits required in a language other than English.
 - (i) To successfully complete a dual language immersion program, a student must:
 - (I) have participated in a dual language immersion program for at least five consecutive school years;
 - (II) achieve high levels of academic competence as demonstrated by performance of meets or masters grade level on the State of Texas Assessments of Academic Readiness (STAAR®) in English or Spanish, as applicable; and
 - (III) achieve proficiency in both English and a language other than English as demonstrated by scores of proficient or higher in the reading and speaking domains on language proficiency or achievement tests in both languages.
 - (ii) The second credit of a language other than English must be in the same language as the successfully completed dual language immersion program.
- (6) Physical education--one credit.
 - (A) The required credit may be selected from any combination of the following one-half to one credit courses:
 - (i) Foundations of Personal Fitness;
 - (ii) Adventure/Outdoor Education;
 - (iii) Aerobic Activities; and
 - (iv) Team or Individual Sports.
 - (B) In accordance with local district policy, the required credit may be earned through completion of any Texas essential knowledge and skills-based course that meets the requirement in subparagraph (E) of this paragraph for 100 minutes of moderate to

vigorous physical activity per five-day school week and that is not being used to satisfy another specific graduation requirement.

- (C) In accordance with local district policy, credit for any of the courses listed in subparagraph (A) of this paragraph may be earned through participation in the following activities:
 - (i) Athletics;
 - (ii) Junior Reserve Officer Training Corps (JROTC); and
 - (iii) appropriate private or commercially sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.
 - (I) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.
 - (II) Private or commercially sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.
- (D) In accordance with local district policy, up to one credit for any one of the courses listed in subparagraph (A) of this paragraph may be earned through participation in any of the following activities:
 - (i) Drill Team;
 - (ii) Marching Band; and
 - (iii) Cheerleading.
- (E) All substitution activities allowed in subparagraphs (B)-(D) of this paragraph must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
- (F) Credit may not be earned more than once for any course identified in subparagraph (A) of this paragraph. No more than four substitution credits may be earned through any combination of substitutions allowed in subparagraphs (B)-(D) of this paragraph.
- (G) A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science, or social studies) or a course that is offered for credit as provided by the TEC, §28.002(g-1), for the physical education credit requirement. The determination regarding a student's ability to participate in physical activity will be made by:
 - (i) the student's ARD committee if the student receives special education services under the TEC, Chapter 29, Subchapter A;
 - (ii) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, Section 794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973; or

- (iii) a committee established by the school district of persons with appropriate knowledge regarding the student if each of the committees described by clauses (i) and (ii) of this subparagraph is inapplicable. This committee shall follow the same procedures required of an ARD or a Section 504 committee.

(7) Fine arts--one credit.

- (A) The credit may be selected from the following courses subject to prerequisite requirements:

- (i) Art, Level I, II, III, or IV;
- (ii) Dance, Level I, II, III, or IV;
- (iii) Music, Level I, II, III, or IV;
- (iv) Music Studies;
- (v) Theatre, Level I, II, III, or IV;
- (vi) Musical Theatre, Level I, II, III, or IV;
- (vii) Technical Theatre, Level I, II, III, or IV;
- (viii) IB Film Standard or Higher Level;
- (ix) [~~(viii)~~] Floral Design;
- (x) [~~(ix)~~] Digital Art and Animation; and
- (xi) [~~(x)~~] 3-D Modeling and Animation.

- (B) In accordance with local district policy, credit may be earned through participation in a community-based fine arts program not provided by the school district in which the student is enrolled. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in fine arts. Approval may be granted if the fine arts program provides instruction in the essential knowledge and skills identified for a fine arts course as defined by Chapter 117, Subchapter C, of this title (relating to High School, Adopted 2013).

(c)-(d) (No change.)

Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit)
(First Reading and Filing Authorization)

February 1, 2019

COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit). The proposal would add Texas Essential Knowledge and Skills (TEKS) for two new technology applications courses in cybersecurity for implementation in the 2019-2020 school year.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.002(f)(2), requires the SBOE to approve courses in cybersecurity for credit for high school graduation.

TEC, §28.025(a), requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under TEC, §28.002, and to designate the specific courses in the foundation curriculum that are required under the foundation high school program.

TEC, §28.025(c-1)(1), establishes that an endorsement may be earned in science, technology, engineering, and mathematics (STEM), which includes courses related to science, including environmental science; technology, including computer science, cybersecurity, and computer coding; engineering; and advanced mathematics.

TEC, §28.025(c-10), requires the SBOE to adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed new rules is August 1, 2019. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2019-2020 school

year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement these amendments when they begin their school year.

PREVIOUS BOARD ACTION: The SBOE adopted the technology applications TEKS effective September 1, 1998. In April 2011, the SBOE adopted revisions to the technology applications TEKS effective September 26, 2011.

BACKGROUND INFORMATION AND JUSTIFICATION: The 85th Texas Legislature, Regular Session, 2017, passed House Bill (HB) 3593, adding TEC, §28.002(f)(2), to require that the SBOE approve courses in cybersecurity for credit for high school graduation. HB 3593 amended TEC, §28.025(c-1)(1), to add cybersecurity and computer coding to the courses to be included in a STEM endorsement. HB 3593 also added TEC, §28.025(c)(10), to require that the SBOE adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the STEM endorsement.

In spring 2015, a new Principles in Cybersecurity innovative course was approved by the commissioner of education for use beginning with the 2016-2017 school year. School districts and open-enrollment charter schools may offer any state-approved innovative course for elective credit with the approval of the local board of trustees.

In August 2018, a committee of secondary and postsecondary educators and business and industry representatives were selected to develop recommended TEKS for new cybersecurity courses for the pathway. The committee convened for the first face-to-face meeting in Austin in September 2018 to begin working on recommendations for a TEKS-based foundational course in cybersecurity based on the Principles in Cybersecurity innovative course. The committee participated in an additional face-to-face meeting in October 2018 to develop recommendations for a second cybersecurity course that would serve as a capstone for the cybersecurity pathway. At the November 2018 meeting, the SBOE discussed proposed new 19 TAC §126.51 and §126.52. Draft TEKS for the proposed new courses were sent to interested stakeholders to provide feedback in December 2018. In January 2019, the committee participated in another face-to-face meeting to review comments provided by interested stakeholders and to finalize recommendations for the two cybersecurity courses.

The text of proposed new 19 TAC §126.51 and §126.52 for consideration by the SBOE for first reading and filing authorization will be provided as a separate exhibit at the January-February 2019 SBOE meeting.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that the proposed new rules would have fiscal implications for state government. For fiscal year 2019, the estimated cost to TEA to reimburse committee members for travel to review and streamline the social studies TEKS is \$10,000. There would also be implications for the TEA if the state creates professional development to help teachers and administrators understand the new TEKS. Any professional development that is created would be based on whether TEA receives an appropriation for professional development in the next biennium.

The proposed new rules may have fiscal implications for school districts and charter schools to implement the new TEKS. The costs may include the need for professional development and revisions to district-developed databases, curriculum, and scope and sequence documents. Since curriculum and instruction decisions are made at the local district level, it is difficult to estimate the fiscal impact on any given district.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would add two new TEKS-based courses for students and would increase flexibility in meeting graduation requirements. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*. A request for a public hearing on the proposal submitted under the Administrative Procedure Act must be received by the commissioner of education not more than 14 calendar days after notice of the proposal has been published in the *Texas Register*.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit).

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Separate Exhibit: Text of Proposed New 19 TAC Chapter 126, Texas Essential Knowledge and Skills for Technology Applications, Subchapter C, High School, §126.51, Principles of Cybersecurity (One Credit), and §126.52, Cybersecurity (One Credit)
(to be provided at the January-February 2019 SBOE meeting)

Action on Renewal of Texas Certificate of High School Equivalency Contracts

February 1, 2019

COMMITTEE OF THE FULL BOARD: ACTION STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the committee and board to review test vendor-requested amendments and determine action on vendor contract renewals related to 19 TAC Chapter 89 Texas Certificate of High School Equivalency. The current 3-year contracts expire August 31, 2019 and allow for up to two 1-year extensions.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.111.

TEC, §7.111, requires the State Board of Education (SBOE) to adopt rules to develop and deliver high school equivalency examinations and provide for the administration of the examinations online.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter C, Texas Certificate of High School Equivalency, to be effective September 1, 1996. Rules in 19 TAC Subchapter C, were last amended to be effective December 11, 2011, October 10, 2013 and December 25, 2016.

BACKGROUND INFORMATION AND JUSTIFICATION: In January 2015, the Texas Education Agency (TEA) released a competitive request for proposals (RFP) to solicit proposals for a provider for the Texas Certificate of High School Equivalency examination. At the April 2015 SBOE meeting, TEA staff presented the results of the RFP. The SBOE requested that TEA extend the existing provider's Memorandum of Understanding for six months beyond the expiration date and begin the development of a new RFP to potentially identify multiple test providers.

At the July 2015 meeting, the committee held a public hearing. Additionally, at the July 2015 meeting, the board approved a decision matrix of requirements to be included in a future RFP. During the September 2015 meeting, the board approved the competitive RFP to be released in fall 2015.

On January 29, 2016 the board voted to award contracts to three separate companies to provide high school equivalency assessments in Texas. The three companies are Data Recognition Corporation, Educational Testing Service, and GED Testing Service. On September 16, 2016, the board gave the chair authority to sign new contracts with vendors beginning October 8, 2016, or when the vendors are ready to provide services and staff and the board chair are confident the vendor can execute the terms of the Request for Proposals.

On November 18, 2016 the board approved expanding the entities eligible to serve as official paper-based testing centers and defined the requirements for paper-based testing centers.

On November 16, 2018 the board instructed staff to proceed with renewal of existing contracts.

FISCAL IMPACT: None.

PUBLIC BENEFIT: Individuals will have access to an appropriate examination(s) aligned to Texas standards to be able to earn a Texas Certificate of High School Equivalency.

DATA AND REPORTING IMPACT: None.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the contract renewal for GED Testing Service and amended contract renewal for Educational Testing Service.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services

Cindee Tonnesen, Assistant Director, Texas Certificate of High School Equivalency College, Career, and Military Preparation

Update on Texas Essential Knowledge and Skills (TEKS) Review

January 29, 2019

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the opportunity for staff to present an update on the review of the Texas Essential Knowledge and Skills (TEKS).

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002, and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The English language arts and reading TEKS were amended effective September 4, 2008. The Spanish language arts and reading TEKS were amended effective November 26, 2008. The TEKS for high school English elective courses were amended effective August 23, 2010. In May 2017, the SBOE gave final approval to revisions to the English and Spanish language arts and reading TEKS for Kindergarten-Grade 8 with a scheduled implementation date of the 2019-2020 school year. The SBOE gave final approval to revisions to the English language arts and reading and English as a second language (ESL) TEKS for high school with a scheduled implementation date of the 2020-2021 school year. The mathematics TEKS were amended effective August 1, 2006. The secondary mathematics TEKS were amended effective February 22, 2009. The mathematics TEKS were again amended effective September 12, 2012. The science TEKS were amended effective August 4, 2009. The SBOE gave final approval to streamlined science TEKS in April 2017 for implementation in the 2018-2019 school year. The social studies TEKS were amended effective August 23, 2010. The SBOE gave final approval to streamlined social studies TEKS in November 2018. The streamlined social studies TEKS for middle and high school social studies are scheduled for implementation beginning with the 2019-2020 school year and Kindergarten-Grade 5 are scheduled for implementation in the 2020-2021 school year. The career and technical education (CTE) TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. The revised CTE TEKS were implemented in the 2017-2018 school year. The fine arts TEKS were amended effective August 24, 2015. The TEKS for languages other than English (LOTE) were amended effective July 15, 2014, and December 31, 2014, and were implemented in the 2017-2018 school year. The technology applications TEKS were amended effective September 26, 2011.

BACKGROUND INFORMATION AND JUSTIFICATION: The board received training from a standards writing advisor at the July 2014 meeting. The standards writing advisor provided additional

training to Texas Education Agency (TEA) staff in October 2014 to support future facilitation of the TEKS review committees.

The 2017 TEKS review and revision process was used for the streamlining of the social studies TEKS. The board directed work groups to make recommendations for Kindergarten-Grade 8 and the following high school courses: U.S. History Studies, World History Studies, World Geography Studies, U.S. Government, and Economics, with Emphasis on the Free Enterprise System and Its Benefits. Five different work groups were convened from February-August 2018 to make recommendations to the board. At its November 2018 meeting, the SBOE approved for second reading and final adoption proposed revisions to streamline the social studies TEKS. The TEKS for middle school and high school social studies are scheduled for implementation beginning with the 2019-2020 school year and the TEKS for Kindergarten-Grade 5 social studies are scheduled for implementation in the 2020-2021 school year.

In 2011, Senate Bill 6, 82nd Texas Legislature, First Called Session, amended the required curriculum to include economics, with emphasis on the free enterprise system and its benefits, as part of the subjects that constitute social studies rather than as a separate subject area. As a result of this change, the TEKS for economics were moved from 19 TAC Chapter 118 to 19 TAC Chapter 113 at the time the social studies TEKS were streamlined.

At the September 2017 meeting, the board approved a request for the commissioner to convene a group of experts to develop a study to provide guidance for the development of revised health education TEKS. At that time, the SBOE also approved parameters for the recommendations of the commissioner's committee to include a framework for what the strands should be for Kindergarten-Grade 12, distinctions regarding grade levels and/or grade bands at which health concepts are most appropriately taught, and a summary of all statutory requirements related to health education and suggestions regarding the most appropriate way to integrate those requirements into the framework. The review of the health education TEKS is scheduled take place concurrently with the review of the physical education TEKS. The reviews will begin in 2019.

At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process. The complete updated process will be used for the review of the physical education and health TEKS. The SBOE will begin the review of the English Language Proficiency Standards (ELPS) in 2019, in accordance with the SBOE's approved TEKS and instructional materials review schedule. Applications to serve on ELPS review work groups were posted on the TEA website in December 2018. Also in December 2018, TEA distributed a survey to collect information from educators regarding the review and revision of the ELPS.

PUBLIC BENEFIT: Benefits include better alignment of the ELPS and TEKS and coordination of the standards with the adoption of instructional materials.

PUBLIC COMMENTS: None.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Discussion of Perkins Reauthorization and Transition Plan

January 29, 2019

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides the opportunity for the committee to hear an update on the Reauthorization of Federal Perkins funding and the transition plan for the state of Texas in compliance with the reauthorization.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.109.

TEC, §7.109, designates the State Board of Education as the State Board for Career and Technology Education. The commissioner is the executive officer through whom the State Board for Career and Technology Education shall carry out its policies and enforce its rules.

TEC, §7.109(d) permits the State Board for Career and Technology Education to allocate funds appropriated to the board by the legislature or federal funds received by the board under the Carl D. Perkins Vocational Education Act (20 U.S.C. Section 2301 et seq.) or other federal law to an institution or program approved by the State Board of Education, the Texas Higher Education Coordinating Board, or another state agency specified by law.

FUTURE ACTION EXPECTED: Approval of the Perkins Transition Plan will be included as an action item on the April 2019 SBOE agenda.

BACKGROUND INFORMATION AND JUSTIFICATION: On July 31, 2018, the president signed the *Strengthening Career and Technical Education for the 21st Century Act* into law. Commonly referred to as Perkins V. Section 122 (a) requires each state to prepare and submit to the United States Department of Education Secretary a State plan for a four-year period, except that, during the first fiscal year following the enactment of the Act, each eligible agency may fulfill its obligation by submitting a one-year transition plan. Texas has received approval from the governor to submit a CTE transition plan for 2019-2020 in preparation for a full Perkins State four-year plan for 2020-2021 and beyond. The required State plan narrative includes seven key areas: planning, coordination, and collaboration prior to State plan submission; program administration; provision of services to special populations; accountability and evaluation; financial requirements; and EDGAR certifications and other assurances. The transition plans significantly consolidate the information required in order to prepare for full implementation in 2020-2021.

The requirements in the Perkins Act support a renewed vision of career and technical education (CTE) programs for the 21st century. The Act envisions that all students will achieve challenging academic, technical, and employability skills and be prepared for high-skill, high-wage, and in-demand occupations in current or emerging professions. The Act provides an increased focus on the academic achievement of career and technical education students, alignment with regional labor market needs, and improves state and local accountability, and strengthens the connections between secondary and postsecondary education.

Staff Members Responsible:

Heather Justice, Division Director, College, Career, and Military Preparation

Ryan Merritt, CTE Director, College, Career, and Military Preparation

Texas Commission on Public School Finance Update

January 29, 2019

**COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: The board will receive an update on the work of the Texas Commission on Public School Finance.

BACKGROUND INFORMATION AND JUSTIFICATION: House Bill 21, 85th Texas Legislature, 1st Called Special Session (2017), established the Texas Commission on Public School Finance to develop and make recommendations for improvements to the current public school finance system. The commission spent the past year studying school funding issues and issued a final report to the Texas Legislature in December. State Board of Education member Keven Ellis, who served as vice chair of the commission, will provide an update on the work of the commission and on the recommendations it has made.

Staff Members Responsible:

Debbie Graves Ratcliffe, Executive Director, Division of State Board of Education Support

**Procedural Action Related to New 19 TAC Chapter 113,
Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School,
§113.50, Ethnic Studies: Mexican American Studies (One Credit)
(First Reading and Filing Authorization)**

February 1, 2019

**COMMITTEE OF THE FULL BOARD: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: In order to correct a procedural error made by the Texas Education Agency (TEA), this item presents for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit). This action would authorize the TEA to re-file the proposal adopted by the SBOE in September 2018 and would allow for implementation of the new course at the beginning of the 2019-2020 school year on the same timeline as the original adoption.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102(c)(4) and §28.002.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002(a), identifies the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

EFFECTIVE DATE: The proposed effective date of the proposed new rule is July 1, 2019.

PREVIOUS BOARD ACTION: At the January-February 2018 meeting, the SBOE discussed the development of the Texas Essential Knowledge and Skills (TEKS) for a Mexican American studies course. The SBOE again discussed the addition of a Mexican American studies course at their April 2018 meeting. At the June 2018 SBOE meeting, the board approved proposed new 19 TAC §113.50 for first reading and filing authorization. At the September 2018 SBOE meeting, the board approved proposed new 19 TAC §113.50 for second reading and final adoption.

BACKGROUND INFORMATION AND JUSTIFICATION: Following June action by the SBOE to approve the proposal for first reading and filing authorization, TEA filed the proposal for publication in the *Texas Register* on July 13, 2018. The filing initiated a timeline that required the filing of the rule as adopted by January 14, 2019. Because of a procedural error by TEA, the rule that was approved by the SBOE in September 2018 was not filed by the January deadline and the proposal has expired. In order for the rule to become effective so that the new course may be implemented beginning with the 2019-2020 school year, this item requests approval by the SBOE to authorize the agency to re-file the rule using the exact language approved by the SBOE at second reading and final adoption in September 2018.

FISCAL IMPACT: The TEA has determined that there are no additional costs to state or local government required to comply with the proposed new rule.

LOCAL EMPLOYMENT IMPACT: The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would add a new TEKS-based course option for students and increase flexibility in meeting graduation requirements. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: The proposal would have no procedural and reporting requirements.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: The TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: The public comment period will begin when the proposal, approved for first reading and filing authorization by the SBOE, is published in the *Texas Register*. A summary of public comments that were received during the last public comment period and responses to those comments will be included in the refile of this proposal.

MOTION TO BE CONSIDERED: The State Board of Education:

Suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed new 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit), as approved by the State Board of Education in September 2018, with an effective date of July 1, 2019.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment:

Text of Proposed New 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.50, Ethnic Studies: Mexican American Studies (One Credit)

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.50. Ethnic Studies: Mexican American Studies (One Credit).

- (a) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.
- (b) Introduction.
- (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
- (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (9) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
- (2) History. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas; and
- (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.
- (3) History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and
- (B) examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.
- (4) History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
- (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and
- (B) identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor.
- (5) History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

- (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and
 - (B) identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson.
- (6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history;
 - (B) identify physical and human geographic factors related to the settlement of American Indian societies;
 - (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;
 - (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;
 - (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and
 - (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.
- (7) Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s;
 - (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;
 - (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;
 - (D) analyze the economic contributions of the Mexican American labor force;
 - (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and
 - (F) discuss current issues related to the Mexican American labor force.
- (8) Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government;
 - (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm;
 - (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement;
 - (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement;

- (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe*; and
 - (F) discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.
- (9) Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups; and
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.
- (10) Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;
 - (B) analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez;
 - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement;
 - (D) identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time.
- (11) Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda García Cubero, and Mario José Molina.
- (12) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) analyze diverse points of view related to contemporary Mexican American issues;

- (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and
- (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Discussion of Pending Litigation

January 29, 2019

COMMITTEE OF THE FULL BOARD: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The State Board of Education may enter executive session in accordance with the Texas Government Code, §551.071(1)(A), to discuss pending and contemplated litigation with the general counsel, legal staff, and, if necessary, attorney(s) from the Attorney General's Office. The Committee of the Full Board will meet in Room 1-103 to discuss this item.

Cases to be discussed may include:

Tribune Company, No. 08-13141; *The Official Committee of Unsecured Creditors of Tribune Company v. Fitzsimmons*, Adv. Pro. No. 10-54010 (Bankr. D. Del);

Deutsche Bank v Bank of America, No. 3:11-CV-01175-F (N. D. Tex., Dallas Div.) and *Deutsche Bank v. Employees Retirement Fund of the City of Dallas*, No. 3:11-CV-1167-F; (N. D. Tex. Dallas Div.) CONSOLIDATED in: *In re: Tribune Company Fraudulent Conveyance Litigation*; No. 11-MD-2296 Consolidated Multidistrict Action (S.D.N.Y.);

La Feria ISD, Joaquin ISD v. Mike Morath, Commissioner of Education; Texas Education Agency; and Texas State Board of Education, in the 261st Judicial District Court of Texas; Docket No. D-1-GN-17-001385; and

any other litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

BOARD RESPONSE: Board may advise and comment.

PREVIOUS BOARD ACTION: The committee is apprised of pending litigation when the need arises.

FUTURE ACTION EXPECTED: Continued briefing on procedural developments.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: None.

Staff Member Responsible:

Von Byer, General Counsel, Legal Services

Learning Roundtable: Building a Stronger Texas Work Session

January 30, 2019

COMMITTEE OF THE FULL BOARD: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The State Board of Education will host a learning roundtable January 30 at the Austin Convention Center that will focus on three topic areas from the recently adopted *Long-Range Plan for Public Education*. Those topics are equity and access; student engagement and empowerment; and family engagement and empowerment.

BOARD RESPONSE: This item is presented for review and comment.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: After gathering significant public input, reviewing research, and cross-checking current strategic plans from organizations such as the Texas Education Agency and the Texas Higher Education Coordinating Board, the SBOE crafted and adopted a *Long-Range Plan for Public Education*.

The board is now hosting a free one-day conference to showcase the findings of the new plan, which can be used to guide policy development in Texas schools. The conference will highlight work that is already under way in some Texas schools that are examples of recommendations found in the plan.

The conference is scheduled from 8:30 a.m. to 3:50 p.m. January 30 on the fourth floor of the Austin Convention Center, located at 500 E. Cesar Chavez in Austin.

Staff Members Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

COMMITTEE ON INSTRUCTION

Election of Chair

January 31, 2019

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity for the Committee on Instruction to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only.

STATUTORY AUTHORITY: Statutory authority for this action is the Texas Education Code, [§7.107\(b\)](#).

TEC, §7.107(b) requires the SBOE to organize and adopt operating rules at the first meeting after an election and qualification of new members.

The full text of statutory citation can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: A committee chair was last elected on February 2, 2017.

BACKGROUND INFORMATION AND JUSTIFICATION: The board is required to organize at the first meeting after the election and qualification of new members. Section 1.2(d) of the board's operating rules require each standing committee to elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.

FISCAL IMPACT: None

Staff Members Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

**Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders
(Second Reading and Final Adoption)**

February 1, 2019

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, to adopt in rule as a figure the updated *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102(c)(28) and §38.003.

TEC, §7.102(c)(28), requires the State Board of Education (SBOE) to approve a program for testing students for dyslexia and related disorders.

TEC, §38.003, requires that students enrolling in public schools be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2019-2020 school year. The earlier effective date will allow for the rule to become effective so that districts can benefit from additional guidance for serving students with dyslexia and related disorders as soon as possible.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC §74.28 effective September 1, 1996, and last amended it effective August 27, 2018, to align the rule with legislative changes made by House Bill (HB) 1886, 85th Texas Legislature, Regular Session, 2017. At the September 2018 meeting, the SBOE postponed consideration for first reading and filing authorization of the proposed amendment to 19 TAC §74.28 until the November 2018 meeting to align with the approval of updates to the handbook. At the November 2018 SBOE meeting, the board gave final approval to the *Dyslexia Handbook*. The board also approved for first reading and filing authorization the proposed amendment to 19 TAC §74.28.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 74.28 provides guidance to school districts and open-enrollment charter schools for identifying students with dyslexia or related disorders and providing appropriate services to those students.

The 85th Texas Legislature, Regular Session, 2017, passed HB 1886 amending TEC, §38.003, to specify that a student enrolled in public school must be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The legislation

required that the program include screening at the end of the school year for all kindergarten students and first grade students. An amendment to §74.28 to align the rule with HB 1886 was approved for second reading and final adoption at the June 2018 SBOE meeting with an effective date of August 27, 2018.

TEA convened two committees to develop recommendations to update the *Dyslexia Handbook*, one committee to review updates related to screening students and a second committee to review updates related to student identification. The two committees were convened in March, May, June, July, and August 2018 to make recommendations for updates to the *Dyslexia Handbook*.

The SBOE was initially scheduled to consider the proposed amendment to 19 TAC §74.28 at the September 2018 meeting; however, additional time was needed to post and collect feedback on the draft recommendations for updates to the handbook. First reading and filing authorization for the proposed amendment to 19 TAC §74.28 was postponed until the November 2018 meeting to align with the approval of updates to the handbook. At the November 2018 SBOE meeting, the board approved the updated *Dyslexia Handbook*. The SBOE also approved for first reading and filing authorization the proposed amendment to 19 TAC §74.28.

The attachment to this item presents the text of the proposed amendment to 19 TAC §74.28, which would include the *Dyslexia Handbook* as Figure: 19 TAC §74.28(c), for consideration by the SBOE for second reading and final adoption. No changes are recommended since approved for first reading.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

The proposal would give districts and schools accurate and appropriate resources and information for providing services to students with dyslexia and related disorders and for complying with state and federal laws regarding these students. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no new data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the November 2018 SBOE meeting, notice of the proposed amendment to 19 TAC §74.28 was filed with the Texas Register, initiating the public comment period. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the January-February 2019 meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

By an affirmative vote of two-thirds of the members of the board, approve for second reading and final adoption proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, with an effective date of 20 days after filing as adopted with the Texas Register.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders

Due to the size of the *Dyslexia Handbook* adopted as Figure: 19 TAC §74.28(c), the *Dyslexia Handbook* is available electronically on the TEA website at <https://tea.texas.gov/academics/dyslexia/>.

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.28. Students with Dyslexia and Related Disorders.

- (a) In order to support and maintain full educational opportunity for students with dyslexia and related disorders and consistent with federal and state law, school districts and open-enrollment charter schools shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services.
- (b) The board of trustees of a school district or the governing body of an open-enrollment charter school must ensure that procedures for identifying a student with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to the student are implemented in the district.
- (c) A school district's or open-enrollment charter school's procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders [a]" provided in this subsection. The handbook is a set of guidelines for school districts and open-enrollment charter schools that may be modified by the SBOE only with broad-based dialogue that includes input from educators and professionals in the field of reading and dyslexia and related disorders from across the state.

Figure: 19 TAC §74.28(c)

- (d) Screening as described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders" and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.
- (e) A school district or open-enrollment charter school shall purchase a reading program or develop its own evidence-based reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." The professional development activities specified by each open-enrollment charter school and district and/or campus planning and decision making committee shall include these instructional strategies.
- (f) At least five school days before any evaluation or identification procedure is used selectively with an individual student, the school district or open-enrollment charter school must provide written notification to the student's parent or guardian or another person standing in parental relation to the student of the proposed identification or evaluation. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:
 - (1) a reasonable description of the evaluation procedure to be used with the individual student;
 - (2) information related to any instructional intervention or strategy used to assist the student prior to evaluation;
 - (3) an estimated time frame within which the evaluation will be completed; and
 - (4) specific contact information for the campus point of contact, relevant Parent Training and Information Projects, and any other appropriate parent resources.
- (g) Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), the school district or open-enrollment charter school must notify the student's parent or guardian or another person standing in parental relation to

the student of its proposal to conduct an evaluation consistent with 34 Code of Federal Regulations (CFR), §300.503, provide all information required under subsection (f) of this section, and provide:

- (1) a copy of the procedural safeguards notice required by 34 CFR, §300.504;
 - (2) an opportunity to give written consent for the evaluation; and
 - (3) a copy of information required under Texas Education Code (TEC), §26.0081.
- (h) Parents/guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by TEC, §26.0081(d), and options under federal law, including IDEA and the Rehabilitation Act, §504.
- (i) Each school or open-enrollment charter school must provide each identified student access at his or her campus to instructional programs required in subsection (e) of this section and to the services of a teacher trained in dyslexia and related disorders. The school district or open-enrollment charter school may, with the approval of each student's parents or guardians, offer additional services at a centralized location. Such centralized services shall not preclude each student from receiving services at his or her campus.
- (j) Because early intervention is critical, a process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available in each district and open-enrollment charter school as outlined in the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders." School districts and open-enrollment charter schools may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.
- (k) Each school district and open-enrollment charter school shall provide a parent education program for parents/guardians of students with dyslexia and related disorders. This program must include:
- (1) awareness and characteristics of dyslexia and related disorders;
 - (2) information on testing and diagnosis of dyslexia and related disorders;
 - (3) information on effective strategies for teaching students with dyslexia and related disorders;
 - (4) information on qualifications of those delivering services to students with dyslexia and related disorders;
 - (5) awareness of information on accommodations and modifications, especially those allowed for standardized testing;
 - (6) information on eligibility, evaluation requests, and services available under IDEA and the Rehabilitation Act, §504, and information on the response to intervention process; and
 - (7) contact information for the relevant regional and/or school district or open-enrollment charter school specialists.
- (l) School districts and open-enrollment charter schools shall provide to parents of children suspected to have dyslexia or a related disorder a copy or a link to the electronic version of the "Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders."
- (m) School districts and open-enrollment charter schools will be subject to monitoring for compliance with federal law and regulations in connection with this section.

Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)
(Second Reading and Final Adoption)

February 1, 2019

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for second reading and final adoption proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The proposal would add two IB courses to the Texas Essential Knowledge and Skills (TEKS) for fine arts to align with current course offerings by the International Baccalaureate Organization. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§§7.102\(c\)\(4\)](#), [28.002](#), and [28.025](#).

TEC, [§7.102\(c\)\(4\)](#), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, [§28.002](#), identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments.

TEC, [§28.025](#), requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, [§28.002](#).

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed new rules is August 1, 2019.

PREVIOUS BOARD ACTION: The SBOE adopted the Texas Essential Knowledge and Skills (TEKS) for fine arts effective September 1, 1998. Amendments to the fine arts TEKS were last adopted effective July 28, 2013.

The SBOE approved revisions to IB courses in 19 TAC Chapters 110, 111, 112, and 114 for second reading and final adoption at the January-February 2018 meeting. The SBOE approved revisions to Advanced Placement (AP) and IB courses in 19 TAC Chapters 112, 113, 118, and 126 for second reading and final adoption at the April 2018 meeting. The board aligned the rules with additional course offerings by the International Baccalaureate Organization and updated the amount of credit available for IB and AP courses. At the November 2018 meeting, the SBOE approved proposed new 19 TAC [§117.327](#) and [§117.328](#) for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: In order for students to earn state credit toward specific graduation requirements, a course must be approved by the SBOE and included in administrative rule. At the September 2017 SBOE meeting, the committee discussed IB courses that are not currently included in SBOE rule and considerations regarding the appropriate amount of state credit that should be awarded for IB courses. At that time, the board requested that agency staff prepare rule text to address these issues and requested that staff balance the chapters that would be updated over two different meetings. At the January-February 2018 meeting, the SBOE approved proposed revisions to English language arts and reading, mathematics, science, and languages other than English IB courses for second reading and final adoption. The SBOE's approval included the addition of eight IB courses to SBOE rules and updates that increased the amount of credit available for 17 IB courses currently in rule. The revisions became effective August 27, 2018.

At the April 2018 meeting, the SBOE approved for second reading and final adoption proposed revisions to align the TEKS in science, social studies, economics, and technology applications with additional IB course offerings and update the amount of credit available for both IB and AP courses in these subject areas. The SBOE's approval included the addition of nine IB courses to SBOE rules and updates to the amount of credit available for seven AP and IB courses currently in rule. The revisions became effective August 27, 2018.

In spring 2015, IB Film Standard Level and IB Film Higher Level were approved as innovative courses by the commissioner of education for use beginning with the 2016-2017 school year. School districts and open-enrollment charter schools may offer any state-approved innovative course for elective credit with the approval of the local board of trustees.

The SBOE held a discussion regarding the addition of IB film courses to the fine arts TEKS at the September 2018 meeting. At that time, the SBOE instructed staff to prepare proposed rules to add these two courses to the fine arts TEKS. The SBOE also directed staff to draft proposed amendments to Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, showing options to allow these two courses to satisfy the fine arts graduation requirement and to satisfy requirements for a coherent sequence of four credits from one or two categories or disciplines in fine arts from Chapter 117 under an arts and humanities endorsement. The board approved for first reading and filing authorization proposed new 19 TAC §117.327 and §117.328 at the November 2018 meeting.

The attachment to this item reflects the text of proposed new §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits). The new courses would be effective beginning with the 2019-2020 school year. No changes are recommended since approved for first reading.

Proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, appear as a separate item in this agenda.

FISCAL IMPACT: No changes have been made to this section since published as proposed.

The Texas Education Agency (TEA) has determined that there are no additional costs to state or local government required to comply with the proposal.

LOCAL EMPLOYMENT IMPACT: No changes have been made to this section since published as proposed.

The proposal has no effect on local economy; therefore, no local employment impact statement is required under Texas Government Code, §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed.

The proposal has no direct adverse economic impact for small businesses, microbusinesses, or rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed.

The proposal does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to Texas Government Code, §2001.0045.

TAKINGS IMPACT ASSESSMENT: The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under Texas Government Code, §2007.043.

GOVERNMENT GROWTH IMPACT: No changes have been made to this section since published as proposed.

TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. The proposed rulemaking would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC BENEFIT AND COST TO PERSONS: No changes have been made to this section since published as proposed.

Benefits include the availability of additional TEKS-based IB courses to allow students more flexibility in meeting state requirements for graduation and endorsements. There is no anticipated economic cost to persons who are required to comply with the proposal.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed.

The proposal would have no data and reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: TEA has determined that the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

PUBLIC COMMENTS: Following the November 2018 SBOE meeting, notice of proposed new 19 TAC Chapter 117, Subchapter C, was filed with the *Texas Register*, initiating the public comment period. No comments had been received at the time this item was prepared. A summary of public comments received will be provided to the SBOE prior to and during the January-February 2019 meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for second reading and final adoption proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits), with an effective date of August 26, 2019.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter C. High School, Adopted 2013

§117.327. International Baccalaureate (IB) Film Standard Level (SL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Film SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§117.328. International Baccalaureate (IB) Film Higher Level (HL) (Two Credits).

- (a) General requirements. Students shall be awarded two credits for successful completion of this course. This course is recommended for students in Grade 11 or 12.
- (b) Content requirements. Content requirements for IB Film HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

Proposed Approval of Innovative Courses

February 1, 2019

COMMITTEE ON INSTRUCTION: ACTION

STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item recommends approval of innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§28.002\(f\)](#).

TEC, §28.002(f), authorizes local school districts to offer courses in addition to those in the required curriculum for local credit and requires the State Board of Education (SBOE) to be flexible in approving a course for credit for high school graduation.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC §74.27, Innovative Courses and Programs, to be effective September 1, 1996, with amendments to be effective September 1, 1998. In November 2007, the SBOE adopted additional amendments to 19 TAC §74.27, to be effective December 25, 2007.

From May 1998 through July 2003, the SBOE approved a total of 45 new innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum through the annual approval process. In May 2004, July 2007, July 2009, January 2011, January 2012, January 2013, and July 2014 the SBOE approved the renewal of innovative courses in addition to approving new courses. In April 2005, April 2006, May 2008, May 2010, and April 2014 the SBOE approved renewal of innovative courses. In July 2010, the SBOE approved one new course. In April 2015, the SBOE approved for a period of five years three expiring course series submitted for renewal. In April 2016, the SBOE approved one new course for a period of three years and one new course for a one-year period. The SBOE approved for a period of five years each the renewal of three expiring innovative courses in November 2016. At the January/February 2017 meeting, the SBOE approved for renewal two expiring innovative courses for a period of five years, and at the April 2017 SBOE meeting, the SBOE approved for renewal three additional courses for a period of five years each. At the June 2017 SBOE meeting, the SBOE approved two new courses for a period of five years each. At the April 2018 SBOE meeting, the SBOE approved one new course for a period of five years.

BACKGROUND INFORMATION AND JUSTIFICATION: After the board adopted new rules concerning graduation requirements, the experimental courses previously approved were phased out as of August 31, 1998. As a result of the adoption of the Texas Essential Knowledge and Skills (TEKS), districts now submit new requests for innovative course approval for courses that do not have TEKS.

The process outlined in 19 TAC §74.27 provides authority for the commissioner of education to approve discipline-based courses, but reserves for SBOE review and approval those courses that do not fall within any of the subject areas of the foundation or enrichment curriculum.

A brief description of the courses submitted for SBOE review and consideration will be provided to SBOE members at the January-February 2019 meeting. If approved, the recommended effective date for

the courses would be August 1, 2019. With the approval of the local board of trustees, the courses would be available for school districts' use beginning with the 2019-2020 school year.

PUBLIC BENEFIT AND COST TO PERSONS: Students would have access to courses that meet local district needs.

PUBLIC COMMENTS: None.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the innovative courses that do not fall within any of the subject areas of the foundation or enrichment curriculum as shown in the separate exhibit.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services

Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of 19 TAC §74.27, Innovative Courses and Programs

Separate Exhibit: Innovative Courses Recommended for Approval
(to be provided at the January-February SBOE meeting)

ATTACHMENT

Text of 19 TAC

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.

- (1) The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
- (2) The commissioner of education may approve a discipline-based course in the foundation or enrichment curriculum when the applying school district or organization demonstrates that the proposed course is academically challenging and addresses documented student needs.
- (3) To request approval from the SBOE or the commissioner of education, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
 - (A) a description of the course and its essential knowledge and skills;
 - (B) the rationale and justification for the request in terms of student need;
 - (C) a description of activities, major resources, and materials to be used;
 - (D) the methods of evaluating student outcomes;
 - (E) the qualifications of the teacher; and
 - (F) the amount of credit requested.
- (4) With the approval of the local board of trustees, a school district may offer, without modifications, any state-approved innovative course.

Discussion of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment

January 31, 2019

**COMMITTEE ON INSTRUCTION: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides the opportunity for the board to discuss a proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment. The proposed amendment would update the alignment of the College and Career Readiness Standards (CCRS) and the Texas Essential Knowledge and Skills (TEKS) to add a new alignment for English language arts and to reflect changes resulting from recent updates to the English language arts and mathematics CCRS.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102(c)(4) and §28.008(d).

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.008(d), requires the SBOE to adopt a chart by rule that clearly indicates the alignment of the college readiness standards and expectations with the TEKS.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: The proposed amendment to 19 TAC §74.6 will be presented for first reading and filing authorization at the April 2019 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In 2006, the 79th Texas Legislature required the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) to establish vertical teams composed of public school educators and faculty from institutions of higher education to develop college- and career-ready standards in the areas of English/language arts, mathematics, science, and social studies. The work of the vertical teams was organized in three phases. The first phase included a series of team meetings to create the CCRS for the four subject areas. Phase two required the vertical teams to make recommendations regarding alignment of the TEKS with the CCRS. Phase three required the vertical teams to develop or establish instructional strategies, professional development materials, and online support materials for students who need additional assistance in preparing to successfully perform college-level work. Teams also engaged in a series of gap analyses to ensure alignment between the adopted TEKS and the CCRS.

THECB adopted the CCRS in January 2008. The commissioner of education approved the CCRS, and the SBOE incorporated them into the TEKS as follows: English language arts and reading TEKS in 2008; mathematics and science TEKS in 2009; and social studies TEKS in 2010.

The 84th Texas Legislature, Regular Session, 2015, passed House Bill 1613, amending TEC, §28.008, to require the SBOE to adopt a chart by rule that clearly indicates the alignment of the college readiness standards and expectations with the TEKS. In January 2016, the SBOE approved 19 TAC §74.6, which

adopted in rule charts demonstrating the alignment of the TEKS with the mathematics, science, social studies, and cross-disciplinary CCRS. The board did not adopt charts for English language arts and reading because the TEKS for that subject area were being updated at the time the rule was adopted.

The SBOE gave final approval for the revised English language arts and reading TEKS in May 2017. The revised TEKS will be implemented in the 2019-2020 school year for Kindergarten-Grade 8. The high school TEKS will be implemented in the 2020-2021 school year.

In 2018, THECB updated the CCRS for language arts and mathematics. As a result, the mathematics alignment chart would also be updated.

The attachment to this item reflects the text of the amendment to 19 TAC §74.6 for consideration by the SBOE. Separate Exhibits I and II include the charts demonstrating the alignment of the TEKS with the mathematics and language arts CCRS.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment

Separate Exhibits: Figure: 19 TAC §74.6(b), English language arts CCRS-TEKS Alignment Chart
Figure: 19 TAC §74.6(c), Mathematics CCRS-TEKS Alignment Chart

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.6. College and Career Readiness and Texas Essential Knowledge and Skills Alignment.

(a) In accordance with the Texas Education Code, §28.008, the State Board of Education shall incorporate College and Career Readiness Standards approved by the commissioner of education and the Texas Higher Education Coordinating Board into the essential knowledge and skills and indicate the alignment of the College and Career Readiness Standards with the essential knowledge and skills.

(b) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for mathematics with the essential knowledge and skills.

Figure: 19 TAC §74.6(b) [~~Figure: 19 TAC §74.6(b)~~]

(c) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for science with the essential knowledge and skills.

Figure: 19 TAC §74.6(c)

(d) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for social studies with the essential knowledge and skills.

Figure: 19 TAC §74.6(d)

(e) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for cross-disciplinary studies with the essential knowledge and skills.

Figure: 19 TAC §74.6(e)

(f) The figure in this subsection identifies the alignment of the College and Career Readiness Standards for English language arts with the essential knowledge and skills.

Figure: 19 TAC §74.6(f)

Discussion of Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)

January 31, 2019

**COMMITTEE ON INSTRUCTION: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides the opportunity for the board to discuss a proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit). The proposed amendment would eliminate language that is outdated and no longer necessary.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(t), and 28.025.

TEC, §7.102(c)(4), requires the State Board of Education (SBOE) to establish curriculum and graduation requirements.

TEC, §28.002, identifies the subjects of the required curriculum and requires the SBOE to by rule identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and addressed on the state assessment instruments. TEC, §28.002(t), requires the SBOE, in consultation with the commissioner of higher education and business and industry leaders, to develop an advanced language course that a school district may use to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.

TEC, §28.025, requires the SBOE to by rule determine the curriculum requirements for the foundation high school graduation program that are consistent with the required curriculum under the TEC, §28.002.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: The proposed amendment to 19 TAC §114.53 will be presented for first reading and filing authorization at the April 2019 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: House Bill 1431, 84th Texas Legislature, 2015, added TEC, §28.002(t), to require that the SBOE, in consultation with the commissioner of higher education and business and industry leaders, develop an advanced language course that a school district may use to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment. In August 2016, a committee of secondary and postsecondary educators and business and industry representatives were selected to develop recommended Texas Essential Knowledge and Skills (TEKS) for the advanced career-oriented languages other than English (LOTE) course.

The committee's initial draft recommendations were presented to the Committee on Instruction for discussion at the November 2016 SBOE meeting. Following that meeting, a draft of the proposed TEKS

was shared with the Texas Higher Education Coordinating Board and representatives from the business and industry community for feedback. The committee used that feedback to develop its final recommendations, which were presented to and approved by the SBOE at its January-February 2017 meeting. At the April 2017 meeting, the SBOE approved for second reading and final adoption §114.53, Advanced Language for Career Applications (One Credit). The new course was implemented in the 2017-2018 school year.

The general requirements for Advanced Language for Career Applications originally specified that the course could not be used to satisfy a LOTE requirement for an endorsement. However, at the April 2017 SBOE meeting, the board approved for second reading and final adoption language in 19 TAC §74.13, Endorsements, that allows Advanced Language for Career Applications to count toward the four levels in the same language of LOTE required to earn a LOTE arts and humanities endorsement. The proposed amendment would eliminate the specification in the TEKS that the course may not be used to satisfy a LOTE requirement for an endorsement as it is not aligned with the rule related to endorsements.

The attachment to this item reflects the text of the proposed amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit), for consideration by the SBOE.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Support Services
Shelly Ramos, Senior Director, Curriculum Standards and Student Support

Attachment: Text of Proposed Amendment to 19 TAC Chapter 114, Texas Essential Knowledge and Skills for Languages Other Than English, Subchapter C, High School, §114.53, Advanced Language for Career Applications (One Credit)

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter C. High School

§114.53. Advanced Language for Career Applications (One Credit).

- (a) General requirements.
 - (1) Advanced Language for Career Applications may be offered in high school. Students shall be awarded one credit for successful completion of this course. Prerequisite: successful completion of Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district.
 - (2) Districts may offer this course in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.
 - (3) This course may not satisfy a high school languages other than English (LOTE) graduation requirement ~~[or a LOTE requirement for an endorsement]~~. Students shall be awarded one elective credit for successful completion of this course.
- (b)-(c) (No change.)

**COMMITTEE ON SCHOOL FINANCE/
PERMANENT SCHOOL FUND**

Election of Chair

January 31, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity for the Committee on School Finance/Permanent School Fund to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only.

STATUTORY AUTHORITY: Statutory authority for this action is the Texas Education Code, [§7.107\(b\)](#).

TEC, §7.107(b) requires the SBOE to organize and adopt operating rules at the first meeting after an election and qualification of new members.

The full text of the statutory citation can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: A committee chair was last elected on February 2, 2017.

BACKGROUND INFORMATION AND JUSTIFICATION: The board is required to organize at the first meeting after the election and qualification of new members. Section 1.2(d) of the board's operating rules require each standing committee to elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.

FISCAL IMPACT: None

Staff Members Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

Review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting

January 31, 2019

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting. Subchapter A addresses free attendance in general, and Subchapter B addresses requirements for student attendance accounting for state funding purposes.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code, (TGC), §2001.039. The statutory authority for 19 TAC Chapter 129, Subchapters A and B, is Texas Education Code (TEC), §42.004 and §12.106.

Texas Government Code, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §42.004, requires the commissioner, in accordance with rules adopted by the State Board of Education, to require reports necessary to implement and administer the Foundation School Program.

TEC, §12.106, provides for charter schools to receive funding under certain conditions through TEC, Chapter 42.

FUTURE ACTION EXPECTED: The review of 19 TAC Chapter 129, Subchapters A and B, will be presented to the SBOE for adoption at the April 2019 board meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The rule in 19 TAC Chapter 129, Subchapter A, addresses certain eligibility criteria students must meet for enrollment in public schools.

The rule in 19 TAC Chapter 129, Subchapter B, provides the student attendance accounting requirements school districts must follow and describes the manner in which student attendance is earned. The rule also provides a list of conditions under which a student who is not actually on campus at the time attendance is taken may be considered in attendance for Foundation School Program funding purposes.

ANTICIPATED REVISIONS TO RULES: There are no anticipated revisions to the rules in 19 TAC Chapter 129, Subchapters A and B.

PUBLIC COMMENTS: The Texas Education Agency (TEA) plans to file the review of 19 TAC Chapter 129, Subchapters A and B, with the Texas Register following the January-February 2019 SBOE meeting. The TEA will accept comments as to whether reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist. The comment period will begin with publication of the notice of proposed review in the *Texas Register*.

The filing of the notice of proposed review soliciting comments as to whether the reason for adoption continues to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

Staff Members Responsible:

Leo Lopez, Associate Commissioner, School Finance

David Marx, Director, Financial Compliance

Attachment: Text of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting

**ATTACHMENT
Text of 19 TAC**

Chapter 129. Student Attendance

Subchapter A. Student Attendance Allowed

§129.1. Free Attendance in General.

- (a) Definitions. Identification is required within 30 days of a child's enrollment in a Texas school, in accordance with the Texas Education Code, §25.002. For the purposes of identification, the following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.
 - (1) Documents that are suitable for identification - Shall be defined by the commissioner of education.
 - (2) The child's records - Include a minimum set of data and documentation established by the commissioner of education. The minimum set of data will include the child's social security number or a state-approved alternative identification number as assigned by the Public Education Information Management System (PEIMS).
- (b) Children shall not be denied enrollment or be removed solely because they fail to meet the requirements of subsection (a) of this section.
- (c) Students in this country under a bona fide exchange program are eligible to attend school in the designated district of residence.

Statutory Authority: The provisions of this §129.1 issued under Texas Education Code, §42.004.

Source: The provisions of this §129.1 adopted to be effective September 1, 1996, 21 TexReg 588.

Subchapter B. Student Attendance Accounting

§129.21. Requirements for Student Attendance Accounting for State Funding Purposes.

- (a) All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of Foundation School Program (FSP) funds and other funds allocated by the Texas Education Agency (TEA). Superintendents, principals, and teachers are responsible to their school boards and to the state to maintain accurate, current attendance records.
- (b) The commissioner of education is responsible for providing guidelines and procedures for attendance accounting in accordance with state law.
- (c) The commissioner must provide for special circumstances regarding attendance accounting in accordance with the provisions of law.
- (d) The superintendent of schools is responsible for the safekeeping of all attendance records and reports. The superintendent of schools may determine whether the properly certified attendance records or reports for the school year are to be stored in the central office, on the respective school campuses of the district, or at another secure location. Regardless of where such records are stored, they must be readily available for audit by the TEA division responsible for performing school financial audits.
- (e) Districts must maintain records and make reports concerning student attendance and participation in special programs as required by the commissioner.
- (f) If a school district chooses to use a locally developed record or automated system, the record or automated system must contain the minimum information required by the commissioner.
- (g) A student must be enrolled for at least two hours of instruction to be considered in membership for one half day, and for at least four hours of instruction to be considered in membership for one full day.

- (h) Attendance for all grades must be determined by the absences recorded in the second or fifth instructional hour of the day, unless the local school board adopts a district policy, or delegates to the superintendent the authority to establish procedures, for recording absences in an alternative hour, or unless the students for which attendance is being taken are enrolled in and participating in an alternative attendance accounting program approved by the commissioner.
- (1) Students enrolled on a half-day basis may earn only one half day of attendance each school day. Attendance is determined for these pupils by recording absences in a period during the half day that they are scheduled to be present. Students enrolled on a full-day basis may earn one full day of attendance each school day.
 - (2) Students who are enrolled in and participating in an alternative attendance accounting program approved by the commissioner will earn attendance according to the statutory and rule provisions applicable to that program.
 - (3) The established period in which absences are recorded may not be changed during the school year.
 - (4) Students absent at the time the attendance roll is taken, during the daily period selected, are counted absent for the entire day, unless the students are enrolled in and participating in an alternative attendance accounting program approved by the commissioner. Students present at the time the attendance roll is taken, during the daily period selected, are counted present for the entire day, unless the students are enrolled in and participating in an alternative attendance accounting program approved by the commissioner.
- (i) A student who is not actually in school at the time attendance is taken must not be counted in attendance for FSP funding purposes, unless the student is participating in an activity that meets the conditions set out in subsection (j) of this section, or unless the student is enrolled in and participating in an alternative attendance accounting program approved by the commissioner.
- (j) A student not actually on campus at the time attendance is taken may be considered in attendance for FSP funding purposes under the following conditions.
- (1) The student is participating in an activity that is approved by the local board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:
 - (A) has a minimum of a bachelor's degree; and
 - (B) is eligible for participation in the Teacher Retirement System of Texas.
 - (2) The student is participating in a mentorship approved by district personnel to serve as one or more of the advanced measures needed to complete the Distinguished Achievement Program outlined in Chapter 74 of this title (relating to Curriculum Requirements).
 - (3) The student is absent for one of the purposes specified in the Texas Education Code (TEC), §25.087(b), (b-1), (b-2), (b-4), (b-5), or (c). Excused days for travel under the TEC, §25.087(b)(1), are limited to not more than one day for travel to and one day for travel from the applicable site. A temporary absence excused under the TEC, §25.087(b)(2), must be supported by a document such as a note from the health care professional.
- (k) A student not actually on campus at the time attendance is taken also may be considered in attendance for FSP funding purposes under other conditions described in the handbook adopted under §129.1025 of this title (relating to Adoption by Reference: Student Attendance Accounting Handbook) related to off-campus instruction.
- (l) Before a district or charter school may count a student in attendance under this section or in attendance when the student was allowed to leave campus during any part of the school day, the local school board or governing body must adopt a policy, or delegate to the superintendent the authority to establish procedures, addressing parental consent for a student to leave campus, and the district or charter school must distribute the policy or procedures to staff and to all parents of students in the district or charter school.

Statutory Authority: The provisions of this §129.21 issued under the Texas Education Code, §§12.106, 25.087, and 42.004.

Source: The provisions of this §129.21 adopted to be effective September 1, 1996, 21 TexReg 588; amended to be effective September 1, 1997, 22 TexReg 7035; amended to be effective January 1, 2001, 25 TexReg 7155; amended to be effective April 26, 2009, 34 TexReg 2535; amended to be effective February 22, 2010, 35 TexReg 1465; amended to be effective August 23, 2012, 37 TexReg 6309; amended to be effective December 31, 2014, 39 TexReg 10473; amended to be effective August 21, 2016, 41 TexReg 6034; amended to be effective March 29, 2018, 43 TexReg 1851.

Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide

January 31, 2019

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides the opportunity for the committee to discuss a proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide. The proposed amendment would adopt by reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.055(b)(32), 7.102(c)(32), 44.001(a) and (b), 44.007(a)-(d), and 44.008(b).

TEC, §7.055(b)(32), requires the commissioner to perform duties in connection with the public school accountability system as prescribed by TEC, Chapters 39 and 39A.

TEC, §7.102(c)(32), requires the State Board of Education (SBOE) to adopt rules concerning school district budgets and audits of school district fiscal accounts as required under TEC, Chapter 44, Subchapter A.

TEC, §44.001(a), requires the commissioner to establish advisory guidelines relating to the fiscal management of a school district. TEC, §44.001(b), requires the commissioner to report annually to the SBOE the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

TEC, §44.007(a), requires the board of trustees of each school district to adopt and install a standard school fiscal accounting system that conforms with generally accepted accounting principles. TEC, §44.007(b), requires the accounting system to meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor. TEC, §44.007(c), requires a record to be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year is required to be filed with the agency on or before the date set by the SBOE. TEC, §44.007(d), requires each district, as part of the report required by TEC, §44.007, to include management, cost accounting, and financial information in a format prescribed by the SBOE in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

TEC, §44.008(b), requires the independent audit to meet at least the minimum requirements and be in the format prescribed by the SBOE, subject to review and comment by the state auditor. The audit must include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

FUTURE ACTION EXPECTED: The proposed amendment to §109.41 will be presented for first reading and filing authorization at the April 2019 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The FASRG describes the rules of financial accounting for school districts, charter schools, and education service centers and is adopted by reference under §109.41. The proposed amendment to §109.41 would remove subsection (b), relating to the commissioner's role in amending the FASRG, to eliminate unnecessary administrative procedures. In addition, revisions to the FASRG would align the content with current governmental accounting and auditing standards, remove obsolete requirements, and remove descriptions and discussions of best practices and other non-mandatory elements.

Requirements for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts and charter schools are required to adhere to GAAP. Legal and contractual considerations typical of the government environment are reflected in the fund structure basis of accounting.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system and its terminology, fund structure, and procedures must be adapted to satisfy finance-related legal requirements. However, the basic financial statements of school districts and charter schools should be prepared in conformity with GAAP.

School district and charter school accounting systems shall use the accounting code structure presented in the Account Code section of the FASRG (Module 1). Funds shall be classified and identified on required financial statements by the same code number and terminology provided in the Account Code section of the FASRG (Module 1).

The following changes would be made to Modules 3, 10, and 11 of the FASRG.

Module 3, Purchasing

Current Module 3 would be repealed and replaced with a new Module 3 that would align with current purchasing laws and standards. Proposed new Module 3 would include the following significant changes. School districts and charter schools would be required to establish procurement policies and procedures that align with their unique operating environment and ensure compliance with relevant statutes and policies.

Module 10, Special Supplement - Charter Schools

Current Module 10 would be repealed and replaced with a new Module 10 that would align with current financial and accounting reporting standards. Proposed new Module 10 would include the following significant changes. The revised module would establish financial and accounting requirements for Texas public school charter schools to ensure uniformity in accounting in conformity with GAAP. The proposed new module would also include current guidance that complements the American Institute of Certified Public Accountants' (AICPA's) *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States Government Accountability Office (GAO). These requirements would facilitate preparation of financial statements that conform to GAAP established by the Financial Accounting Standards Board (FASB).

Module 11, Special Supplement - Non-profit Charter Schools Chart of Accounts

Current Module 11 would be repealed and replaced with a new Module 11 that would align with current governmental accounting standards. Proposed new Module 11 would include the following significant changes. Charter schools would be required to maintain proper budgeting and financial accounting and

reporting systems that are in conformity with Texas Education Data Standards (TEDS) in the Texas Student Data Systems (TSDS) Public Education Information Management System (PEIMS). In addition, charter schools would be required to establish principles and policies to ensure uniformity in accounting in conformity with GAAP established by the FASB. The proposed new module would also include current auditing guidance that complements AICPA's *Audit and Accounting Guide, State and Local Governments* and supplements the *Government Auditing Standards* of the United States GAO. These requirements would facilitate preparation of financial statements that conform to GAAP established by the FASB.

Staff Members Responsible:

Leo Lopez, Associate Commissioner, School Finance
David Marx, Senior Director, Financial Compliance

- Attachment I:** Text of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide
- Attachment II:** Proposed New FASRG Module 3, Purchasing
- Attachment III:** Proposed New FASRG Module 10, Special Supplement - Charter Schools
- Attachment IV:** Proposed New FASRG Module 11, Special Supplement - Non-profit Charter Schools Chart of Accounts
- Attachment V:** Proposed Repeal of FASRG Module 3, Purchasing
- Attachment VI:** Proposed Repeal of FASRG Module 10, Special Supplement - Charter Schools
- Attachment VII:** Proposed Repeal of FASRG Module 11, Special Supplement - Non-profit Charter School Chart of Accounts

Due to the size of Attachments II-VII, the FASRG modules are available electronically on the TEA website at https://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/.

ATTACHMENT I
Text of Proposed Amendment to 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter C. Adoptions By Reference

§109.41. Financial Accountability System Resource Guide.

~~[(a)]~~ The rules for financial accounting are described in the official Texas Education Agency publication [§] Financial Accountability System Resource Guide, dated July 2019 [~~January 2010 (with *Module 4—Auditing* updated April 2012)~~], which is adopted by this reference as the agency's official rule. A copy is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701.

~~[(b)]~~ ~~The commissioner of education shall amend the Financial Accountability System Resource Guide and this section adopting it by reference, as needed. The commissioner shall inform the State Board of Education of the intent to amend the Resource Guide and of the effect of proposed amendments before submitting them to the Office of the Secretary of State as proposed rule changes.~~

Review of Permanent School Fund Securities Transactions and the Investment Portfolio

January 31, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: Investment staff will report on the transactions executed during the months of October and November 2018 in the investment portfolio of the Texas Permanent School Fund.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

TEC, §43.007, authorizes the SBOE to make transactions in the investment portfolio of the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: This is a recurring report at every committee meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Specific actions that the committee must accomplish are found in 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund.

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

**Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund
for the Months of October and November 2018**

February 1, 2019

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for the committee and board to consider approval of the purchases and sales of investments executed in the portfolio of the Permanent School Fund for the months of October and November 2018.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§43.003 and 43.007 and the Texas Constitution, Article VII, §5(f).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

TEC, §43.007, authorizes the SBOE to make transactions in the investment portfolio of the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the November 2018 meeting, the board approved purchases in the amount of \$849,365,770 and sales in the amount of \$932,377,747 conducted in the investment portfolio of the Permanent School Fund for the months of August and September 2018.

BACKGROUND INFORMATION AND JUSTIFICATION: The purchases and sales of the investment portfolio are reviewed by the staff to ensure compliance with the Investment Guidelines, Policies, and Objectives of the Permanent School Fund. The specific amounts of the purchases and sales for the reporting period will be recommended to the board for ratification upon approval by the Committee on School Finance/Permanent School Fund.

PUBLIC BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PUBLIC COMMENTS: None

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

**Annual Reporting Requirement of the Internally Managed
Permanent School Fund Investment Portfolio**

January 31, 2019

**COMMITTEE ON SCHOOL FINANCE/PERMNET SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: This item provides an opportunity for the Executive Administrator and Chief Investment Officer of the Permnet School Fund to report on various items required by 19 TAC Chapter 33, Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§43.003, 43.004, and 43.007 and the Texas Constitution, Article VII, §5(f).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

TEC, §43.004, requires the SBOE to develop written investment objectives and requires the board to employ a performance measurement service.

TEC, §43.007, authorizes the SBOE to make transactions in the investment portfolio of the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: This is a recurring report given annually to the committee. Based on the date presented, the committee will provide guidance to the investment staff as appropriate.

BACKGROUND INFORMATION AND JUSTIFICATION: Specific actions that the committee must accomplish are outlined in 19 TAC Chapter 33. This chapter also outlines specific reporting requirements and representations that must be made to the committee.

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

Third Quarter 2018 Permanent School Fund Performance Report

January 31, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The performance measurement consultant to the Permanent School Fund, BNY Mellon Asset Servicing, will report on the investment performance during the third calendar quarter 2018 and cumulative investment performance of the various portfolios of the Fund. This item will allow the committee to discuss in depth various issues related to portfolio management such as risk characteristics of portfolios and portfolio attributes.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§43.004](#) and the Texas Constitution, [Article VII, §5\(f\)](#).

TEC, §43.004, requires the SBOE to develop written investment objectives and requires the board to employ a performance measurement service.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: None

BACKGROUND INFORMATION AND JUSTIFICATION: An in-depth performance review at the committee level is intended to allow committee members to review not only total return information for each managed portfolio, but to gain a more thorough understanding of the risk characteristics, portfolio attributes, and portfolio structures of each portfolio that all contribute to return.

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

Proposed Amendments to the Investment Procedures Manual

February 1, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the committee and board to review and adopt proposed amendments to the Investment Procedures Manual related to U.S. Security and Exchange Commission (SEC) amended rule changes for the Bond Guarantee program disclosure (SEC Rule 15c2-12).

STATUTORY AUTHORITY: Texas Constitution, [Article VII, §5\(f\)](#).

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: The board adopted the Texas Permanent School Fund Investment Procedures Manual on January 24, 1995. The board last revised the manual in November 2018.

BACKGROUND INFORMATION AND JUSTIFICATION: None

PUBLIC BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PUBLIC COMMENTS: None

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

Decision on Real Estate Investments

February 1, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: ACTION STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item provides an opportunity for the committee and board to review and consider possible real estate investments.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§43.003, and 43.007 and the Texas Constitution, Article VII, §5(f).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

TEC, §43.007, authorizes the SBOE to make transactions in the investment portfolio of the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: At the September 2018 meeting, the board approved:

- execution of agreement(s) with Madison Realty Capital Debt Fund IV GP, L.L.C., necessary to make an investment commitment of up to \$100 million in Madison Realty Capital Debt Fund IV, L.P., subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education.
- execution of agreement(s) with EPISO 5 (GP) S.A.R.L., necessary to make an investment commitment of up to €75 million in European Property Investors Special Opportunities 5 SCSp, subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education;
- execution of agreement(s) with TPG Real Estate GenPar III, L.P., necessary to make an investment commitment of up to \$75 million in TPG Real Estate Partners III, L.P., subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education; and,
- execution of agreement(s) with PAG Enhanced Credit GP II Limited., necessary to make an investment commitment of up to \$100 million in PAG Enhanced Credit Fund II, L.P., subject to continued due diligence and negotiation of fund terms, and authorization for contract execution by the Commissioner of Education.

BACKGROUND INFORMATION AND JUSTIFICATION: At the May 2008 meeting, the board selected Courtland Partners as the Permanent School Fund's real estate counsel to provide the expertise and advice related to the investment strategy of the real estate portfolio for the Permanent School Fund. Following the RFP process in July 2013, the board approved a contract to continue with Courtland Partners as the Permanent School Fund's real estate counsel. At the July 2016 meeting, the board approved an increase in the allocation to 10%.

PUBLIC BENEFIT: The distribution of the Permanent School Fund will flow to the school districts and reduce the tax burden to the public and the state of Texas.

PUBLIC COMMENTS: None

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

Presentation on the Risk Parity Asset Class for the Permanent School Fund

January 31, 2019

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: This item provides an opportunity for the committee to receive presentations on the risk parity asset class and services provided to the Permanent School Fund.

STATUTORY AUTHORITY: Texas Education Code ([TEC](#)), [§43.003](#) and the Texas Constitution, [Article VII, §5\(f\)](#).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: None

BACKGROUND INFORMATION AND JUSTIFICATION: None

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

**Report of the Permanent School Fund Executive Administrator and
Chief Investment Officer**

January 31, 2019

**COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: The Permanent School Fund executive administrator will report to the committee on matters relating to the management of the Permanent School Fund and the Charter District Reserve Fund. The report may present information on historical and current status of Fund holdings, current and proposed investment policies and procedures, and historical and current Fund performance and compliance. The administrator may update the board on the bond guarantee program, the status of requests for proposal or for qualifications and current contracts for services and other administrative activities undertaken on behalf of the board. The administrator may provide an update on the PSF distribution or on the effect of legislation impacting the PSF. The administrator may provide an analysis of current and future investment market conditions, focusing upon the impact on the holdings of the Permanent School Fund.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§43.003, 43.004, and 43.007 and the Texas Constitution, Article VII, §5(f).

TEC, §43.003, outlines the types of investments that the State Board of Education (SBOE) may make with the Permanent School Fund.

TEC, §43.004, requires the SBOE to develop written investment objectives and requires the board to employ a performance measurement service.

TEC, §43.007, authorizes the SBOE to make transactions in the investment portfolio of the Permanent School Fund.

The Texas Constitution, Article VII, §5(f) authorizes the SBOE to acquire, exchange, sell, supervise, manage or retain investments of the Permanent School Fund and establishes the prudent person investment practice.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: None

BACKGROUND INFORMATION AND JUSTIFICATION: None

Staff Members Responsible:

Holland Timmins, Executive Administrator and Chief Investment Officer, Texas Permanent School Fund

COMMITTEE ON SCHOOL INITIATIVES

Election of Chair

January 31, 2019

COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: State Board of Education (SBOE) operating rules call for each committee to elect a chair from among its members. This item provides an opportunity for the Committee on School Initiatives to elect a chair at this meeting if the SBOE retains the existing committee structure. The chair may then appoint a vice chair. If the board changes the committee structure, the committee may elect a member to preside over this first meeting only.

STATUTORY AUTHORITY: Statutory authority for this action is the Texas Education Code, [§7.107\(b\)](#).

TEC, §7.107(b) requires the SBOE to organize and adopt operating rules at the first meeting after an election and qualification of new members.

The full text of the statutory citation can be found in the statutory authority section of this agenda.

PREVIOUS BOARD ACTION: A committee chair was last elected on February 2, 2017.

BACKGROUND INFORMATION AND JUSTIFICATION: The board is required to organize at the first meeting after the election and qualification of new members. Section 1.2(d) of the board's operating rules require each standing committee to elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.

FISCAL IMPACT: None

Staff Members Responsible:

Debbie Ratcliffe, Executive Director, Division of State Board of Education Support

Open-Enrollment Charter School Generation 24 Application Updates/Generation 25 Draft Application Discussion

January 31, 2019

COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: The director of the Division of Charter School Administration will discuss updates regarding the Generation Twenty-Four Open-Enrollment Charter Application cycle, and receive input from the Committee on School Initiatives on the draft Generation Twenty-Five Open-Enrollment Charter School Application.

STATUTORY AUTHORITY: Texas Education Code (TEC), §12.110.

TEC, §12.110, requires an application form and process to be created and followed when awarding new charters.

The full text of statutory citations can be found in the statutory authority section of this agenda.

FUTURE ACTION EXPECTED: In June 2019 the committee and board will have an opportunity to review and take action or no action on the commissioner's list of proposed Generation Twenty-Four Subchapter D Open-Enrollment Charter Schools scheduled to open in school year 2020-2021.

BACKGROUND INFORMATION AND JUSTIFICATION: The State Board of Education is engaged in an ongoing effort to remain abreast of the evolving state-educational landscape and prepare to address areas that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation Twenty-Four application, as well as input for the draft Generation Twenty-Five application.

Applications for the Open-Enrollment Charter School (also known as Subchapter D) Generation 24 cycle were due on Friday, January 4, 2019. Twenty-nine applications were timely submitted on or before the deadline.

Public information concerning open-enrollment charter schools is available at the Charter Schools – Subchapter D Charters page of the Texas Education Agency's website (<https://tea.texas.gov/charterapp.aspx>). The Generation 24 application and required attachments are linked from that page.

Staff Members Responsible:

Martin Winchester, Deputy Commissioner, Educator and Systems Support
Joe Siedlecki, Associate Commissioner, System Support and Innovation
Heather Mauzé, Director, Charter School Administration

Attachment: Open-Enrollment Charter School Generation Twenty-Four Application Updates

Separate Exhibit: Open-Enrollment Charter School Generation Twenty-Four Application

ATTACHMENT

Open-Enrollment Charter School Generation Twenty-Four Application Updates

Applications for the Open-Enrollment Charter School (also known as Subchapter D) Generation 24 cycle were due by 5:00 p.m. on Friday, January 4, 2019. Twenty-nine applications were timely submitted before the deadline.

Public information concerning open-enrollment charter schools is available at the [Subchapter D Charter School page](#) of the Texas Education Agency's website. The Generation 24 application and required attachments are linked from that page.

**Recommendation for Appointment to the
Randolph Field Independent School District Board of Trustees**

February 1, 2019

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: CONSENT**

SUMMARY: This item provides an opportunity for board consideration of one appointment to the board of trustees of the Randolph Field Independent School District. The appointment is necessary due to the expiration of the term of office for one board member.

STATUTORY AUTHORITY: Texas Education Code (TEC), §11.352, and 19 Texas Administrative Code (TAC) §61.2.

PREVIOUS BOARD ACTION: No previous board action has occurred on this item.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: The State Board of Education is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed shall hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians and all may be civilians. When a vacancy occurs on one of these boards, the base commander notifies the commissioner of education of such in compliance with TEC, §11.352. Vacancies are widely advertised through base newspapers, email and other electronic means. Interested individuals then submit resumes and other documents verifying that they qualify to hold the position and would accept it if appointed.

The commanding officer appoints a nomination panel of at least three members who review the application packages, interview the candidates and evaluate the candidates. The panel's recommendations are then forwarded to the commanding officer for consideration. The commanding officer is required by 19 TAC §61.2 to provide at least three nominations to the State Board of Education. The nominations may or may not be ranked in order of preference. All nominees must be qualified under the general school laws of Texas and live or be employed on the military reservation.

Colonel, United States Air Force, Jeffrey F. Carter, Commander of the 502d Security Forces Group, has notified the commissioner of one vacancy which exists on the board of trustees of the Randolph Field Independent School District due to the expiration of the term of office. Colonel Carter has provided three nominees for the vacancy and has recommended the appointment of Lieutenant Colonel Peter Duffy to fill the expiring term.

FISCAL IMPACT: No fiscal impact to the state will occur.

PUBLIC AND STUDENT BENEFIT: Both the public and the students will benefit by having qualified individuals appointed to the board of trustees.

PROCEDURAL AND REPORTING IMPLICATIONS: No procedural or reporting implications exist.

PUBLIC COMMENTS: No public comments are presented.

OTHER COMMENTS AND RELATED ISSUES: No other comments or related issues are presented.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Colonel Jeffrey F. Carter's recommendation, approve the re-appointment of Lt. Col. Peter Duffy to serve a term of office, from February 1, 2019, through February 1, 2021, on the Randolph Field Independent School District Board of Trustees.

Staff Member Responsible:

Jeff Cottrill, Deputy Commissioner, Standards and Engagement

Jason Hewitt, Director, Monitors and Conservators

Attachment: Correspondence from the Colonel which includes biographical information and supporting materials for each nominee



**DEPARTMENT OF THE AIR FORCE
502D AIR BASE WING
JOINT BASE SAN ANTONIO**



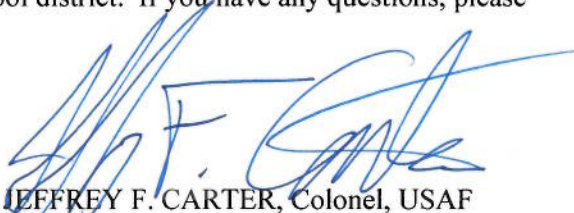
3 Dec 18

MEMORANDUM FOR MR. MIKE MORATH
COMMISSIONER, TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS AVENUE
AUSTIN, TX 78701

FROM: 502 SFG/CC
1 Washington Circle, Suite 2
JBSA-Randolph, TX 78150-4560

SUBJECT: Appointment to the Randolph Field Independent School District (RFISD) Board of Trustees

1. I respectfully request the appointment of Lt Col Peter Duffy to the RFISD Board of Trustees. Attached is his resume, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. The remaining nominees, in order of preference are, Ms. Lavonna Connell and Mr. Marvin Strange.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Randolph. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the RFISD and recognize that my role as the commanding officer of JBSA-Randolph is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Angela Green at (210) 652-5321.


JEFFREY F. CARTER, Colonel, USAF
Commander, 502d Security Forces Group

4 Attachments:

1. Board Package for Lt Col Peter Duffy, Aug 18
2. Board Package for Ms. Lavonna Connell, Sep 18
3. Board Package for Mr. Marvin Strange, Oct 18
4. Background on Solicitation and Selection Process



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Peter J. Duffy

Residential Address: 11904 Trail Hollow
Schertz, TX 78154

Physical Address of Employer: 1 Washington Circle Ste 1, JBSA-Randolph TX 78150

Board of Trustees Location Applying For: Randolph Field ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

DUFFY.PETER.J.1139
526879

Digitally signed by
DUFFY.PETER.J.1139526879
Date: 2018.08.29 11:53:17 -05'00'

Signature of Applicant

Peter J. Duffy

Printed Name of Applicant

29 Aug 2018

Date

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

RFISD SCHOOL BOARD TRUSTEE APPLICATION

1. Personal Data

- a. Name/rank: **Peter J. Duffy/Lt Col O-5**
- b. Address: **11904 Trail Hollow, Schertz, TX 78154**
- c. Phone: **Work (210) 652-3704; Cell (662) 352-4328**
- d. If military, date assigned to Randolph AFB: **Mar 2016-Present. TAFMSD: 18 years**
- e. Qualification: **Military active duty: Lt Col/Date: 1 Sep 15-Current 12 FTW/DS.**
- f. Children in RFISD: **Since Mar 16 my son, Aiden Duffy, has been enrolled in RFISD and is currently a 6th grade middle-schooler at RMS. He was active in Spanish club and Heart foundation. Since Aug 17-present my youngest daughter, Emma Duffy, has been enrolled in RES and is currently a 1st grader.**

2. Status

- a. Education: **Bachelors of Science in Geography; Masters of Political Science and International Relations; Masters of Military Art/Operational Science**
- b. Professional or personal experience that would be an asset to you as a school board trustee:

I am a Randolph High School graduate, class of '95. I attended RES, RMS, and RHS, so am well versed in the outstanding education RFISD provides. I was a student council member as a student as well as a multi-sport athlete including football, baseball, basketball, and tennis. I was humbled and privileged to have been inducted into the Ro-Hawk Hall of Fame. Twenty-one years after graduating and leaving for college, fate brought me back to Randolph AFB as part of my military career. I knew from the instant I was notified of the assignment that I wanted my kids to go to school there so they would be afforded all the wonderful opportunities I was lucky enough to have had. The opportunity to help ensure Randolph stays at the pinnacle of education is my motivation to apply for School Board membership.

In my career experiences, I have been the director in charge of operations for a fighter squadron consisting of over 50 members as well as 50+ aircraft. I have had to work under pressure flying in combat operations in Operations Iraqi Freedom and Operation Enduring Freedom. I was a liaison embedded with the US Embassy to a Gulf Partner nation during the most recent Operation Inherent Resolve helping to fight against ISIS. I currently serve as the 12th Flying Training Wing Director of Staff and directly supervise over 20 personnel as well as oversee the day to day activities and requirement of a Wing consisting of over 1500 personnel, spanning across four different geographic locations from Colorado to Florida.

As an alumni, I enjoy taking my family to Ro-Hawk events when the opportunity presents itself. My family and I attend First Baptist Church Universal City where we

actively participate in a Life Group class. Much of my life has revolved around RFISD and RAFB both personally and professionally and believe I could be a beneficial member to the team if selected to be a School Board Trustee of RFISD.

3. Supervisor/reference:

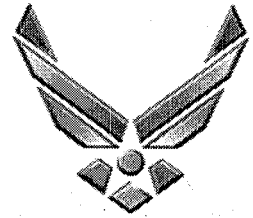
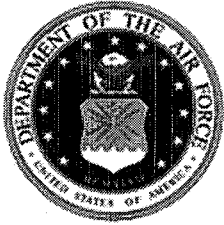
a. Name/rank: **Mark S. Robinson, Col**

b. Address: **1 Washington Circle Ste 1
JBSA-Randolph TX 78150**

c. Phone: **(210) 652-1201**

4. Why do you want to serve as a school board member? **To continue to help make RFISD the best possible district it can be. Quality education for the children is the driving motivational factor for all of this. Over the years RFISD has set a very high educational and moral standard. I want to help continue this noble tradition. Our children have been in five different school districts in three states. With the experiences I've gained with the Air Force and the different schools our children have encountered, I feel I can bring a wide variety of experience and knowledge to the table. We live behind the base. This is our home and as such I will be a stable member. I attended the school in the 1990s with positive results and I believe I can do the same if I'm selected to be a school board member of RFISD.**

5. **My Biography is attached for the 502d Security and Readiness Group Commander.**



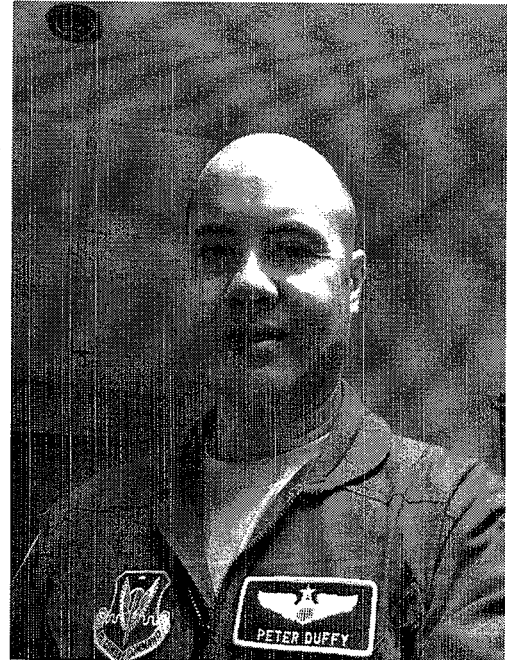
BIOGRAPHY

UNITED STATES AIR FORCE

LIEUTENANT COLONEL PETER J. DUFFY

Lt Col Peter J. Duffy is the Director of Staff, 12th Flying Training Wing, Joint Base San Antonio-Randolph. The 12th FTW is the Source of America's Airpower, delivering unrivaled airpower leaders for the future of the U.S. Air Force. The wing consists of three flying groups and a maintenance directorate spanning more than 1,400 miles from JBSA-Randolph, Texas, Naval Air Station Pensacola, Florida and to the U.S. Air Force Academy, Colorado.

The 12 FTW is responsible for four single-source aviation pipelines – Pilot Instructor Training, Combat Systems Officer Training, Remotely Piloted Aircraft Pilot Indoctrination, and Basic Sensor Operator Qualification. The wing manages all airmanship programs for U.S. Air Force Academy cadets, and Introductory Flight Training for all Air Force officers scheduled to enter pilot, combat systems officer, or remotely piloted aircraft training. The wing also hosts an Introduction to Fighter Fundamentals program and conducts Electronic Warfare Training for the U.S. Air Force and multi-national forces.



Lt Col Duffy entered the Air Force in May 2000 as a ROTC graduate from Arizona State University. He has been assigned to numerous operational and training positions in the T-38, F-15E and F-15C. He has served as the 435th IFF Director of Operations and Air Superiority staff officer. Lt Col Duffy is a senior pilot with more than 2,000 flying hours and has flown combat missions in support of Operations Iraqi Freedom and Enduring Freedom.

EDUCATION

2000 Bachelor of Science degree, Arizona State University, Tempe, Ariz.

2006 Squadron Officer School, Maxwell AFB, Ala.

2007 Aviation Safety Program Management Course, Kirtland AFB, N.M.

2008 Masters of Political Science and International Relations, Oklahoma University, Okla.

2013 Masters of Military Art/Operational Science, Air Command and Staff College, Maxwell AFB, Ala.

2016 Air War College (Correspondence), Maxwell AFB, Ala.

ASSIGNMENTS

1. July 2000 – January 2002, student, undergraduate navigator training, NAS Pensacola, Florida.
2. February 2002 – October 2002, student, F-15E FTU, Seymour Johnson AFB, NC.
3. November 2002 – July 2004, F-15E WSO, msn planning officer, Lakenheath AB, UK.
4. August 2004 – November 2005, student, undergraduate pilot training, Columbus AFB, Miss.
5. December 2005 – April 2006, student, F-15C FTU, Tyndall AFB, Florida
6. May 2006 – February 2009, F-15C acft cc, Chief of Sqdn Safety, Flight Commander, Eglin AFB, Florida.
7. March 2009 – July 2012, T-38 IFF evaluator/instructor, stan/eval branch chief, flight commander, chief of scheduling, Sheppard AFB, Texas.
8. July 2012 – June 2013, student, Air Command and Staff College, Maxwell AFB, Ala.

9. July 2013 – October 2014, Chief Programmer, Air Superiority Core Function Team, Air Combat Command, JB Langley-Eustis, Va.
10. November 2014 – December 2015, Kuwait Senior Duty Officer, AFCENT, Kuwait City, Kuwait.
11. January 2016 – February 2016, Chief Programmer, Air Superiority Core Function Team, Air Combat Command, JB Langley-Eustis, Va.
12. March 2016 – present, T-38 IFF Evaluator/Instructor, wing director of staff, Director of Operations 435th FTS, JB San Antonio-Randolph, Texas

FLIGHT INFORMATION

Rating: Senior pilot

Flight hours: more than 2,000

Aircraft flown: F-15C, F-15E, T-38, and T-37

MAJOR AWARDS AND DECORATIONS

Meritorious Service Medal with two oak leaf cluster

Air Medal

Air Force Commendation Medal

Army Commendation Medal

Air Force Achievement Medal

AF Outstanding Unit Award with Valor Device and two oak leaf clusters

Combat Readiness Medal with oak leaf cluster

National Defense Service Medal

Global War On Terrorism Expeditionary Medal

Global War On Terrorism Service Medal

Nuclear Deterrence Operations Service Medal with oak leaf cluster

EFFECTIVE DATES OF PROMOTION

Second Lieutenant June 10, 2000

First Lieutenant June 10, 2002

Captain June 10, 2004

Major May 1, 2010

Lieutenant Colonel September 1, 2015

(Current as of May 2018)



**Joint Base San Antonio
Statement of Eligibility**

Applicant Full Name: Lavonna Connell

Residential Address: 7403 Wurzbach Rd #340
San Antonio TX 78229

Physical Address of Employer: 221 3rd St W.
Randolph AFB, TX 78150

Board of Trustees Location Applying For:

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.



Signature of Applicant

Lavonna Connell

9/16/2018

Date

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

Lavonna D. Connell, Psy.D., HSP

5039 Hamilton Wolfe Rd. #1409 • San Antonio, TX 78229 • (281) 979-2722
lavonna.connell@wright.edu

EDUCATION

WRIGHT STATE UNIVERSITY SCHOOL OF PROFESSIONAL PSYCHOLOGY, Dayton, Ohio
American Psychological Association Accredited
Doctor of Clinical Psychology, Psy.D.

OAKWOOD UNIVERSITY, Huntsville, AL
Bachelor of Arts in Psychology

LICENSURE AND CERTIFICATION

Licensed Psychologist and National Register Health Service Psychologist

State of Texas

Issue Date: February 8, 2012018

License #37752

CURRENT EMPLOYMENT

Joint Base San Antonio Randolph Air Force Base

January 10, 2018-Present

Supervisor: Major Janice Pecua

- **Integrated Behavioral Health Consultant (IBHC) and Psychologist** for the Behavioral Health Optimization Program providing behavioral health consultation in a primary care setting to assist primary care managers and other health professionals in the management of patient behavioral health and medical concerns.
- Provide consultation with medical providers, such as PCMs regarding mental health and behavioral aspects of care.
- Implement DoD and AFI guidelines for services.
- Provide educational training to employees and community partners.
- Provide brief psychotherapy and diagnostic assessment for dependents and active duty members.
- Collaborate with JBSA MTF to ensure quality care.

POST-DOCTORAL FELLOWSHIP

Riley Child Development Center at IU Health LEND

September 1, 2016-August 31, 2017

Supervisor: Angela Tomlin, PhD, HSPP, IMH-E (IV)

Supervisor: Steve M. Koch, PhD, HSPP

- **Psychological Assessment:** Administered and scored psychological assessments to determine diagnoses related to child development and neuropsychological disabilities. These included evaluations for learning disorders, ADHD, and Autism.
 - Trained in the administration and scoring of the Autism Diagnostic Observation Schedule-Second Edition (ADOS-2)
- **Supervision:** Provided umbrella supervision to doctoral level practicum students in relation to assessments.
- **Documentation:** Wrote psychological reports in addition to interdisciplinary reports to assist families in addressing concerns primarily related to Autism, specific learning disabilities, and ADHD.
- **Leadership Roles:** Participated in case coordination and assisting clients in addressing concerns within a multidisciplinary team.

- **Research:** A requirement of the RCDC LEND program was to complete a research study that addressed disability. My topic related to stigma amongst those with Autism Spectrum Disorder and/or a Cognitive Disability.
- **Additional Activities:**
 - Presented a TedTalk formatted talk regarding perseverance in the midst of a learning disability.
 - Attended the Association of University Centers on Disability (AUCD) national conference regarding physical and mental health disability.
 - Arranged and met with my local Congresswoman at Capitol Hill to discuss policies related to mental health, disability, and autism.

INTERNSHIP

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM

September 2015-August 2016

APA Accredited

Total Hours: 2000

Supervisor: James Noll, PhD, HSSP

Supervisor: Aimee Dershowitz, PsyD, HSSP

- **Psychological Assessment:** Administered and scored psychological assessments to an outpatient child and adult population. Assessments included evaluations for the Department of Children's Services, learning disorders, personality, and diagnostic clarification.
- **Individual Therapy:** Engaged clients in therapy to address parenting, anxiety, depression, conduct/behavioral problems, and other psychological concerns. Approaches included Cognitive Behavioral and Interpersonal approaches. Client diversity was representative of several races/ethnicities, sexual orientation, SES, and ages.
- **Documentation:** Wrote detailed progress notes and followed administrative guidelines for agency records and billing processes using electronic medical records.
- **Supervision:** A major requirement of the internship was to conduct clinical/umbrella supervision to master's level students who were completing practicum at the agency.
- **Inpatient Rotation:** Conducted group therapy; provided psychological testing, and individual therapy on an adult acute care unit. Also participated in grand rounds with a psychiatrist and other members of the treatment team.
- **Administrative Project:** Developed an evidenced based testing protocol autism spectrum disorder that is reflective of current practices.

PRACTICUM TRAINING

PARK CENTER, INC.

August 2014-February 2015

Supervisor: Amanda Mayle, PsyD, HSSP

Total Hours: 865

Supervisor: John Musgrave, PsyD, HSSP

- **Psychological Assessment:** Administered and scored psychological assessments to an outpatient child and adult population. Assessments included parenting evaluations for the Department of Children's Services, learning disorders, personality, and diagnostic clarification.
- **Individual Therapy:** Engaged clients in therapy to address parenting, anxiety, depression, conduct/behavioral problems, and other psychological concerns. Approaches included Cognitive Behavioral, Feminist, and Interpersonal approaches. Client diversity was representative of several races/ethnicities, sexual orientation, and ages.

- **Documentation:** Wrote detailed progress notes and followed administrative guidelines for agency records and billing processes using electronic medical records.
- **Supervision:** A major requirement of the program was to conduct clinical/umbrella supervision to master's level students who were completing their practicum at the agency. Students participated in a *supervision-of-supervision* seminar in which we discussed supervision models and theories.

**WALLACE-KETTERING NEUROSCIENCE INSTITUTE
KETTERING MEDICAL CENTER**

July 2013-June 2014

Supervisor: Julie Miller, Psy.D., ABPP-CN

Total Hours: 830

- **Neuropsychological Assessment:** Administered and scored neuropsychological test batteries to an outpatient pediatric population with suspected brain injury, seizure disorders, cardiovascular disease, neoplasm, and other neurological impairments.
- **Neuropsychological Report Writing:** Wrote integrative reports based on neuropsychological test performance, clinical interview, and review of available records.
- **Clinical Interviewing and Assessment Feedback:** Interviewed clients and provided feedback based on findings from the neuropsychological evaluation.

WRIGHT STATE UNIVERSITY COUNSELING AND WELLNESS CENTER

Jan 2013-June 2013

Supervisor: Anthony Teasdale, Ph.D.

Total Hours: 146

- **Individual Therapy:** Conducted individual therapy with college aged students (18-40 years of age) who experienced a wide range of concerns including anxiety, depression, health problems, and sexual identity exploration
- **Case Management:** Worked with clients to ensure that program treatment goals were progressing and discuss potential problems to help them ascertain their goals
- **Consultation with Other Medical Professionals:** Discussed cases with psychiatrists and other professionals regarding treatment goals and outcomes as well as any concerns about medication management that was presented in therapy

SAMARITAN BEHAVIORAL HEALTH

Sept 2011-May 2012

Supervisor: Andrea Bischoff, Psy.D.

Total Hours: 649

- **Individual Therapy:** Worked with clients ages 7-58 who experienced a wide range of mental health disorders and developed custom treatment plans tailored to meet their individual needs based on case conceptualization
- **Assessment:** Conducted over 20 psychological assessments primarily with children assessing academic, cognitive, and personality domains as well as other concerns outlined in the referral. Received training in the Rorschach and utilized the Exner scoring system
- **Documentation:** Wrote detailed progress notes to track clients' progress and document therapeutic session
- **Intakes and Diagnostic Assessments:** Conducted individual intake sessions in order to determine diagnosis, therapeutic goals, and appropriate course of treatment
- **Consultation:** Worked closely with parents, foster parents, and case workers in order to optimize clients' ability to meet therapeutic goals
- **Multidisciplinary Treatment:** Collaborated with psychiatrist and other professionals to ensure clients were obtaining optimal, well-rounded treatment

ELLIS HUMAN DEVELOPMENT INSTITUTE AND PECE-PACT

Sept 2010-June 2011

Supervisor: Janeece Warfield, Psy.D., RPT-S

Total Hours: 689

- **Group Therapy:** Conducted psycho-educational groups and provided program development for parents, teachers, and preschool children through the Parents Early Childhood Education/Positive Action Choices Training (PECE-PACT) program. PECE-PACT utilizes an evidenced-based curriculum and focused on implementing behavioral interventions to prevent conduct disorder and providing parenting education to parents
- **Family/Individual Therapy:** Provided outpatient therapy to individuals (both children and adult) as well as family therapy for clients experiencing parenting issues, pain disorders, depression, and other mental health disorders
- **Assessment:** Conducted psychological assessments with clients from childhood to adulthood with a wide range of referral questions including, learning disorders, ADHD, parent competency, personality, and adaptive living
- **Intakes and Diagnostic Assessments:** Conducted individual intake sessions to determine diagnosis, therapeutic goals, and eligibility to participate in group therapy
- **Clinical Interviewing and Assessment Feedback:** Interviewed clients and parents as well as provided feedback based on findings of the psychological assessments that were completed
- **Documentation:** Wrote detailed progress notes and followed administrative guidelines for agency records and billing processes

ACADEMIC APPOINTMENTS**Wright State University, Department of Psychology**

August 2016-Present

Adjunct Professor

- Teach *Forensic Psychology* course to undergraduates via distance learning
- Developed lesson plans, activities, and assignments to facilitate learning

Southern New Hampshire University, COCE

March 2015-Present

Adjunct Professor

- Teach *Child Development* to undergraduate students via distance learning
- Taught *Abnormal Psychology* to undergraduate students via distance learning
- Taught *Psychological Assessment and Testing* to undergraduate students via distance learning
- Taught *Counseling Process & Techniques* to undergraduate students via distance learning
- Facilitate learning via discussion boards, providing additional resources, and facilitation of projects

Wright State University, Department of Psychology

May 2014-June 2014

Adjunct Professor

- Taught *Clinical Psychology Capstone* course to undergraduate students
- Developed lectures, lesson plans, and activities to facilitate a six week summer course

Wright State University, Department of Psychology

Jan 2014-April 2014

Adjunct Professor

- Taught *Stereotyping and Prejudice* course to undergraduates
- Developed lesson plans, activities, and assignments to facilitate learning
- Designed lectures on assigned topics regarding diversity

Wright State University, Department of Psychology

Aug 2013-Dec 2013

Adjunct Professor

- Taught *Abnormal Psychology* course to undergraduates
- Developed lesson plans, constructed and graded assignments and quizzes
- Designed lectures on assigned topics

Wright State University, School of Professional Psychology

Jan 2013-April 2013

Teaching Assistant

Lana Rucks, *Instructor*

- Assisted in instructing graduated *Consultation Psychology* course
- Assisted in preparation of lesson plan and class notes
- Assisted in grading assignments and providing feedback to students

Wright State University, Department of Psychology

Mar 2011-June 2011

Adjunct Professor

- Taught *Abnormal Psychology* course to undergraduates
- Developed curriculum, constructed and graded assignments and quizzes
- Designed lectures on assigned topics

PUBLICATIONS

Connell, L.D. (2013). Non-suicidal self-injury among adolescents and young adults: An informational website for self-injurers, clinicians, and those within their social network. (Unpublished doctoral dissertation). Wright State University, School of Professional Psychology, Dayton, OH

Selby, E.A., **Connell, L.D.**, & Joiner, T.E. (2010) The pernicious blend of rumination and fearlessness in non-suicidal self- injury. *Cognitive Therapy & Research*, 34,421-428. doi: 10.1007/s10608-009-9260-z.

EDITORIAL POSITIONS

ADHOC Reviewer for:

- Translational Issues in Psychological Sciences

Abstract Reviewer for:

- International Society for the Study of Self-Injury

COMMUNITY SERVICE

SAN ANTONIO FOOD BANK

March 2018- Present

- Assist in various tasks to provide food to families across the state of Texas.

BIG BROTHERS BIG SISTERS OF SAN ANTONIO

November 2017- Present

- Provide mentorship to a child chosen by the organization.

CHILD AND ADOLESCENT PSYCHOLOGY STUDENT MENTOR March 2016- Present
• Provide mentorship to psychology graduate students at various levels of matriculation.

COURT APPOINTED SPECIAL ADVOCATE (CASA)- ALLEN COUNTY
Supervisor: Julia, Volunteer Coordinator April 2015-August 2015
• Represent children and caregivers in family court
• Advocate for the needs of children in regards to out of home placements
• Collaborate with the court, department of children's services, and attorneys to provide services
• Assist caregivers in following their participation plan

YOUTH FOR CHRIST-FORT WAYNE
Supervisor: Amy Binkley, Volunteer Coordinator Feb 2015-August 2015
• Participate in afterschool programming at a drop-in center for urban youth
• Co-facilitated a group with students in urban high schools to promote self-esteem, healthy relationships, and academic development
• Serve as a mentor to adolescent teenagers outside of planned programs

VOLUNTEER CONSULTANT, ELIZABETH NEW LIFE CENTER-KETTERING
Supervisor: Dawn Oppy, Director Jan 2013-April 2014
• Provided consultative services and emotional for women that were considering options for their pregnancy
• Facilitated Earn While You Learn sessions which assisted pre and post natal parents to learn how to be good parents, learn how to effectively communicate with children, and provided support to each parent throughout their pregnancy

VOLUNTEER GROUP FACILITATOR, T.J.'S PLACE OF HOPE
Supervisor: Greg Crabtree, Pastor April 2011-May 2012
• Assisted in co-facilitating a self-injury group for adolescents and young adults aged 10-27

VOLUNTEER, SUICIDE PREVENTION CENTER
Supervisor: Trisha Marks, CEO Nov 2009-Dec 2011
• Responded to crisis calls and responded per protocol (i.e. notifying emergency personnel, arranging a follow-up call)
• Provided information and resources to third party callers about suicide prevention and how to intervene with an individual who is contemplating suicide

VOLUNTEER, UNITED REHABILITATION SERVICES
Supervisor: Janeece Warfield, Psy.D. Jan 2010-June 2010
• Participated in social groups with children and young adults with intellectual disorders and physical disabilities

GROUP CO-FACILITATOR, PREVENTING ABUSE IN THE HOME (PATH)
Supervisor: Celeste Walker, Psy.D. Oct 2009-Mar 2010
• Co-facilitated psycho-educational groups with court mandated, male perpetrators of domestic violence

PROFESSIONAL AFFILIATIONS

- American Psychological Association (APA) Division 53 (Child and Adolescent Psychology)
- International Society for the Study of Self-Injury
- American Board of Professional Psychology, Early Entry Program
- National Register of Health Service Psychologists, Awarded
- National Coalition for Latinxs with Disabilities



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Marvin S. Strange

Residential Address: 1451 5th Street West H64

Universal City TEXAS 78148

Physical Address of Employer:

1451 5th Street West H64

Universal City TEXAS 78148

Board of Trustees Location Applying For: Randolph ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

STRANGE.MARVIN.SH¹⁵ Digitally signed by
EVILLE.SR.1097230915 STRANGE.MARVIN.SHEVILLE.SR.10972309
Date: 2018.10.10 13:41:40 -05'00'

Signature of Applicant

Marvin S. Strange

Printed Name of Applicant

10 Oct 18

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

MARVIN S. STRANGE
13115 Forum Rd. Universal City, TX 78148
Home (210)566-9456 - Cell (210)452-2482
marvin_strange@sbcglobal.net

SUMMARY: Military veteran and degreed professional experienced with a variety of social services programs ranging from Readiness to Career Counseling. Additionally, knowledgeable and experienced with Relocation and Transition Assistance with a strong background in providing administrative, personnel and computer support with excellence in customer service.

EXPERIENCE

- 2009 - Present **Social Services Assistant/Inspector General Office Automation,**
12th Flying Training Wing, Randolph Air Force Base (AFB), Texas
- Trained in Readiness procedures...manned the Personnel Deployment Line to provide information and referral services to deploying members...
 - Instrumental in helping facilitate monthly Waiting Families Dinners to include assessing families needs and providing key information and referral services
 - Provides military members of all branches and their families with the skills and job search tools to secure employment
 - Key staff member in providing customers up-to-date listings of numerous job search websites...customers departed very well informed
 - Assists customers of all ranks and services along with family members in navigating job search websites...provided vital feedback on applications and resumes
 - Provides names and locations of organizations to assist separating and retiring military members on the process for filing VA medical claims
 - Informs and provides key information to personnel and their family members regarding unemployment compensation...outstanding feedback...customers were able to receive much needed funds during transition
 - Assist active duty, family members and government civilians with pertinent and timely information for relocating to other assignments
 - Ensure customers relocating to Randolph AFB/San Antonio were given necessary information on the local area...made newcomers feel welcome
 - Provides relocation assistance to newly assigned members and their families with much needed household items to ease transition
 - Assist Relocations Specialist with creating a more accurate sign-in log for the bi-weekly Newcomers Orientation...up-to-date and more accurate accountability of attendees
 - Greets customers, assesses their needs and refers to appropriate agency
 - Monitors all incoming requests for Airman and Family Readiness Center workshops and inputs information in the AAFIRST system
 - Receives all incoming phone calls, takes messages and resolves complaints when necessary
 - Assists staff members in preparing official letters, and email correspondence for distribution throughout the installation
 - Provides marketing support for the Airman and Family Readiness Center ensuring monthly calendars, newsletters, flyers and posters are accurate and distributed base-wide...base population informed of key information and events

2007 - 2008

Administrative & Information Technology Support Technician, Headquarters Air Education and Training Command Randolph AFB, Texas

- Provided administrative, data entry, and clerical support to the Air Force Security Assistance Training Squadron, Training Operations Division.
- Prepared more than 200 International Travel Orders (ITO), authorization, amendment and rescission messages monthly using standard templates, ensuring proper grammar, spelling, punctuation, and formatting for review and routing.
- Created, updated, and performed quality checks on all student ITOs and ITO training approval messages for 20 Country Program Managers.
- Input data, generated reports, verified training quotas, rescheduled student training and managed student training list updates in worldwide student personnel database.
- Efforts ensured international student trainees had timely and accurate documentation to attend assigned training courses. Often exceeding program and unit time-line requirements.
- Electronically filed all ITO messages and related correspondence in unit sharedrive in compliance with government standards.
- Provided Information Technology support for desktop/laptop computers, laserjet printers and scanners for over 100 personnel.
- Troubleshot network connectivity issues, e-mail access and various problems with Microsoft Office Suite.
- Removed and installed hardware and software. Provided users with proper tools and training to complete daily/weekly files back-up.
- Reset user passwords, created new user network and e-mail accounts. Updated existing user network and e-mail account information.
- Submitted Remedy Tickets to have computers added to and removed from the base domain.
- Ensured unit personnel were briefed on approved/disapproved software.
- Coordinated with Base Software License Manager and Base Information Security Office for government updated and approved software before purchasing.

2006 - 2007

Video Teleconference (VTC) & Teleconference Facilitator/Monitor

- As VTC Facilitator and Monitor, managed the scheduling and monitoring of more than 70 VTCs for Graduate Medical Education and Training worldwide per month; and technical troubleshooting regarding Video Teleconferences and Teleconferences required through Wilford Hall Medical Center and the Directorate of Operations Profitt Conference Room.
- Troubleshot connections between point-to-point and multi-point VTC's and Teleconferences on Tandberg and Polycom model VTC equipment. Designed Flow Charts to train all end users on Polycom 8000 Video Conferencing/Teleconference equipment.
- Assisted in establishing higher headquarters usage policies for VTC/Teleconference rooms and equipment.

2004 - 2006

Certified Workgroup Manager / Client Support Administrator

- Planned and implemented installation of computer hardware and software for 26 computer systems
- Extensive knowledge of many software applications to support a broad-based communications agenda involving multi-programs i.e. military leave program, performance reporting, correspondence, staff summary documents etc.
- As a Certified Workgroup Manager/Client Support Administrator, created required NT Groups for all authorized users (Records Custodians and Chiefs of Office of Records).
- Served as the Terminal Areas Security Officer, tasked with managing computer security for all assigned computer systems.

2003 - 2004

Chief, Division Information Management, Human Resource C2 System Program Office, Electronic Systems Center, Randolph, AFB, TX.

- Managed information systems to support a 180+ personnel division, tasked with processing personnel actions that included awards, evaluations, manpower realignment actions, etc.
- Directed extensive quality control programs that ensured accuracy of personnel updates and processing procedures for materials channeled and distributed both internally and externally.
- Performed extensive updates using the Personnel Concept III (PC-III) personnel computer database. Additionally managed web pages for the division's intranet.

1999 - 2002

Chief, Information Management Training Wing, NATO AWACS E-3A Component (EUR) Geilenkirchen Air Base, Germany

- Administered budgets and administrative actions for items that included electronic and written correspondence, NATO Travel Orders, and International Evaluation Reports. Effectively managed the NATO classified document distribution registry.
- Recipient of numerous commendations for the innovative design and implementation of new and improved information processing strategies.

EDUCATION

BS in Management and Human Resources, Park University, August 2010

AAS Degree in Information Management, Community College of the Air Force. May 2006.

MIS Training: Security +, 2006

Network + in maintaining a Windows Server 2003 Environment, 2005

Implementing, Managing, and Maintaining Windows Server 2003

Network Infrastructure: Network Services, 2005.

Implementing & Supporting MS Windows XP Professional, 2006

Implementing Windows Server 2003 Network Infrastructure: Network Hosts, 2005

Information Management Training: Client Support Administrator, 2005

Functional Area Records Management (FARM) Training, 2005

Freedom of Information Act Monitor / Privacy Act Monitor Training, 2004

Solicitation Request: JBSA LEGACY

Randolph Independent School District (RFISD) Seeks Board of Trustee Member

RFISD is soliciting resumes for an upcoming opening on the Board of Trustees. Eligibility for the position requires the incumbent to be living or employed at JBSA-Randolph. Trustees must take an official oath of office and serve without compensation. For more information or for those interested should submit a resume to the School Liaison Office (angela.green.8@us.af.mil).

The following candidates' resumes were reviewed and ranked for each position:

1. Duffy, Peter
2. Connell, Lavonna
3. Strange, Marvin

Board Positions were announced via e-mail to all First Sergeants on Randolph AFB. There was also solicitation of this position through other organizations' events as well as word of mouth. The advertisement seemed to be adequate based on the inquiries via e-mails and phone calls.

Review of Proposed Amendment to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status

February 1, 2019

COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose an amendment to 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status. The proposed amendment to 19 TAC §229.4 would adjust the performance standard for the accountability indicator for principal appraisals, would clarify performance standards, and would remove outdated provisions.

STATUTORY AUTHORITY: The statutory authority for the proposed amendment to 19 TAC §229.4 is the Texas Education Code (TEC), §§21.041(a), (b)(1), and (d), 21.0441(c) and (d), 21.0443, 21.045, as amended by Senate Bill (SB) 1839, 85th Texas Legislature, Regular Session, 2017, 21.0451, and 21.0452(a)-(d).

TEC, §21.041(a), allows the SBEC to adopt rules as necessary for its own procedures.

TEC, §21.041(b)(1), states that the SBEC shall propose rules that provide for the regulation of educators and the general administration of TEC, Chapter 21, Subchapter B, in a manner consistent with TEC, Chapter 21, Subchapter B.

TEC, §21.041(d), allows the SBEC to propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program (EPP), or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed may not exceed the amount necessary, as determined by the SBEC, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of EPPs.

TEC, §21.0441(c) and (d), requires the SBEC to adopt rules setting admission requirements for EPPs pertaining to grade point averages.

TEC, §21.0443(a), states that the SBEC shall propose rules to establish standards to govern the approval or renewal of approval of EPPs and certification fields authorized to be offered by an EPP.

TEC, §21.0443(b), states that to be eligible for approval or renewal of approval, an EPP must adequately prepare candidates for educator certification and meet the standards and requirements of the SBEC.

TEC, §21.0443(c), states that the SBEC shall require that each EPP be reviewed for renewal of approval at least every five years. The SBEC shall adopt an evaluation process to be used in reviewing an EPP for renewal of approval.

TEC, §21.045(a), states that the SBEC shall propose rules establishing standards to govern the continuing accountability of all EPPs.

TEC, §21.045(b), states each EPP shall submit data elements as required by the SBEC for an annual performance report to ensure access and equity, and it states the minimum that the annual report must contain.

TEC, §21.045(c), states the SBEC shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting EPPs, and that, at a minimum, performance standards must be based on §21.045(a).

TEC, §21.045(d), as amended by SB 1839, 85th Texas Legislature, Regular Session, 2017, states that to assist an EPP in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

TEC, §21.0451(a), states that the SBEC shall propose rules for the sanction of EPPs that do not meet accountability standards, that the SBEC shall annually review the accreditation status of each EPP, and it states the parameters for the rules.

TEC, §21.0451(b), states that any action authorized or required to be taken against an EPP under §21.0451(a) may also be taken with regard to a particular field of certification authorized to be offered by an EPP.

TEC, §21.0451(c), states that a revocation must be effective for a period of at least two years, and that after two years, the EPP may seek renewed approval to prepare educators for state certification.

TEC, §21.0451(d), states that the costs of technical assistance required under TEC, §21.0451(a)(2)(A), or the costs associated with the appointment of a monitor under TEC, §21.0451(a)(2)(C), shall be paid by the EPP.

TEC, §21.0452(a) and (b), state that to assist persons interested in obtaining teaching certification in selecting an EPP and to assist school districts in making staffing decisions, the SBEC shall make certain specified information regarding educator programs in this state available to the public through the SBEC's Internet website.

TEC, §21.0452(c) requires that the Board develop an exit survey for EPP participants to complete before the participant may receive an educator certification.

TEC, §21.0452(d) requires the Board to develop surveys for distribution to educator program participants and school principals.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed amendment to 19 TAC §229.4 would be March 10, 2019.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 229 establish the process used for issuing annual accreditation ratings for all EPPs. The TEC, §21.045, states that the SBEC shall propose rules establishing standards to govern the approval and continuing accountability of all EPPs.

At its October 2016 meeting, the SBEC adopted rules to phase in new performance standards for certification examinations and principal appraisals to be used as indicators in the accountability system for EPPs. Under the current rules, principal appraisals were not used for accountability determinations during the 2016-2017 academic year (AY) and were calculated for reporting purposes only. In summer 2018, Texas Education Agency (TEA) staff provided EPPs with completed reports using the 2016-2017 AY data reflecting their candidates' performance on principal appraisals. After TEA staff reviewed the reported 2017-2018 AY data for those indicators, the SBEC proposed changes to the performance standards as described below to clarify, simplify, and update the standards.

The proposed amendment to §229.4 is intended to reflect the performance standards for the 2017-2018 AY and beyond, so the amendment includes removing all references to the performance standards for the 2016-2017 AY.

Certification Examinations of EPP Candidates

The proposed amendment to §229.4(a)(1) would clarify that the performance indicators for the pedagogy and professional responsibilities (PPR) examinations and the non-PPR examinations are separate performance indicators within the accountability system. The examinations assess different performance standards and, therefore, are measured independently. This amendment does not reflect a change in interpretation of the rule but instead provides a clarification.

The proposed amendment to subsection (a)(1)(B), re-lettered as subsection (a)(1)(A), would add language to indicate that the performance standard for both PPR and non-PPR examinations would be the percentage of individuals admitted after December 26, 2016, who passed an examination within the first two attempts. This is not intended as a substantive change to the meaning of the rule but simply a clarification of the impact that the effective date of previous rulemaking had on the method for calculating pass rates.

The performance indicator of certification examinations is based on the percentage of candidates who passed an examination that was approved by the EPP and required for the certification field in which the EPP is preparing or has prepared the candidate within the first two attempts. The pass rates in subsection (a)(1)(B)(i), reorganized as subsection (a)(1)(B), for PPR exams are currently structured to increase at a rate of 5% each year, with an 85% rate for 2017-2018 AY, as shown in renumbered subsection (a)(1)(B)(i), and a 90% rate for 2018-2019 AY and beyond, as shown in renumbered subsection (a)(1)(B)(ii).

The pass rates in subsection (a)(1)(B)(ii), reorganized as subsection (a)(1)(C), for non-PPR exams are currently structured to increase at a rate of 5% each year, with a 75% rate for 2017-2018 AY, as shown in renumbered subsection (a)(1)(C)(i); an 80% rate for 2018-2019 AY, as shown in renumbered subsection (a)(1)(C)(ii); an 85% rate for 2019-2020 AY, as shown in renumbered subsection (a)(1)(C)(iii); and a 90% rate for 2020-2021 AY and beyond, as shown in renumbered subsection (a)(1)(C)(iv).

Principal Appraisals of First-Year Teachers from EPPs

The performance standard is based on the percentage of first-year teachers from EPPs who were appraised as "sufficiently prepared" or "well prepared." The performance standard in §229.4(a)(2) is currently structured to increase at a rate of 5% each year as illustrated below:

- 70% for 2016-2017 AY
- 75% for 2017-2018 AY
- 80% for 2018-2019 AY

- 85% for 2019-2020 AY
- 90% for 2020-2021 AY and beyond.

The proposed amendment to §229.4(a)(2) would establish the performance standard for principal appraisals at 70% beginning with the 2017-2018 AY without annual increase, thus the proposed striking of subsection (a)(2)(A)-(E). This sustained performance standard would allow for consistency and stability over time. It would also be in keeping with the changes that have been made to performance standards in the Kindergarten-Grade 12 accountability system. Moreover, the actual data for the 2017-2018 AY shows that a 70% pass rate is sufficient to identify EPPs with a significant number of low-performing candidates as evaluated by principals or other instructional leaders.

Field Supervision Observation

The proposed amendment to §229.4(a)(4) would clarify that the frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator for accountability purposes. The proposed amendment would also strike the reference to §228.35(f) and reference §228.35(g) instead.

The proposed amendment to subsection (a)(4)(A)(iii) would move current language establishing the 95% compliance rate for performance standard frequency, duration, and required documentation for the 2017-2018 academic year to subsection (a)(4)(A).

The proposed amendment to subsection (a)(4)(B)(ii) would move current language establishing the 90% performance standard for quality of field supervision for the 2017-2018 academic year to subsection (a)(4)(B).

The frequency/duration and quality components of field supervision assess different performance standards and, therefore, are measured independently. This amendment would not reflect a change in interpretation of the rule, but instead would provide clarity of the existing interpretation.

Small Group Exception for the Performance of an EPP Candidate Group

The proposed amendment to §229.4(g) is intended to clarify the mechanics of the small group exception but is not intended to change the meaning or interpretation of the rule.

The proposed amendment to subsection (g)(3) would indicate that if the current year's EPP candidate group has between one and 10 candidates, then the current performance of the group would be combined with the prior year's group performance.

The proposed amendment to subsection (g)(4) would indicate that if the two-year cumulated EPP candidate group has between one and 10 candidates, then the two-year group performance would be combined with the group performance from the year preceding the prior year, and that the three-year cumulated group performance must be measured against the standards in the current year, regardless of how small the cumulated number of group members.

The years in which an EPP has no candidates in a candidate group are not counted for purposes of calculating group performance under the small group exception.

Action Plan for EPPs That Fail to Meet a Required Performance Standard

The amendment would strike §229.4(h) to remove the requirement that an EPP that fails to meet a performance standard develop and send to TEA an action plan to address the deficiencies to improve. There are many factors that can lead to an EPP failing required performance standards, and it is TEA staff's position that how a program chooses to address deficiencies is a matter for the EPP director/legal authority. This proposed amendment would remove TEA staff from internal workings of EPPs and allow more time to support programs and respond to direct inquiries.

The SBEC did not adopt the language that was proposed in §229.4(a)(1)(A) and §229.4(g) that changed the word "individual" or "individuals" to "candidate" or "candidates," but reverted to the original text to clarify that for accountability purposes, an individual does not have to be considered a candidate to be included in the performance standard.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: The proposed amendment represents clarification and stabilization of the accountability system for EPPs in rule and does not include any new increases to the rigor of performance standards or accountability indicators beyond what already exist. Therefore, the TEA staff has determined that there is no additional fiscal impact on state and local governments and there are no additional costs to entities required to comply with the proposed amendment. There is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.022. The proposed amendment does not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, is not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or the elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not create a new regulation; would not require an increase or decrease in fees paid to the agency; would not expand an existing regulation, but does limit the impact of certain aspects of regulation by repealing an anticipated increase in standards that could have negatively affected certain EPPs; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed rule action would be additional clarity, stability, and predictability regarding the accountability performance standards for EPPs, and an accountability system that informs the public of the quality of educator preparation provided by each SBEC-approved EPP.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed amendment would have no reporting or procedural implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed amendment would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed amendment to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status.

Staff Members Responsible:

Ryan Franklin, Associate Commissioner, Educator Leadership and Quality

Mark Olofson, Director, Educator Data and Program Accountability

Christie Pogue, Director, EPP Accreditation and Policy Development

Attachment: Text of Proposed Amendment to 19 TAC Chapter 229, Accountability System for Educator Preparation Programs, §229.4, Determination of Accreditation Status

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 229. Accountability System for Educator Preparation Programs

§229.4. Determination of Accreditation Status.

- (a) Accountability performance indicators. The State Board for Educator Certification (SBEC) shall determine the accreditation status of an educator preparation program (EPP) [shall be determined] at least annually, based on [performance standards established in rule by the State Board for Educator Certification (SBEC), with regard to] the following [EPP] accountability performance indicators, disaggregated with respect to gender, race, and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act), and other requirements of this chapter:
- (1) the EPP candidates' performance on examinations of pedagogy and professional responsibilities (PPR) and non-PPR standard [ef] certification examinations [ef] beginning with the 2017-2018 academic year. The EPP candidates' [candidates:] performance on PPR and non-PPR examinations shall provide separate accountability performance indicators for EPPs.
- ~~[(A) — for the 2016-2017 academic year, the performance standard shall be a pass rate of 80% for all examinations for the academic year. The pass rate is the percent of tests passed by candidates who have finished all EPP requirements for coursework, training, and internship, clinical teaching, or practicum by the end of that academic year. For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law. The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an EPP, are not included. The rate reflects a candidate's success only on the last attempt made on the examination by the end of the academic year in which the candidate finishes the coursework, training, and internship, clinical teaching, or practicum program requirements and does not reflect any attempts made after that year. The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified EPP requirements divided by the total number of last attempts made by those candidates;]~~
- (A) ~~[(B)]~~ For both PPR and non-PPR examinations ~~[for the 2017-2018 academic year]~~, the performance standard shall be calculated based on the percentage [percent] of individuals [candidates] [individuals] admitted after December 26, 2016, who passed an examination within the first two attempts. For purposes of determining the pass rate, an individual [a candidate] [individuals] shall not be excluded because the individual [candidate] [individual] has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual [candidate] [individual] serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. [The rate reflects whether or not an individual passed an examination within the first two attempts made on the examination, including those attempted after the individual has completed the EPP.] The formula for calculation of pass rate is the number of individuals [candidates] [individuals] who have passed an examination on their first or second attempt, including any attempts after the candidate completed the EPP, divided by the number of individuals [candidates] [individuals] who passed an examination on their first attempt plus those who passed or failed on their second attempt . ~~;~~

(B) ~~(i)~~ For ~~for~~ examinations of PPR ~~[pedagogy and professional responsibilities (PPR)]~~, the pass rate will be calculated as described in subparagraph (A) ~~(B)~~ of this paragraph and the performance standard shall be:

~~(i) — a pass rate of 80% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);~~

(i) ~~(ii)~~ a pass rate of 85% for the 2017-2018 academic year; and

(ii) ~~(iii)~~ a pass rate of 90% for the 2018-2019 academic year and beyond ~~;~~ ~~and~~

(C) ~~(ii)~~ For ~~for~~ non-PPR examinations, the pass rate will be calculated as described in subparagraph (A) ~~(B)~~ of this paragraph and the performance standard shall be:

~~(i) — a pass rate of 70% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);~~

(i) ~~(ii)~~ a pass rate of 75% for the 2017-2018 academic year;

(ii) ~~(iii)~~ a pass rate of 80% for the 2018-2019 academic year;

(iii) ~~(iv)~~ a pass rate of 85% for the 2019-2020 academic year; and

(iv) ~~(v)~~ a pass rate of 90% for the 2020-2021 academic year and beyond;

(2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard beginning with the 2017-2018 academic year shall be 70%; ~~;~~

~~(A) — 70% for the 2016-2017 academic year (reporting year only);~~

~~(B) — 75% for the 2017-2018 academic year;~~

~~(C) — 80% for the 2018-2019 academic year;~~

~~(D) — 85% for the 2019-2020 academic year; and~~

~~(E) — 90% for the 2020-2021 academic year and beyond;~~

(3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers;

(4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(g) [§228.35(f)] of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship. The frequency and duration of field supervision shall provide one accountability performance indicator, and the quality of field supervision shall provide a separate accountability performance indicator.

(A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be that the EPP meets the requirements of documentation of §228.35(g) for 95% of the EPP's candidates, beginning with the 2017-2018 academic year. ~~;~~

~~(i) — a 95% compliance rate with SBEC requirements for each EPP candidate completing an internship for the 2016-2017 academic year;~~

~~(ii) — a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2016-2017 academic year (reporting year only); and~~

~~[(iii) — a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2017-2018 academic year and beyond; and]~~

- (B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be 90% for the 2017-2018 academic year and beyond; and ~~[(i)]~~

~~[(i) — 85% for the 2016-2017 academic year (reporting year only); and]~~

~~[(ii) — 90% for the 2017-2018 academic year and beyond; and]~~

- (5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be set after a pilot study is completed during the 2017-2018 ~~[2016-2017]~~ academic year.

(b)-(f) (No change.)

(g) Small group exception.

- (1) For purposes of accreditation status determination, the performance of an EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, shall be measured against performance standards described in this chapter in any one year in which the number of individuals ~~[candidates]~~ ~~[individuals]~~ in the group exceeds 10 ~~[ten]~~. The small group exception does not apply to compliance with the frequency and duration of field supervisor observations.
- (2) For an EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, where the group contains 10 ~~[ten]~~ or fewer individuals ~~[candidates]~~ ~~[individuals]~~, the group's performance shall not be counted for purposes of accreditation status determination for that academic year based on only that year's group performance.
- (3) If the current ~~[preceding]~~ year's EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contained between one and 10 individuals ~~[candidates]~~ ~~[ten or fewer individuals]~~, that group performance shall be combined with the prior ~~[current]~~ year's group performance, and if the two-year cumulated group contains more than 10 ~~[ten]~~ individuals ~~[candidates]~~ ~~[individuals]~~, then the two-year cumulated group performance must be measured against the standards in the current ~~[that second]~~ year.
- (4) If the two-year cumulated EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, contains between one and 10 individuals ~~[candidates]~~ ~~[ten or fewer individuals]~~, then the two-year cumulated group performance shall be combined with the ~~[current year's]~~ group performance from the year preceding the prior year. The three-year cumulated group performance must be measured against the standards in the current ~~[that third]~~ year, regardless of how small the cumulated number of group members may be.
- (5) In any reporting year in which the EPP candidate group, aggregated or disaggregated by gender, race, or ethnicity, does not meet the necessary number of individuals ~~[candidates]~~ ~~[individuals]~~ needed to measure against performance standards for that year, any sanction assigned as a result of an accredited-warned or accredited-probation status in a prior year will continue if that candidate group has not met performance standards since being assigned accredited-warned or accredited-probation status. The SBEC may modify the sanction as the SBEC deems necessary based on subsequent performance, even though that performance is not measured against performance standards for a rating.

~~[(h) — Action plan. An EPP that fails to meet a required performance standard shall develop an action plan addressing the deficiencies and describing the steps the program will take to improve the performance of its candidates, especially regarding the performance standard that was not met. TEA staff may prescribe the information that must be included in the action plan. The action plan must be sent to TEA staff no later than 45 calendar days following notification to the EPP of the failure to meet a performance standard.]~~

**Review of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards,
Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards**

February 1, 2019

**COMMITTEE ON SCHOOL INITIATIVES: ACTION
STATE BOARD OF EDUCATION: ACTION**

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review a State Board for Educator Certification (SBEC) rule action that would propose revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would add the Texas Essential Knowledge and Skills (TEKS)-based certification standards; would add reference to the new certification standards for the Trade and Industrial Workforce Training: Grades 6-12 certificate to implement the statutory requirements of House Bill (HB) 3349, 85th Texas Legislature, Regular Session, 2017; and would clarify the effective date of Subchapter D.

STATUTORY AUTHORITY: The statutory authority for 19 TAC Chapter 235, Subchapter A, is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4). The statutory authority for 19 TAC Chapter 235, Subchapter D, is TEC, §§21.0442(a) and (c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, and 21.040(4).

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.040(4), states that the SBEC shall, for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

TEC, §21.0442(a), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to create an abbreviated educator preparation program (EPP) for trade and industrial workforce training.

TEC, §21.0442(c), as added by HB 3349, 85th Texas Legislature, Regular Session, 2017, requires the SBEC to ensure that an EPP requires at least 80 hours of instruction for a candidate seeking a Trade and Industrial Workforce Training certificate.

The full text of statutory citations can be found in the statutory authority section of this agenda.

EFFECTIVE DATE: The proposed effective date of the proposed revisions to 19 TAC Chapter 235 would be March 10, 2019.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to ensure that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. The standards serve as the base for training provided by EPPs and for the subsequent educator certification assessments.

The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the educator standards for the classroom teacher class of certificates. The educator standards are the basis for EPP design to effectively prepare beginning classroom teachers and the foundation for the certification examinations.

The following is a description of the proposed revisions to 19 TAC Chapter 235 that implement recent legislation and incorporate feedback from the standards advisory committee.

TEKS-Based Certificate Standards

§235.1. General Requirements.

To incorporate all educator standards for the classroom teacher class into Chapter 235, the proposed language regarding TEKS-Based Certificate Standards is attached.

The educator standards refer to the student expectations found in the relevant TEKS and English Language Proficiency Standards. Connecting the educator standards to student expectations would allow for the standards and subsequent training and assessment to remain accurate as the student expectations are updated.

Trade and Industrial Workforce Training: Grades 6-12 Standards

§235.63. Pedagogy and Professional Responsibilities Standards, Trade and Industrial Workforce Training: Grades 6-12.

The proposed educator standards for the classroom teacher class would implement the statutory requirements of HB 3349 regarding the creation of the Trade and Industrial Workforce Training: Grades 6-12 certificate. Due to the condensed number of preparation hours for teacher candidates as required in HB 3349, Texas Education Agency (TEA) staff worked with a standards advisory committee to narrow and prioritize the standards for beginning teachers. In addition, TEA staff and the advisory committee sought to further prioritize the standards needed to meet the needs of students in trade and industrial education courses and considered the entry point of teacher candidates. The proposal would reflect an implementation date of September 1, 2018.

§235.89. Implementation Date, Grades 7-12.

An amendment would be made to specify that, unless otherwise indicated, the implementation date of Subchapter D applies to a candidate who is admitted to an EPP for the classroom teacher certificate class on or after September 1, 2018.

The attachment provides the pedagogy and professional responsibility standards for Trade and Industrial Workforce Training: Grades 6-12 certificate written in rule text.

SBOE Review of Proposed SBEC Rules

Under the TEC, §21.042, the SBEC must submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject the proposed rule by a vote of at least two-thirds of the members of the SBOE present and voting but may not modify a rule.

FISCAL IMPACT: The TEA staff has determined that there is no additional fiscal impact on state and local governments and that there are no additional costs to persons or entities required to comply with the proposed rule actions. In addition, there is no direct adverse economic impact for small businesses, microbusinesses, and rural communities; therefore, no regulatory flexibility analysis, specified in Texas Government Code (TGC), §2006.002, is required. There is no effect on local economy; therefore, no local employment impact statement is required under TGC, §2001.002. The proposed rule actions do not impose a cost on regulated persons, another state agency, a special district, or a local government and, therefore, are not subject to TGC, §2001.0045.

GOVERNMENT GROWTH IMPACT: The TEA staff prepared a Government Growth Impact Statement assessment for this proposed rulemaking. During the first five years the proposed rulemaking would be in effect, it would not create or eliminate a government program; would not require the creation of new employee positions or elimination of existing employee positions; would not require an increase or decrease in future legislative appropriations to the agency; would not require an increase or decrease in fees paid to the agency; would not create a new regulation; would not expand, limit, or repeal an existing regulation; would not increase or decrease the number of individuals subject to its applicability; and would not positively or adversely affect the state's economy.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the proposed standards would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of classroom teachers upon entry into the profession and retention of these qualified professionals for years to come.

PROCEDURAL AND REPORTING IMPLICATIONS: The proposed revisions would have no additional reporting or procedural implications.

LOCALLY MAINTAINED PAPERWORK REQUIREMENTS: The proposed revisions would have no additional locally maintained paperwork requirements.

PUBLIC COMMENTS: In accordance with the SBEC rulemaking process, a summary of comments received by the SBEC on its proposed rules is shared with the SBOE under separate cover prior to this SBOE meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

Take no action on the proposed revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards.

Staff Members Responsible:

Ryan Franklin, Associate Commissioner, Educator Leadership and Quality

Grace Wu, Director, Standards, Testing, and Preparation

Attachment:

Text of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, and Subchapter D, Secondary School Certificate Standards

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter A. General Provisions

§235.1. General Requirements.

- (a) The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.30 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- (b) Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following: ~~category are aligned with the Texas Essential Knowledge and Skills curriculum adopted by the State Board of Education, as prescribed in §233.1(e) of this title (relating to General Authority).~~
 - (1) the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part II of this title (relating to Essential Knowledge and Skills);
 - (2) the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 - (3) the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 - (4) the relevant grade-banded Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.
- (c) A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Subchapter D. Secondary School Certificate Standards

§235.63. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training.

- (a) Grades 6-12 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).
- (b) Instructional Planning and Delivery. Trade and Industrial Workforce Training Grades 6-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
 - (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;

- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals;
 - (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
 - (7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
 - (8) monitor and assess students' progress to ensure that their lessons meet students' needs; and
 - (9) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (c) Knowledge of Student and Student Learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; and
 - (2) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (d) Content Knowledge and Expertise. Trade and Industrial Workforce Training Grades 6-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) organize curriculum to facilitate student understanding of the subject matter; and
 - (2) teach both the key content knowledge and the key skills of the discipline.
- (e) Learning Environment. Trade and Industrial Workforce Training Grades 6-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (2) arrange the physical environment to maximize student learning and to ensure that all students have access to resources;
 - (3) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (4) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
 - (5) maximize instructional time, including managing transitions; and
 - (6) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

- (f) Data-Driven Practices. Trade and Industrial Workforce Training Grades 6-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning; and
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (g) Professional Practices and Responsibilities. Trade and Industrial Workforce Training Grades 6-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (h) Implementation Date. The provisions of this section apply to an applicant who is admitted to an educator preparation program for the Trade and Industrial Workforce Training: Grades 6-12 teacher certificate on or after September 1, 2019.

§235.89. Implementation Date, Grades 7-12.

Unless otherwise indicated, the [The] provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.

Review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners

January 31, 2019

**COMMITTEE ON SCHOOL INITIATIVES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION**

SUMMARY: Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners. Subchapter A establishes the procedures for appeals heard by the SBOE regarding administrative penalties for violations of textbook requirements. Subchapter D sets forth the certification criteria for independent hearing examiners who conduct due process termination, nonrenewal, and suspension without pay hearings at the school district level.

STATUTORY AUTHORITY: Statutory authority for the rule review is [TGC, §2001.039](#). The statutory authority for 19 TAC Chapter 157, Subchapter A, is Texas Education Code ([TEC](#)), [§31.151](#), and [TGC, §2001.004](#). The statutory authority for Subchapter D is [TEC, §21.252](#).

TGC, §2001.039, requires all state agencies to review their rules at least once every four years.

TEC, §31.151, and TGC, §2001.004, authorize the adoption of procedural rules to govern SBOE administrative penalty hearings involving textbook publishers.

TEC, §21.252(a), requires the SBOE to establish certification criteria for independent hearing examiners.

FUTURE ACTION EXPECTED: The review of 19 TAC Chapter 157, Subchapters A and D, will be presented to the SBOE for adoption at the April 2019 board meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Chapter 157, Subchapter A, establishes general rules for contested cases regarding administrative penalties for violations of textbook requirements under the TGC, Chapter 2001, and provides that these contested cases are heard by the SOAH. The SOAH will make findings of fact and conclusions of law and present a proposal for decision to the SBOE for consideration.

Chapter 157, Subchapter D, specifies certification criteria for independent hearing examiners such as license required, experience, continuing education, and annual recertification. The examiners preside over due process hearings involving terminations, suspensions without pay, and nonrenewal of term employment contracts. The examiners also develop findings of fact and conclusions of law, which are referred to the school district board of trustees. The board of trustees reviews the recommendation and votes on it.

Statute still requires the SBOE to provide a hearing prior to imposing a penalty for violation of TEC, §31.151. Statute still requires the SBOE to establish criteria for the certification of hearing examiners. Therefore, the reasons for initially adopting these provisions continue to exist.

ANTICIPATED REVISIONS TO RULES: No revisions are anticipated at this time.

PUBLIC COMMENTS: The Texas Education Agency (TEA) plans to file the review of 19 TAC Chapter 157, Subchapters A and D, with the Texas Register following the January-February 2019 SBOE meeting. The TEA will accept comments as to whether the reasons for adopting 19 TAC Chapter 157, Subchapters A and D, continue to exist. The official comment period will begin with publication of the notice of proposed review in the *Texas Register*.

The filing of the notice of proposed review soliciting comments as to whether the reasons for adoption continue to exist would not preclude any amendments that may be proposed at different dates through a separate rulemaking process.

Staff Members Responsible:

Von Byer, General Counsel, Legal Services

Christopher Maska, TEA Ethics Advisor, Legal Services

Attachment: Text of 19 TAC Chapter 157, Hearings and Appeals, Subchapter A, General Provisions for Hearings Before the State Board of Education, and Subchapter D, Independent Hearing Examiners

ATTACHMENT
Text of 19 TAC

Chapter 157. Hearings and Appeals

Subchapter A. General Provisions for Hearings Before the State Board of Education

§157.1. Scope and Purpose.

This subchapter shall govern the proceedings in all contested cases before the State Board of Education where:

- (1) notice and opportunity for hearing is expressly required by other law; and
- (2) the hearing is not exempted from the provisions of the Administrative Procedure Act (APA) (Texas Government Code, Chapter 2001).

Statutory Authority: The provisions of this §157.1 issued under Texas Education Code, §31.151, and Texas Government Code, §2001.004.

Source: The provisions of this §157.1 adopted to be effective March 31, 2004, 29 TexReg 3175.

§157.2. Request for Hearing; Transfer to State Office of Administrative Hearings.

- (a) All proceedings under §157.1 of this title (relating to Scope and Purpose) shall be heard by the State Office of Administrative Hearings, pursuant to the procedures set forth in 1 TAC Chapter 155 (relating to Rules of Procedures).
- (b) In cases in which the Texas Education Agency is not the petitioner, petitions for review or requests for hearing shall be filed with the State Board of Education (SBOE) within 30 calendar days after the decision, order, or ruling complained of is first communicated to the petitioner, except as otherwise provided by law or SBOE rule.
- (c) At the time the petitioner files a request for hearing with the SBOE regarding administrative penalties pursuant to the Texas Education Code, §31.151, all parties to the hearing are prohibited from contacting members of the SBOE concerning the factual or legal issues presented in the hearing until a final decision is rendered.

Statutory Authority: The provisions of this §157.2 issued under Texas Education Code, §31.151, and Texas Government Code, §2001.004.

Source: The provisions of this §157.2 adopted to be effective March 31, 2004, 29 TexReg 3175; amended to be effective March 7, 2012, 37 TexReg 1513.

§157.3. Board Consideration and Adoption of Proposal for Decision.

- (a) After the time for filing exceptions and replies to exceptions expires and the proposal for decision is forwarded to the Texas Education Agency, the State Board of Education (SBOE) shall consider the proposal for decision and any exceptions and replies in public session and shall enter a written decision adopting or modifying and adopting the proposed decision or remanding the matter to the State Office of Administrative Hearings for further proceedings.
- (b) No public testimony shall be heard on the question of adopting, modifying, or remanding the proposal for decision. No information other than the record of the proceedings conducted by the administrative law judge, the proposal for decision, and the exceptions and replies of the parties shall be heard, considered, or discussed by the SBOE concerning the contested case.
- (c) All final decisions or orders of the SBOE shall be in writing and signed by the chair, if voting in favor of the decision, or by a member selected by those voting in favor of the decision. A final decision shall include findings of fact and conclusions of law separately stated. Findings of fact, if set forth in statutory

language, shall be accompanied by a concise and explicit statement of the underlying facts supporting the findings.

- (d) The decision of the SBOE may incorporate by reference the proposal for decision in whole or in part, and such incorporation by reference may constitute compliance with subsection (c) of this section. If the decision of the SBOE modifies the proposal for decision in any respect, the SBOE shall specify the portions modified and shall set out in full the affected language as modified by the decision of the SBOE.
- (e) Party representatives shall be simultaneously notified either personally, by facsimile transmission, or overnight courier of each decision or order. For purposes of §157.4 of this title (relating to Motions for Rehearing), a party present at a meeting of the SBOE at which a public vote is taken shall be deemed notified of the decision or order on the date of the vote.

Statutory Authority: The provisions of this §157.3 issued under Texas Education Code, §31.151, and Texas Government Code, §2001.004.

Source: The provisions of this §157.3 adopted to be effective March 31, 2004, 29 TexReg 3175; amended to be effective March 7, 2012, 37 TexReg 1513.

§157.4. Motions for Rehearing.

- (a) In the absence of a finding of imminent peril, a motion for rehearing is a prerequisite to a judicial appeal.
- (b) Motions for rehearing will be in conformance with the Texas Government Code, §2001.146.

Statutory Authority: The provisions of this §157.4 issued under Texas Education Code, §31.151, and Texas Government Code, §2001.004.

Source: The provisions of this §157.4 adopted to be effective March 31, 2004, 29 TexReg 3175.

Subchapter D. Independent Hearing Examiners

§157.41. Certification Criteria for Independent Hearing Examiners.

- (a) License required. An individual who is certified as an independent hearing examiner must be licensed to practice law in the State of Texas.
- (b) Representations prohibited. An independent hearing examiner, and the law firm with which the independent hearing examiner is associated, must not serve as an agent or representative of:
 - (1) a school district;
 - (2) a teacher in any dispute with a school district; or
 - (3) an organization of school employees, school administrators, or school boards.
- (c) Moral character and criminal history. An independent hearing examiner must:
 - (1) possess good moral character; and
 - (2) as demonstrated by a criminal history report process required by the commissioner of education, not have been convicted, given probation (whether through deferred adjudication or otherwise), or fined for:
 - (A) a felony;
 - (B) a crime of moral turpitude; or
 - (C) a crime that directly relates to the duties of an independent hearing examiner in a public school setting.
- (d) Status as a licensed attorney. An independent hearing examiner must:
 - (1) currently be a member in good standing of the State Bar of Texas;

- (2) within the last five years, not have had the independent hearing examiner's bar license:
 - (A) reprimanded, either privately or publicly;
 - (B) suspended, either probated or otherwise; or
 - (C) revoked;
 - (3) have been licensed to practice law in the State of Texas or any other state for at least five years prior to application; and
 - (4) have engaged in the actual practice of law on a full-time basis, as defined by the Texas Board of Legal Specialization, for at least five years.
- (e) Experience. During the three years immediately preceding certification, an independent hearing examiner must have devoted a minimum of 50% of the examiner's time practicing law in some combination of the following areas, with a total of at least one-tenth or 10% of the independent hearing examiner's practice involving substantial responsibility for taking part in a contested evidentiary proceeding convened pursuant to law in which the independent hearing examiner personally propounded and/or defended against questions put to a witness under oath while serving as an advocate, a hearing officer, or a presiding judicial officer:
- (1) civil litigation;
 - (2) administrative law;
 - (3) school law; or
 - (4) labor law.
- (f) Continuing education. During each year of certification, an independent hearing examiner must receive credit for ten hours of continuing legal education, with three hours in the area of school law and seven hours in the area of civil trial advocacy and legal writing skills, which must include any combination of course work in evidence, civil procedure, and legal writing skills, during the period January 1 to December 31 of each year of certification.
- (g) Sworn application. In order to be certified as an independent hearing examiner, an applicant must submit a sworn application to the commissioner of education. The application shall contain the following acknowledgments, waivers, and releases.
- (1) The applicant agrees to authorize appropriate institutions to furnish relevant documents and information necessary in the investigation of the application, including information regarding grievances maintained by the State Bar of Texas.
 - (2) If selected as an independent hearing examiner, the applicant has the continuing duty to disclose grievance matters under subsection (d)(2) of this section at any time during the certification period. Failure to report these matters constitutes grounds for rejecting an application or removal as an independent hearing examiner.
 - (3) If selected as an independent hearing examiner, the applicant has the continuing duty to disclose criminal matters under subsection (d)(2) of this section at any time during the certification period. Failure to report these matters constitutes grounds for rejecting an application or removal as an independent hearing examiner.
- (h) Assurances as to position requirements. In the sworn application, the applicant must:
- (1) demonstrate that the applicant currently maintains an office or offices within the State of Texas;
 - (2) designate the office locations from which the applicant will accept appointments;
 - (3) demonstrate that the applicant provides telephone messaging and facsimile services during regular business hours;
 - (4) agree to attend meetings of independent hearing examiners in Austin, Texas, at the examiner's expense; and

- (5) agree to comply with all reporting and procedural requirements established by the commissioner.
- (i) Voluntary evaluations. The commissioner may solicit voluntary evaluations from parties to a case regarding their observations of the independent hearings process.
- (j) Insufficient examiners in a region. In the event that insufficient numbers of independent hearing examiners are certified for any geographic region of the state, the commissioner may assign an independent hearing examiner whose office is within reasonable proximity to the school district.
- (k) Annual recertification.
 - (1) Certification expires on December 31 of each calendar year. All independent hearing examiners seeking recertification shall reapply on a date specified by the commissioner. Certification as a hearing examiner is effective on a yearly basis only and does not confer any expectation of recertification in subsequent years.
 - (2) The commissioner, in his discretion, after providing notice and an opportunity to respond, may decline to recertify an independent hearing examiner, if the commissioner determines that the independent hearing examiner has failed to perform the duties of an independent hearing examiner in a competent manner. The commissioner may consider, but is not limited to, the following factors:
 - (A) timeliness;
 - (B) accuracy and appropriateness of procedural and evidentiary rulings;
 - (C) decorum or control; or
 - (D) application of appropriate legal standards.
 - (3) The commissioner's decision in regard to recertification is final and not appealable.
- (l) Action against certification. The commissioner, after providing notice and an opportunity to respond, may take action against the certificate of an independent hearing examiner if it is determined that the independent hearing examiner, during the time the independent hearing examiner has been certified, has:
 - (1) served as an agent or representative of a school district;
 - (2) served as an agent or representative of a teacher in any dispute with a school district;
 - (3) served as an agent or representative of an organization of school employees, school administrators, or school boards; or
 - (4) failed to timely issue a recommendation.

Statutory Authority: The provisions of this §157.41 issued under Texas Education Code, §21.252(a).

Source: The provisions of this §157.41 adopted to be effective December 15, 1995, 20 TexReg 9695; amended to be effective September 1, 1997, 22 TexReg 7035; amended to be effective September 1, 1998, 24 TexReg 7783; amended to be effective April 27, 2008, 33 TexReg 3264; amended to be effective March 7, 2012, 37 TexReg 1513; amended to be effective August 27, 2018, 43 TexReg 1854.

INFORMATION MATERIALS

STATE BOARD OF EDUCATION OPERATING RULES
(Amended January 31, 2017)

CHAPTER 1. BOARD ORGANIZATION

The statutory citation for this chapter is the Texas Education Code, §7.107.

§1.1. Officers of the Board.

- (a) Selection.
 - (1) The vice chair and secretary of the board shall be elected in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.
 - (2) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect a board member to fill the vacancy for the unexpired term of that officer at the next board meeting. Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.
- (b) Duties.
 - (1) Chair. The chair shall preside at meetings and perform all other duties prescribed by law, by board rule, or by board direction.
 - (2) Vice chair. The vice chair shall perform the duties of the chair in case of absence or disability of the chair and other duties as the chair may request. Should the office of the chair become vacant, the vice chair shall serve as chair until a successor has been appointed by the governor.
 - (3) Secretary. The secretary shall perform all duties as required by law and such other duties as the chair may request.

§1.2. Committees of the Board.

- (a) The standing committees of the board are:
 - (1) Committee of the Full Board;
 - (2) Committee on Instruction;
 - (3) Committee on School Finance/Permanent School Fund; and
 - (4) Committee on School Initiatives.

- (b) Committees may receive information, investigate, study and report to the board. The board may from time to time define by resolution the areas of oversight of each committee as may be necessary. Each committee shall review and make recommendations on the board agenda items falling under its areas of oversight; except that the chair of the board, in consultation with the respective committee chair, may designate any board agenda item for review and recommendation by the Committee of the Full Board.
- (c) The Committee of the Full Board shall be composed of all members of the board, and the chair of the board shall be the chair of the Committee of the Full Board.
- (d) The Committees on Instruction, School Finance/Permanent School Fund, and School Initiatives shall be composed of five members selected by the officers of the board. Each member will serve on one committee in addition to the Committee of the Full Board. The officers of the board shall request in writing the committee choices of the members ranked in order of preference and shall make committee assignments in the public view for terms of two years at the organizational meeting after the qualification of new members as the next order of business following election of board officers and adoption of rules. Vacancies shall be filled in a similar fashion. In addition to preference, the officers of the board shall also consider seniority (total years of service), ethnicity balance, gender balance, and relevant qualifications specific to a committee assignment in making committee assignments. Each committee shall elect a chair from among its members and the chair may appoint a vice chair. An officer of the board is not eligible to serve as the chair of a standing committee.
- (e) Ad hoc committees. Ad hoc committees (i.e., task forces) shall be constituted from time to time as directed by a vote of the board or by the chair to perform such duties as the board or chair may assign. The personnel and length of service of ad hoc committees shall be designated by the chair unless otherwise directed by a vote of the board. No action taken by any ad hoc committee shall be final or binding upon the board unless otherwise directed by a vote of the board.
- (f) From time to time committees may find it necessary to request legal opinions, comprehensive studies, or reports to be prepared by the staff to aid the committees in their deliberations. To ensure clarity and coordination, all such requests shall be directed to the Division of State Board of Education Support and shall be reflected in the minutes of the committee meeting.

§1.3. Board Member Seating Selection.

With the exception of the chair, the seating of board members will be by State Board of Education districts. Any member with a special need may exchange seats with another board member who is in agreement with that exchange.

CHAPTER 2. MEETINGS

The statutory citations for this chapter are the Texas Education Code, §§7.055, 7.106, 7.107, 7.110, and 39.030, and the Texas Government Code, Title 5, Open Government; Ethics, Subtitle A, Open Government, Chapter 551, Open Meetings.

§2.1. Regular Meetings of the Board.

In accordance with Texas Education Code, §7.106, four regular meetings of the board a year shall be held in Austin, Texas. If a quorum is not present for a meeting, the meeting shall be recessed and all items on the agenda shall be heard at a subsequent meeting.

§2.2. Special Meetings of the Board.

Special meetings of the board may be held at times and places as ordered by the chair during a regular meeting, or special meetings may be called by the chair of the board to be held at a time and place the chair shall designate.

§2.3. Open Meetings.

Regular, special, and committee meetings of the board shall be open to the public; however, the board or board committees may meet in executive session in accordance with law and these rules. Open meetings of the board and standing committees shall be broadcast live over the Internet.

§2.4. Executive Sessions.

Executive sessions of the board or of board committees are meetings with only board members and persons authorized by law. Executive sessions shall be held in accordance with Texas Government Code, Chapter 551, Open Meetings.

§2.5. Agendas.

- (a) The commissioner of education shall prepare and submit to each member of the board, prior to each meeting, a draft agenda schedule, listing item titles with short summaries of each item. Other than as is provided in subsection (b) and (c), all agenda items are subject to the approval of the chair of the board. Materials supplementing the agenda may be included. Official agendas will be available the day of the board meeting.
- (b) The chairs of the Committee on Instruction, Committee on School Finance/Permanent School Fund, Committee on School Initiatives, and ad hoc committees shall collaborate with the board chair regarding items to be placed on their respective committee agendas. Committee agendas shall include statutorily mandated motions, items assigned to the committee by the board chair, items posted at the discretion of the committee chair and items voted on as set out in subsection (c) below. Committee chairs may post discussion items per their discretion, but action items must be approved by the board chair, subject to the process set out in (c) below.

- (c) Any member of the board may request that a committee chair, other than the Committee of the Full Board, place an item on the agenda of that chair's committee, as either a discussion item or an action item. If the committee chair agrees, the item is placed on the agenda of that chair's committee in accordance with the member's request, subject to the approval of the board chair. If the committee chair denies the member's request, the member may appeal the denial to the board chair. If the board chair denies the request, the member may appeal the denial to the board. If the board approves the request, it is placed on the agenda of the committee to which the request was made at the next meeting of that committee.
- (d) A subject on the agenda that is outside the scope of the board's authority may only be considered by the board or the Committee of the Full Board by a vote of a majority of the membership of the board. The chair, in consultation with Agency legal counsel, shall make a determination of whether an item is outside the scope of the board's authority when preparing the agenda. Any member may move to place an item determined by the chair to be outside the scope of the board's authority on the agenda for a subsequent meeting.

§2.6. Official Transaction of Business.

- (a) The board shall transact official business only when in session with a quorum present. Unless otherwise provided by law, in order for a board action to be final, it must be approved by a majority of the board members present and voting.
- (b) The chair may authorize the board to meet via videoconference call. As required by Government Code §551.127(b), if videoconference calling technology is used, a quorum of the board must be physically present in one location for the meeting. The chair may limit the number of remote videoconference locations in the interest of decorum and teleconference capacity.
- (c) The board reserves the right to restrict the use of cell phones during all meetings of the board and its committees.
- (d) No posters, props, or other visual displays are allowed by board members within the meeting rooms without permission from the presiding chair.

§2.7. Rules of Order.

- (a) The board shall observe *Robert's Rules of Order, Newly Revised*, except as otherwise provided by board rules or by statute.
- (b) The presiding chair shall preserve order and decorum during meetings. In case of disturbance or disorderly conduct in the public gallery, the chair may order that any disruptive individuals be cleared from the area.
- (c) No signs, placards or other objects of a similar nature shall be permitted in the audience gallery area.

- (d) No applause, outburst or other demonstration by any spectator shall be permitted during the public testimony, public hearing or debate portion of any State Board of Education meeting. After warnings to the audience to refrain from such demonstrations, the presiding chair may direct that disruptive individuals in the gallery area be removed as necessary to preserve decorum during meetings.

§2.8. Minutes.

The official minutes of the board shall be kept by the office of the commissioner of education or the commissioner's designee and shall be available to any citizen desiring to examine them. Official minutes are those which the board has approved and which carry the original signature of the secretary of the board.

§2.9. Resolutions.

- (a) A member wishing to offer a resolution shall give notice of the resolution by submitting a copy to the chair and the Division of State Board of Education Support at least one week prior to the posting deadline for the board meeting at which the resolution is to be considered. The board shall consider the resolution and any germane amendments at the next meeting following such notice.
- (b) The board may by unanimous consent pass a congratulatory, commendatory, or other non-substantive resolution without the notice required by this section.
- (c) The board may consider a resolution which expresses an opinion related to specific instructional materials or which expresses concerns as to the appropriateness of specific instructional materials for certain ages or populations. Resolutions considered under this subsection must conform to the following:
 - (1) The resolution shall be submitted in compliance with subsection (a) of this section.
 - (2) Board action on a resolution expressing an opinion related to specific instructional materials may only be considered after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials for use in the public schools of Texas. Board action relative to instructional materials resolutions must take place within 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, §66.66(c).
 - (3) Nothing in the resolution shall be construed to replace or modify any final action taken by the board under 19 TAC Chapter 66.
 - (4) The board may adopt a resolution expressing an opinion related to instructional materials based on the following criteria:
 - (A) Instructional materials should present the most current factual information accurately and objectively without editorial opinion or bias by the authors. Theories should be clearly distinguished from fact and presented in an objective educational manner.

- (B) Instructional materials should promote citizenship, patriotism, understanding of the essentials and benefits of the free enterprise system, respect for recognized authority, and respect for individual rights. The materials should not include selections or works that encourage or condone civil disorder, social strife, or disregard of the law. Violence, if it appears, should be treated in the context of its cause and consequence. It should not appear for reasons of unwholesome excitement or sensationalism.
 - (i) Instructional materials should present positive aspects of the United States and its heritage.
 - (ii) When significant political or social movements in history generate no clear consensus, instructional materials should present balanced and factual treatment of the positions.
 - (iii) Free enterprise means an economic system characterized by private or corporate ownership of capital goods; investments that are determined by private decision rather than by state control; and prices, production, and the distribution of goods that are determined in a free market.
- (C) Instructional materials should not include blatantly offensive language or illustrations.
- (D) Instructional materials should treat divergent groups fairly without stereotyping and reflect the positive contributions of all individuals and groups to the American way of life. Illustrations and written materials should avoid bias toward any particular group or individual and present a wide range of goal choices. Particular care should be taken in the treatment of ethnic groups, issues related to the aging and aged, roles of men and women, the dignity of workers, and respect for the work ethic.
 - (i) Instructional materials should not encourage life-styles deviating from generally accepted standards of society.
 - (ii) Instructional materials should provide an objective view of cultural confluence and include information needed to develop mutual understanding and respect among all elements of our population. Materials should reflect an awareness that culture and language variation does exist and can be used to promote successful learning.
 - (iii) Instructional materials should present examples of men and women participating in a variety of roles and activities and also shall present the economic, political, social, and cultural contributions of men and women, past and present.
 - (iv) Instructional materials that treat aspects of the world of work should reflect the positive contributions of all types of careers to the American economic system and way of life. People presented should reflect varieties of work and be treated without bias toward particular kinds of work.

- (v) Instructional materials should present traditional and contemporary roles of men, women, boys, and girls.
 - (vi) Instructional materials should present balanced treatment of issues related to aging and the aged.
- (5) A representative of the publisher of the specific instructional material shall be given the opportunity to address the board prior to action by the board on such a resolution.
 - (6) A copy of any resolution passed by the board expressing an opinion related to specific instructional material shall be provided to the board president and superintendent of each school district in Texas.

§2.10. Oral Public Testimony in Connection with Regular Board and Committee Meetings.

(a) General Provisions.

- (1) The board shall provide opportunity for oral public testimony at regular committee meetings, special meetings, and at regularly scheduled meetings of the State Board of Education.
- (2) Work session and ad hoc committee meetings are exempt from this requirement.
- (3) The presiding chair shall take appropriate action to avoid unduly repetitious testimony.
- (4) The presiding chair shall assure that members of the public with differing viewpoints have reasonable access to address the board and take steps to ensure that individuals will be given priority over registered lobbyists.
- (5) The presiding chair shall determine which speakers will be heard and the order in which they will be heard if the number exceeds that number which may reasonably be expected to testify in the allotted time for presentations. The presiding chair shall also determine whether speakers who did not register or who registered late will be heard and whether persons asking to testify as a substitute for a registered speaker may do so.
- (6) The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

(b) Registration Procedures.

- (1) Individuals may register between the hours of 8 a.m. on the Friday preceding the board meeting and 5 p.m. (Central Time) on the Monday preceding the board meeting on the agency website at <https://tea.texas.gov/PublicTestimonySBOE/>, or by facsimile at (512) 936-4319, or, during normal operating hours, by telephone at (512) 463-9007 or in person at the William B. Travis (WBT) State Office Building, 1701 N. Congress, room 1-109, Austin, Texas 78701.

- (2) The commissioner of education may update the agency liaison divisions as necessary based upon the agency's organizational structure.
 - (3) The speaker shall provide his or her name and organizational affiliation, if any, contact telephone number, mailing address, email address, and indicate which item or topic the speaker will address and viewpoint on the topic; and the speaker will disclose if he or she is a lobbyist registered with the Texas Ethics Commission.
 - (4) A person may register himself or herself, and one other person. Organizations may not register more than two persons per item.
 - (5) Those registering online will receive an email confirming the registration during the next business day.
 - (6) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.
 - (7) Late registration will be accepted until 30 minutes before the scheduled start of a meeting, however late registrants are not guaranteed an opportunity to testify due to time constraints.
 - (8) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.
 - (9) All speakers shall provide thirty-five (35) collated or stapled copies of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide thirty-five (35) copies of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.
- (c) Oral Public Testimony to Committees.
- (1) Oral public testimony to committees is limited to the topics posted for action or discussion on committee agendas at that specific committee meeting.
 - (2) Three (3) minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.
 - (3) The presiding chair shall designate whether oral public testimony shall be taken at the beginning of the meeting or at the time the related item is taken up by the committee after staff has presented the item.
 - (4) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The committee, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

- (d) Oral Public Testimony to the General Meeting of the Board.
 - (1) Oral public testimony at general meetings of the State Board of Education is limited to topics that are *not* posted for action or discussion at the corresponding regular committee meetings or information published in the information section (yellow pages) of the agenda.
 - (2) Thirty (30) minutes shall be allotted for oral public testimony, excluding the questions and answers, at the beginning of each board meeting, unless modified by a majority vote of the board. Three (3) minute time limits on individual oral testimony will be imposed unless modified by the presiding chair. Testimony invited by board members shall not be counted against the time allotted for oral public testimony. Agency staff shall inform the presiding chair and any affected registered speakers prior to the meeting if time constraints may not allow some registered speakers to testify.
 - (3) The presiding chair shall take steps to ensure that individuals will be given priority over registered lobbyists. The board, without debate, may allow a person to testify for clarification and informational purposes, whether or not he/she has registered or previously testified. The person is not required to honor the request.

§2.11. Written Testimony in Connection with Regular Board and Committee Meetings.

- (a) Persons may file written testimony with regard to any committee or board agenda item. Any written testimony or comments shall identify the date of the meeting; the subject of the comments; the name of the author; the name of the author's organizational affiliation, if any; and indicate whether the author is a lobbyist registered with the Texas Ethics Commission.
- (b) If the written testimony is submitted at the regular board or committee meeting, thirty-five (35) collated or stapled copies shall be provided for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.
- (c) Persons who were unable to attend or to testify at a committee or board meeting due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.

§2.12. Public Hearings.

- (a) Types of Public Hearings.
 - (1) Hearings regarding proposed board rules. The board shall conduct a public hearing on a substantive rule if a hearing is requested by at least 25 persons, a governmental subdivision or agency, or an association having at least 25 members. Testimony is restricted to comments regarding the proposed action. The hearing must be set to take place before any action is adopted. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules.

- (2) Other types of hearings. The board may also hold public hearings on proposed actions, such as those relating to instructional materials issues. The public hearing shall be conducted before the appropriate board committee as determined by the board chair in accordance with the areas of oversight defined in board operating rules. Public hearings regarding the instructional materials adoption process are governed by 19 TAC §66.60.
- (b) Speakers shall preregister in accordance with the procedures established by the agency office responsible for the subject matter.
- (c) The presiding chair shall establish the procedures for conducting the public hearing. These procedures shall include, but are not limited to, the following:
 - (1) Providing for presentations from invited persons or an introduction from staff;
 - (2) Providing that preregistered speakers are heard in order of registration times and dates, or requiring alternating points of view in order of registration times and dates;
 - (3) Establishing time limits for speakers, generally three minutes each;
 - (4) Adjourning the hearing at the end of the allotted time period listed in the agenda item or any extension granted by a vote of the majority of the board or appropriate committee.
- (d) Persons who testify at a public hearing shall bring thirty-five (35) collated or stapled copies of their testimony for distribution to board members and agency executive staff.
- (e) Persons who were unable to testify at a public hearing due to time constraints may provide thirty-five (35) collated or stapled copies of their testimony to agency staff for distribution to board members and agency executive staff.
- (f) Prior to the meeting, agency staff shall inform the presiding chair and shall attempt to inform any affected registered speakers if time constraints may not allow some registered speakers to testify.

§2.13. Written Public Comments Regarding Proposed Rulemaking.

All interested persons have a reasonable opportunity to submit data, views and arguments to the board in writing, prior to the board adoption of any rule. Written public comments regarding proposed board rules may be filed with the board as provided in the notice of proposed rulemaking contained in the *Texas Register*.

CHAPTER 3. TRAVEL AND EXPENSES

The statutory citations for this chapter are the Texas Education Code, §7.105, Texas Government Code, Chapter 660, and the General Appropriations Act.

§3.1. Reimbursement of Expenses.

- (a) Members of the State Board of Education receive no salary but are reimbursed for all expenses incurred for attending regular and special meetings of the board and of board committees.
- (b) All reimbursements for expenditures shall be in accordance with Texas Education Code, §7.105(b), Texas Government Code, Chapter 660, the General Appropriations Act, and these rules.
- (c) Only expenses of board members may be reimbursed. Expenses for spouses, family, or other persons traveling with board members are not reimbursable.
- (d) Board members must submit receipts for the following expenses:
 - (1) public transportation (excluding receipts for bus, taxi, or limousine);
 - (2) car rental;
 - (3) lodging; and
 - (4) conference registration fees (which may not include banquets, books, or materials).
- (e) Lodging receipts must show the rate for single occupancy plus tax which will be the maximum reimbursable amount per day for lodging.
- (f) Receipts are not required to claim expenses for meals; however, the General Appropriations Act provides that "none of the funds appropriated under this act for travel expenses may be expended for alcoholic beverages" and no such expenses may be claimed for reimbursement.
- (g) Other official travel expenses which board members may claim include the following when the expenses are required for the conduct of state business:
 - (1) telephone calls;
 - (2) parking fees (including personal vehicles);
 - (3) notary fees for official documents;
 - (4) fax fees; and
 - (5) wireless connection.

- (h) Board members may not claim reimbursement for expenses such as the following:
 - (1) laundry or other personal items;
 - (2) tips or gratuities of any kind; and
 - (3) alcoholic beverages.
- (i) All claims for reimbursement will be reviewed by agency accounting personnel to ensure compliance with the requirements of the appropriations act, and any appropriate adjustments to claims shall be made by staff.
- (j) A yearly budget shall be established for travel of board members. The budgeted amount would include an allotment of travel funds for board members to attend board meetings and committee meetings, and an allotment for in-district, out-of-district, and out-of-state meetings. An additional allotment shall be budgeted for travel of the chair when representing the State Board of Education at meetings. When there is a change in office during the fiscal year, the travel budget will be reassigned to the new board member.
- (k) A board member may be reimbursed for travel expenses for attending activities other than State Board of Education meetings and committee meetings provided that the board members are in compliance with the following procedures:
 - (1) In-District and Out-of-District Travel. In-district and out-of-district travel is at each member's discretion. Prior approval is not required; however, any travel for which reimbursement is requested must be directly related to the duties and responsibilities of the State Board of Education. Any requests for reimbursement, directly or indirectly related to seeking election to office, will not be allowed.
 - (2) Out-of-State Travel. Prior approval is required by the officers of the board (chair, vice chair, and secretary).
- (l) A board member may be reimbursed for travel expenses incurred while serving on any board, council, or commission or serving in any official board position as an appointee for specific administrative functions when appointed by the State Board of Education or its chair, or subject to approval of the board or its officers of the board.
- (m) None of the funds appropriated in the General Appropriations Act shall be used for influencing the outcome of any election, or the passage or defeat of any legislative measure.

§3.2. Travel Arrangements and Hotel Reservations for State Board of Education Meetings.

- (a) Board members shall be responsible for making their own arrangements for travel to and from board meetings. Agency travel coordinators are available for assistance.
- (b) The senior executive assistant to the board or his/her designee will make guaranteed hotel reservations for each board member upon request.
- (c) Any change in or cancellation of reservations shall be the responsibility of the individual board member in whose name the reservations were made. Board members who wish to change or cancel their reservations must contact the hotel directly or call the State Board of Education support office. All bills received by the agency for unused or uncanceled reservations will be forwarded for payment to the board member in whose name the reservations were made.

§3.3. Acceptance of Gifts and/or Grants for Charter School Evaluation.

- (a) Purpose. The State Board of Education (SBOE) may accept a gift and/or grant for the limited purpose of expenses associated with evaluating an applicant for an open-enrollment charter school.
 - (1) An entity making a gift and/or grant under this section may not:
 - (A) limit the use of the funds to any individual applicant, cycle or class of applicants;
 - (B) be a charter operator in this or any other state, a management company, service provider or vendor of any kind to charter schools in this or any other state;
 - (C) have common board members or corporate members with any entity operating a charter in Texas or applying to operate a charter in Texas;
 - (D) be an individual required to register as a lobbyist under Chapter 305, Government Code; or
 - (E) be an employee, attorney, contractor or other agent of any kind to charter schools in this or any other state.
 - (2) An entity making a gift and/or grant under this section may not do so if the source of funds used for the gift and/or grant were received from an entity that could not make a gift and/or grant under this section.
 - (3) For purposes of this section, a spouse or dependent child of an individual prohibited from making a gift and/or grant is also prohibited.
 - (4) For purposes of this section, an entity includes any legal entity such as corporations, individuals and other business associations. An individual is limited to a natural person.

- (5) An entity making a gift and/or grant shall certify that it has complied with all requirements of this section in a format approved by the board chair.
- (b) Procedure. The SBOE may accept a gift and/or grant under this section only by an affirmative vote of the board.
- (1) A charter may not be evaluated using funds under this section unless the commissioner has:
 - (A) proposed to award a charter to that applicant pursuant to Section 12.101(b); or
 - (B) requested the participation of individual board members in the agency's preliminary evaluation of an applicant.
 - (2) The commissioner shall receive, disburse and account for funds accepted by the board.
 - (3) Funds accepted under this section may be used solely to pay reasonable travel expenses, including meals and accommodations, for SBOE members and TEA staff as necessary to evaluate applicants for open-enrollment under this section. Unless approved by the board chair and the commissioner, travel expenses are limited to those available for travel by SBOE members or state employees.
 - (4) In making decisions under this section, the board chair will consult with the board member acting as a liaison under Section 12.101(b). The board chair will also consult with the chair of the Committee on School Initiatives, unless doing so would create a quorum of a committee of the board. A decision by the board chair under this section is final.
 - (5) Board members evaluating a charter applicant under this section shall be selected by the board chair. The board chair will, to the extent possible, give preference to board members whose districts include proposed locations at which the charter would operate. Under no circumstances will a quorum of the board or a committee of the board participate in an evaluation under this section.
 - (6) The board chair may request that relevant TEA employees accompany board members in evaluating charter applicants under this section. The commissioner must approve participation of agency employees.
 - (7) Except as provided by this subsection, board members and TEA staff may not accept anything of value from an applicant and shall limit contact with the applicant and its employees and representatives to the actual investigation of the charter. The board chair may authorize acceptance of reasonable local transportation and meals from the applicant as necessary to facilitate the evaluation.
 - (8) In addition to board members and TEA staff, the board chair may authorize other professionals to participate in an evaluation under this section. Such a professional may not be an individual or entity unable to donate funds under subsection (a) and is subject to all conditions and limits imposed by this section on board members.

- (c) Evaluation. Each board member will individually report to the Committee on School Initiatives regarding his/her evaluation of a proposed charter prior to consideration of the charter by the board under Section 12.101(b-0). The Committee on School Initiatives will develop a standard form for use by board members in evaluating a charter under this section.
- (d) Reporting. Expenses reimbursed for each board member, TEA staff or other professionals shall be made publicly available and reported as appropriate on a board member's personal financial statement.

CHAPTER 4. CONDUCT AND PUBLIC RELATIONS

The statutory citations for this chapter are the Texas Education Code, §7.108; the Texas Government Code, §305.006, and Chapter 572, Personal Financial Disclosure, Standards of Conduct, and Conflict of Interest; and the Texas Election Code, Chapter 251, General Provisions.

§4.1. Standards of Conduct and Conflicts of Interest.

- (a) Personal interest in board actions. Whenever a board member has a financial interest in any matter to be voted upon by the board, such a member shall state at an open meeting that he or she has such an interest in the matter and shall abstain from voting and discussion concerning the matter.
- (b) The Permanent School Fund ethics policy governs the conduct of State Board of Education members with respect to the investment and management of the Permanent School Fund.

§4.2. Press and Public Relations.

- (a) Prior to each State Board of Education meeting, the agenda shall be made available by agency staff to the capitol press corps; governor's office; Legislative Budget Board; Legislative Reference Library; Texas Higher Education Coordinating Board; regional education service centers; and state offices of professional education organizations which have requested the agenda.
- (b) A press table shall be provided at meetings of the State Board of Education and press representatives shall be supplied with copies of the official agenda for the meeting and other materials relating to specific agenda items.
- (c) The State Board of Education shall seek to maintain open relations with the press by answering reporters' questions frankly and by providing official statements through press releases and answers to follow-up inquiries.

§4.3. Disclosure of Campaign Contributions and Gifts.

- (a) Any person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose whether, at any time in the preceding four years, the person, corporation, or other legal entity has made a campaign contribution to a candidate for or member of the State Board of Education. Disclosure shall be made in writing to the commissioner of education 14 calendar days prior to consideration by the board or any committee of a contract, grant, or charter.

- (b) A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter which may be granted by the State Board of Education shall disclose in the same manner any benefit conferred on a candidate for or member of the State Board of Education during the preceding four years. A benefit need not be disclosed if the aggregate value of benefits conferred on a candidate for or a member of the State Board of Education during the preceding four years does not exceed \$250, or a different limit set by §572.023(b)(7), Texas Government Code. This requirement applies whether or not the person, corporation, or other legal entity is required to report the expenditure to the Texas Ethics Commission. For purposes of this section, a benefit is not conferred if the candidate for or a member of the State Board of Education has paid for the member's own participation, as well as any participation by other persons for the direct benefit of any business in which the member has a substantial interest as defined under Texas Government Code §572.005 (1) - (7).
- (c) In this section:
- (1) "person, corporation, or other legal entity" includes:
 - (A) any individual who would have a "substantial interest" in the person, corporation, or other legal entity as that term is defined in Texas Government Code, §572.005 (1) - (6);
 - (B) an attorney, representative, registered lobbyist, employee, or other agent who receives payment for representing the interests of the person, firm, or corporation before the board or to board members, or whose duties are directly related to the contract, grant, or charter; or
 - (C) an individual related within the first degree by affinity or consanguinity, as determined under Chapter 573, Government Code, to the person covered by (c)(1).
 - (2) "contract, grant, or charter" means any application to enter into a contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation contracts for investment advisors, consultants, or investment managers for the Permanent School Fund and applicants for charters to operate open enrollment charter schools.
 - (3) "campaign contribution" has the meaning defined in Texas Election Code, §251.001.
 - (4) "benefit" has the meaning defined in Texas Penal Code, §36.01.
 - (5) "candidate for or a member of the State Board of Education" includes a person related within the first degree of affinity or consanguinity, as determined under Chapter 573, Government Code, to a candidate for or a member of the State Board of Education.
- (d) A person, corporation, or other legal entity has a continuing duty to report contributions or expenditures made through the term of a contract, grant, or charter and shall within 21 calendar days notify the commissioner of education and the board chair upon making a contribution or expenditure covered by this section.

- (e) Failure to disclose a contribution or expenditure under this section shall be grounds for canceling or revoking the contract, grant, or charter in the discretion of the board. Only those contributions or expenditures made after the effective date of this rule are required to be disclosed.
- (f) This section does not affect the validity of contracts, grants, or charters existing on its effective date but does apply to the renewal or extension of any contract, grant, or charter.
- (g) Before distributing bids or applications for a contract with the board, staff will provide any disclosure made under subsection (a) or (b) to a board member to whom the disclosure applies. A board member shall have 10 calendar days to provide a written statement relating to the disclosure for distribution along with all disclosures.
- (h) An SBOE member shall on April 15 of each year submit a list of businesses that the SBOE member has a substantial interest in as defined in Texas Government Code §572.005 (1) - (7) and all DBAs or assumed names of any such businesses. If any change occurs in the identities of businesses that an SBOE member has a substantial interest in, the SBOE member shall submit an amendment within 30 calendar days of the date of such change. A person, corporation, or other legal entity which proposes to enter into a contract with or applies for a grant, contract, or charter that may be granted by the State Board of Education shall be provided the combined list of all board members and shall disclose any campaign contribution or benefit under subsections (a) or (b) on behalf of any business in which an SBOE member has a substantial interest.

CHAPTER 5. RULES AND THE RULEMAKING PROCESS

The statutory citation for this chapter is the Texas Government Code, Chapter 2001, Subchapter B; Texas Government Code, Chapter 2002, Subchapter B; Texas Education Code, §7.102(e)-(f).

§5.1. State Board of Education Rules.

- (a) An action of the board to adopt a rule under the Texas Education Code is effective only if the rule's preamble published in the *Texas Register* includes a statement of the specified statutory authority contained in the Texas Education Code to adopt the rule.
- (b) Rules submitted to the Office of the Secretary of State for publication in the *Texas Register* shall conform to requirements promulgated by the Secretary of State.

§5.2. Adoption, Amendment, and Repeal of State Board of Education Rules.

- (a) Proposed new rules, amendments, and repeals must appear on the agenda for discussion at one board meeting and for action at two subsequent board meetings as First Reading and Second Reading, unless a departure from this rulemaking process is approved by the board.
- (b) Each member of the board shall receive copies of the preliminary and official board meeting agendas containing all proposed new rules, amendments, or repeals to be considered.
- (c) The board can take action only if the rule is posted for action in the official notice of the meeting that is published in the *Texas Register*. The commissioner is authorized to file information with the Secretary of State to comply with the requirements of Texas Government Code, Chapter 2001, Subchapter B; and Texas Government Code, Chapter 2002, Subchapter B, regarding adoption of rules.
 - (1) **First Reading and Filing Authorization.** The board can authorize the commissioner to file a proposed new rule, amendment, or repeal with the Secretary of State for publication in the *Texas Register* as it appears in the agenda or with changes to the material presented in the agenda.
 - (2) **Second Reading and Final Adoption.** If the mandatory 30-day public comment period after filing the proposal with the Secretary of State has elapsed, the board can adopt a new rule, amendment, or repeal. If a board committee determines that a substantial revision of the material presented in the agenda shall be considered, the board shall not take final action before the next board meeting.
 - (3) **Withdrawal.** The board can authorize the commissioner to withdraw a proposed new rule, amendment, or repeal that was previously filed with the Secretary of State.
 - (4) **Refiling.** The board can authorize the commissioner to withdraw and refile a proposed new rule or amendment that was previously filed with the Secretary of State if there are substantive changes from the original filing.

- (d) The board can authorize the commissioner to conduct a public hearing on behalf of the State Board of Education concerning board rules. The public hearing shall be transcribed and the transcript made available for review by board members.
- (e) Except as otherwise provided by law, a rule does not take effect until the beginning of the school year that begins at least 90 days after the date of the rule adoption.
- (f) A rule may take effect earlier than the date set forth in subsection (e) if the rule’s preamble specified an earlier date with the reason for the earlier date and:
 - (1) the earlier effective date is a requirement of:
 - (A) a federal law, or
 - (B) a state law that specifically refers to Texas Education Code §7.102 and expressly requires the adoption of an earlier effective date; or
 - (2) on an affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

§5.3. Emergency Rules.

The board may adopt emergency rules without prior notice or hearing. Conditions under which emergency rules can be adopted and the periods for which they are effective are governed by Texas Government Code §2001.034. The board shall also comply with the requirements of Section 5.2(f) of these rules and the notice of emergency meeting requirements in Texas Government Code, §551.045. Emergency rules will be placed on a board agenda for adoption as a permanent rule.

§5.4. Filing Non-Substantive Rule Corrections with the Secretary of State.

The commissioner may approve and file with the Secretary of State non-substantive corrections to State Board of Education rules. Non-substantive rule corrections may only include typographical, grammatical, referencing, or spelling errors and technical edits to comply with *Texas Register* style and format requirements.

§5.5. Rulemaking Authority.

Except for rules adopted under §5.4 of these rules (relating to Filing Non-Substantive Rule Corrections with the Secretary of State), or other exceptions specifically authorized by the board, all rules of the State Board of Education shall be approved by the State Board of Education.

§5.6. Review of the State Board of Education Rules.

In accordance with Texas Government Code, §2001.039, the State Board of Education shall review its rules every four years to assure that statutory authority for the rules continues to exist. If necessary, proposed amendments will be brought to the board following the procedure described in §5.2 of these rules.

§5.7. Filing of Amendments.

A member wishing to amend any Texas Essential Knowledge and Skills (TEKS) being considered by the board for second reading and final adoption shall submit the amendment in writing to the staff no later than 5 p.m. or two hours following the adjournment of the Committee of the Full Board, whichever is later, on the day prior to the amendment being considered by the board in accordance with rules adopted by the board relating to the TEKS adoption process. All amendments shall be made available to the public to the extent possible. This rule may be suspended by a two-thirds vote.

CHAPTER 6. ADVISORY GROUPS

The statutory citations for this chapter are the Texas Education Code, §§7.102(b), 29.254, 32.034, and 61.077.

§6.1. General Provisions.

- (a) The State Board of Education may appoint advisory committees where specific authority is granted in statute.
 - (1) The State Board of Education may establish an adult education advisory committee composed of not more than 21 members representing public and private education, business, labor, minority groups, and the public to advise the board on needs, priorities, and standards of adult education programs conducted in accordance with the Texas Education Code, Chapter 29, Subchapter H, Adult and Community Education Programs.
- (b) The State Board of Education may establish a Committee of Investment Advisors (CIA) to the Permanent School Fund and approve all selected appointments. The CIA shall be composed of not more than 15 members, one appointed by each State Board of Education member, who each have considerable institutional investment expertise and are free from conflicts of interest. The CIA member will closely advise the individual State Board of Education member who appointed the member on all matters relative to the management of the Permanent School Fund as necessary. The CIA may meet in person or via conference call or telephone conference as needed. Duties and responsibilities of the CIA are within the *Texas Permanent School Fund - Investment Procedures Manual*, Section A.2.
- (c) If the board does not establish a CIA, nothing shall prevent a board member from selecting and working with an investment advisor in a manner consistent with federal and state laws and the Investment Procedures Manual.

RESOLUTION

As specified in the operating rules of the State Board of Education, “the board may from time to time define by resolution the areas of oversight of each committee as may be necessary.” This resolution specifies the areas of oversight for each board committee currently delineated in the board’s operating rules.

Committee of the Full Board

1. Public testimony
2. Establishment of essential knowledge and skills (TEKS)
3. Adopt instructional materials

Committee on Instruction

1. Establishment of curriculum and graduation requirements
2. Curriculum implementation (including procedures concerning dyslexia and related disorders)
3. Instructional materials proclamations
4. Student assessment program implementation
5. General education
6. Education of individuals with disabilities
7. Gifted and talented education
8. Adult education
9. Library standards
10. Texas School for the Blind and Visually Handicapped/Texas School for the Deaf

Committee on School Finance/Permanent School Fund

1. State and federal funding issues
2. Financial budgeting, reporting, and regulation
3. Contract and grant approval
4. Instructional materials financing and operations
5. Review commissioner’s annual FSP budget
6. Community education funding
7. Permanent School Fund management oversight, including audit responsibility, investment objectives, and investment decisions

Committee on School Initiatives

1. Long-range plans required by statute
2. Educational technology and telecommunications
3. Review and evaluation of charter school applications the commissioner of education proposes to grant
4. State Board for Educator Certification rules review
5. School board member training policy
6. Hearing examiners
7. Military reservation and special school districts
8. Extracurricular activities
9. Home-rule school district probation and revocation

**Texas Permanent School Fund
Asset Allocation Mix - SBOE
November 30, 2018**

<u>Asset Class</u>	<u>Portfolio</u>	<u>Book Value</u>	<u>Mix</u>	<u>Fair Value</u>	<u>Mix</u>
Equity	Domestic Small-Mid Cap	\$ 1,087,395,547	4.07%	\$ 1,615,107,126	4.90%
	Domestic Large Cap	2,200,461,838	8.23%	4,942,324,099	14.98%
	Total Domestic Equity	<u>3,287,857,385</u>	<u>12.30%</u>	<u>6,557,431,225</u>	<u>19.88%</u>
	International Equity - Blackrock	4,051,801,601	15.16%	4,903,236,836	14.86%
	QMA Emerging Market Equity	404,099,888	1.51%	433,665,276	1.31%
	Navarro Emerging Market Equity	330,737,541	1.24%	440,976,853	1.34%
Total Public Market Equity	Total Emerging Market Equity	<u>734,837,429</u>	<u>2.75%</u>	<u>874,642,129</u>	<u>2.65%</u>
		<u>8,074,496,415</u>	<u>30.21%</u>	<u>12,335,310,190</u>	<u>37.39%</u>
Fixed Income	Domestic Fixed Income	4,667,890,946	17.46%	4,470,144,589	13.55%
	Investec Emerging Market Debt	802,653,072	3.00%	749,296,388	2.27%
	Ashmore Emerging Market Debt	850,411,338	3.18%	797,795,327	2.42%
	Stone Harbor Emerging Market Debt	802,049,467	3.00%	682,762,660	2.07%
	Total Emerging Market Debt	<u>2,455,113,877</u>	<u>9.18%</u>	<u>2,229,854,375</u>	<u>6.76%</u>
Total Fixed Income	<u>7,123,004,823</u>	<u>26.64%</u>	<u>6,699,998,964</u>	<u>20.31%</u>	
Absolute Return	Raven 1	800,000,000	2.99%	1,071,626,125	3.25%
	Raven 2	14,353,640	0.05%	19,109,052	0.06%
	Raven 4	600,000,000	2.24%	971,654,131	2.94%
	Raven 6	353,884,155	1.32%	449,750,115	1.36%
	Raven 7	412,711,614	1.54%	542,837,075	1.65%
	Raven 8	379,530,256	1.42%	425,154,993	1.29%
	Total Absolute Return	<u>2,560,479,665</u>	<u>9.56%</u>	<u>3,480,131,491</u>	<u>10.55%</u>
Private Equity	Columbia NB Crossroads Fund L.P.	277,421,466	1.04%	373,696,078	1.13%
	Columbia NB Crossroads Fund II L.P.	409,425,693	1.53%	677,269,206	2.05%
	Columbia NB Crossroads Fund II Tranche C	533,176,658	1.99%	633,281,573	1.92%
	TPSF NB PE Program	684,757,935	2.56%	885,287,928	2.68%
	Private Equity Direct	293,310,643	1.10%	309,266,444	0.94%
	Columbia CS Fund, L.P.	319,055,447	1.19%	434,057,034	1.32%
Total Private Equity	<u>2,517,147,842</u>	<u>9.41%</u>	<u>3,312,858,263</u>	<u>10.04%</u>	
Real Estate	Direct Real Estate Investments	2,247,071,456	8.41%	2,745,024,345	8.32%
Total Real Estate	<u>2,247,071,456</u>	<u>8.41%</u>	<u>2,745,024,345</u>	<u>8.32%</u>	
Risk Parity	AQR Capital Management	846,664,411	3.17%	1,118,096,609	3.39%
	Bridgewater	764,790,629	2.86%	1,113,693,390	3.38%
	Total Risk Parity Strategies	<u>1,611,455,040</u>	<u>6.03%</u>	<u>2,231,789,999</u>	<u>6.77%</u>
Real Return	Real Return - TIPS	1,057,184,922	3.96%	1,027,528,800	3.11%
	Real Return Commodities - Terlingua 1	587,500,000	2.20%	406,462,967	1.23%
	Real Return Commodities - Terlingua 2	575,000,000	2.15%	385,212,395	1.17%
	Real Return Commodities - Terlingua 3	168,389,165	0.63%	164,789,784	0.50%
	Total Real Return	<u>2,388,074,087</u>	<u>8.94%</u>	<u>1,983,993,946</u>	<u>6.01%</u>
Total Unallocated Cash	205,804,470	0.80%	205,804,471	0.61%	
Fund Total	<u>26,727,533,798</u>	<u>100.00%</u>	<u>32,994,911,669</u>	<u>100.00%</u>	

Notes: The asset classes include cash that has been allocated to the investment portfolios.
Exposure includes fair value of funded investments plus unfunded commitments.

Exposure: Total Private Equity Exposure and Percentage of Fund Total Fair Value 5,578,793,698 16.91%
Total Real Estate Exposure and Percentage of Fund Total Fair Value 4,375,731,468 13.26%

Current State Board of Education approved Strategic Asset Allocation Mix (approved June 15, 2018)

Large Cap U.S. Equity	13.00%	Real Estate	10.00%
Small/Mid Cap U.S. Equity	5.00%	Risk Parity	7.00%
Developed and Emerging Market International Large Cap Equity	14.00%	Real Return-Commodities	3.00%
Emerging Market Equity	3.00%	Real Return-TIPS	3.00%
Domestic Investment Grade Fixed Income	12.00%	Absolute Return	10.00%
Emerging Market Debt (LC)	7.00%	Private Equity	13.00%
			<u>100.00%</u>

2017-2021 Rule Review Plan for State Board of Education Rules

STATE BOARD OF EDUCATION: INFORMATION

SUMMARY: This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2017 through August 2021. Texas Government Code, §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

BACKGROUND INFORMATION AND JUSTIFICATION: Senate Bill (SB) 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in Texas Government Code, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2017-2021 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2013-2017 SBOE rule review with the addition of new rules that took effect subsequent to the adoption of that plan. The 2017-2021 plan is the sixth rule review cycle of SBOE rules.

In accordance with Texas Education Code, §28.002(m), the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2017-2021 rule review plan. The TEKS were also exempt from previous rule review plans. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE designed to align the adoption of instructional materials with amendments to the TEKS.

Revisions to Rule Review Plan. The 2017-2021 SBOE rule review plan was approved at the November 2016 SBOE meeting and will appear on an ongoing basis in the information pages of each SBOE agenda until completion. Any necessary modifications to the plan will appear in the information pages of the SBOE agenda along with the ongoing report.

This item reflects a modification to the 2017-2021 SBOE rule review plan to begin the review of 19 TAC Chapter 157, Hearings and Appeals, in January 2019, which is within the required four-year review period. Chapter 157 was last reviewed in September 2015.

Rule Review Procedures. Secretary of State rules specify the following two-step review process to implement the rule review requirement in the Texas Government Code, §2001.039:

1. a Notice of Proposed Review (Intention to review) that announces a public comment period for comments on whether the reason for adopting or readopting the rules continues to exist (see example in Attachment II); and
2. a Notice of Adopted Review (Readoption) that summarizes the public comments received, if any, in response to the notice of proposed review and provides a response to each comment (see examples in Attachment II).

The rule review process for SBOE rules is illustrated in this item using three examples. These examples present the following points: (1) if no amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and no further action will be

necessary; and (2) if amendments are recommended to rules under review, the item presenting the adoption of the review will complete the rule review process and the amendments will be presented as a separate item under the standard rulemaking process.

Example 1. Rule Review with No Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule and specifies that no changes are being recommended.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE	Action item that presents a summary of comments received, if any, from Notice of Proposed Review. The SBOE authorizes filing the Notice of Adopted Review, noting that no changes are being proposed to the rule as a result of the review.
	Texas Register	After the SBOE meeting, staff files Notice of Adopted Review that states the rule will continue to exist without changes (see Attachment II).
END OF REVIEW PROCESS (no item at June SBOE Meeting)		

Example 2. Rule Review with Changes

January SBOE Meeting	SBOE Committee (discussion)	Discussion item that briefly describes the rule, outlines issues to be considered, and specifies anticipated changes to the rule.
	Texas Register	After the SBOE meeting, staff files Notice of Proposed Review (see Attachment II).
April SBOE Meeting	SBOE Committee and Full SBOE (first reading)	Separate action items are included in the agenda: one that presents comments received, if any, from Notice of Proposed Review and one that provides the SBOE the opportunity to propose amendments. The SBOE authorizes filing the Notice of Adopted Review and approves the proposed amendments for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed amendments and the Notice of Adopted Review that states the rule will continue to exist and changes are being proposed (see Attachment II).
END OF REVIEW PROCESS		
June SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed amendments for second reading and final adoption. Item includes a summary of comments, if any, on proposed amendments.
	Texas Register	After the SBOE meeting, staff files adopted amendments.
END OF AMENDMENT PROCESS		

Example 3. Repeal of Rule under Review

January SBOE Meeting	SBOE Committee (first reading)	Action item that presents the proposed repeal of rule. SBOE approves proposed repeal for first reading and filing authorization.
	Texas Register	After the SBOE meeting, staff files proposed repeal. No Notice of Proposed Review required for repeals.
April SBOE Meeting	SBOE Committee and Full SBOE (second reading)	Action item that presents the proposed repeal of rule for second reading and final adoption.
	Texas Register	After the SBOE meeting, staff files adopted repeal.
END OF REPEAL PROCESS		

Staff Members Responsible:

Cristina De La Fuente-Valadez, Director, Rulemaking

Amanda Gunter, Program Specialist, Rulemaking

Attachment I: 2017-2021 Rule Review Plan for State Board of Education Rules

Attachment II: Sample Notices of Proposed Review and Adopted Review

ATTACHMENT I

2017-2021 Rule Review Plan for State Board of Education Rules (Approved November 2016, Revised January 2019)

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education rules. The rule review is designed to ensure that the reason for adopting or readopting the rule continues to exist. It only includes rules currently in effect at the time the plan is adopted.

Texas Education Code, §28.002(m), exempts the Texas Essential Knowledge and Skills (TEKS) from the rule review requirement; accordingly, this rule review plan does not include the rule chapters for the TEKS. Although the rules will not be reviewed as part of the rule review process, the SBOE conducts a review of the TEKS on a schedule determined by the SBOE. This review is designed to align the adoption of instructional materials with the amendments to the TEKS.

Review Period: September 2017 - August 2018			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 74. Curriculum Requirements	<i>Subchapter A. Required Curriculum</i>	Curriculum	September 2017
	<i>Subchapter B. Graduation Requirements</i>		
	<i>Subchapter C. Other Provisions</i>		
	<i>Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002</i>		
	<i>Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005</i>		
	<i>Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008</i>		
	<i>Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013</i>		
Chapter 105. Foundation School Program	<i>Subchapter A. Definitions</i>	Finance	November 2017
	<i>Subchapter B. Use of State Funds</i>		
Chapter 89. Adaptations for Special Populations	<i>Subchapter A. Gifted/Talented Education</i>	Special Populations	January 2018
	<i>Subchapter C. Texas Certificate of High School Equivalency</i>		
	<i>Subchapter D. Special Education Services and Settings</i>		
Chapter 61. School Districts	<i>Subchapter A. Board of Trustees Relationship</i>	Administration	April 2018

Review Period: September 2018 – August 2019			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 157. Hearings and Appeals	<i>Subchapter A. General Provisions for Hearings Before the State Board of Education</i>	Personnel	<u>January 2019</u> [September 2018]
	<i>Subchapter D. Independent Hearing Examiners</i>		
Chapter 129. Student Attendance	<i>Subchapter A. Student Attendance Allowed</i>	Finance	January 2019
	<i>Subchapter B. Student Attendance Accounting</i>		

Review Period: September 2019 – August 2020			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	<i>Subchapter A. State Board of Education Rules</i>	Finance	September 2019
Chapter 66. State Adoption and Distribution of Instructional Materials	<i>Subchapter A. General Provisions</i>	Instructional Materials	November 2019
	<i>Subchapter B. State Adoption of Instructional Materials</i>		
	<i>Subchapter C. Local Operations</i>		
Chapter 100. Charters	<i>Subchapter A. Open-Enrollment Charter Schools</i>	Charter Schools	January 2020
	<i>Subchapter B. Home-Rule School District Charters</i>		

Review Period: September 2020 – August 2021			
Chapter Title	Subchapter Title	Topic	Begin Review
Chapter 30. Administration	<i>Subchapter A. State Board of Education: General Provisions</i>	Administration	November 2020
	<i>Subchapter B. State Board of Education: Purchasing and Contracts</i>		
Chapter 101. Assessment	<i>Subchapter A. General Provisions</i>	Assessment	January 2021
	<i>Subchapter B. Implementation of Assessments</i>		
	<i>Subchapter C. Local Option</i>		
Chapter 109. Budgeting, Accounting, and Auditing	<i>Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts</i>	Finance	January 2021
	<i>Subchapter B. Texas Education Agency Audit Functions</i>		
	<i>Subchapter C. Adoptions by Reference</i>		
	<i>Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract</i>		

SAMPLES

Attachment II

Notice of Proposed Review (Intention to review)

The State Board of Education (SBOE) proposes the review of 19 TAC Chapter 129, Student Attendance, pursuant to the Texas Government Code, §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 129 are organized under the following subchapters: Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting.

As required by the Texas Government Code, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist. The comment period begins with the publication of this notice and must last a minimum of 30 days.

Comments or questions regarding this rule review may be submitted to Cristina De La Fuente-Valadez, Rulemaking, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494. Comments may also be submitted electronically to rules@tea.texas.gov.

Notice of Adopted Review (with no changes to rule) (Readoption)

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review.

No changes are necessary as a result of the review.

Notice of Adopted Review (with changes to rule) (Readoption with changes)

The State Board of Education (SBOE) adopts the review of 19 TAC Chapter 129, Student Attendance, Subchapter A, Student Attendance Allowed, and Subchapter B, Student Attendance Accounting, pursuant to the Texas Government Code, §2001.039. The SBOE proposed the review of 19 TAC Chapter 129, Subchapters A and B, in the February 12, 2016 issue of the Texas Register (41 TexReg 1131).

The SBOE finds that the reasons for adopting 19 TAC Chapter 129, Subchapters A and B, continue to exist and readopts the rules. The SBOE received no comments related to the review. As part of the review, the SBOE is proposing an amendment to 19 TAC §129.21, which may be found in the Proposed Rules section of this *Texas Register* issue.

Annual Report of the Division of Financial Compliance

February 1, 2019

STATE BOARD OF EDUCATION: INFORMATION

SUMMARY: This item provides the board with an annual review of the work accomplished by the division responsible for state financial reviews. The report describes the division's organization and legal responsibilities, deviations from the 2017-2018 audit plan, and the status of reports on the division's reviews.

BACKGROUND INFORMATION AND SIGNIFICANT ISSUES: Title 19 Texas Administrative Code §109.21 requires the commissioner of education to report to the State Board of Education at least annually on the progress of each fiscal year's audit plan. The 2017-2018 audit plan was submitted to the Committee on School Finance/Permanent School Fund for review and comment in July 2017.

FISCAL IMPACT: None.

PUBLIC AND STUDENT BENEFIT: Communicates the results of the Financial Compliance Divisions efforts to ensure public funds are being spent efficiently and for the benefit of the students.

PROCEDURAL AND REPORTING IMPLICATIONS: None.

PUBLIC COMMENTS: None.

ALTERNATIVES: None.

OTHER COMMENTS AND RELATED ISSUES: None.

Staff Member Responsible:

David Marx, Director, Financial Compliance

Attachment: Annual Report of the Division of Financial Compliance

Attachment

February 1, 2019

The Honorable Members of the State Board of Education
1701 North Congress Avenue
Austin, TX 78701-1494

Dear State Board of Education Members:

Title 19 Texas Administrative Code (TAC) §109.21 requires the commissioner of education to report to the State Board of Education at least annually on the progress of each fiscal year's audit plan. In accordance with that section, following is a description of the status of audit reports and related activities for the agency's 2018 fiscal year, ended August 31, 2018.

Organization and Personnel

Duties related to student attendance reviews, annual financial and compliance reports reviews, special allotment reviews, and financial accountability ratings continue to be administered by the Division of Financial Compliance, which reports to the chief school finance officer, Leo Lopez. Duties related to federal grant reviews and federal accountability are handled by a separate division.

In fiscal year 2018 the division's focus was to include review of student attendance data and to provide oversight of the student attendance accounting handbook, reviews of annual financial and compliance reports and to issue financial accountability ratings. The division continued to review procedures and training material for special allotment funds to ensure compliance and accountability for these supplemental funds. Also the division selected six school districts and charter schools to pilot the new special allotment monitoring program reviews and to help develop the review program for the special allotment compliance project. These special allotment funds include funding for special education, compensatory education, bilingual education, career and technology education, gifted and talented education, and high school education for all school districts and open-enrollment charter schools, including full-time virtual schools. The division continued the undertaking of a complete rewrite of the Financial Accountability System Resource Guide (FASRG).

Other reviews included district depository contracts, work paper reviews of certified public accountants (CPA) who audit school district and charter schools, superintendent severance payments, financial exigency, and processing district's fiscal year changes. A continued complete rewrite of the audit program for work paper reviews of CPA in fiscal year 2018 to align the program with current industry standards. Certain districts and charter schools identified as part of a risk assessment, are selected for a review; the review consists of examining business office procedures, internal controls to comply with the FASRG, generally accepted accounting principles, and best practices and followed up with recommendations and request for a course

of action from the entity. In fiscal year 2018, four applications to operate a charter school were reviewed and four on-site visits were conducted to assist first year charter schools.

Annual Audit Plan and Division Activities

The Division of Financial Compliance adhered to the annual audit plan that was provided to the Committee on School Finance/Permanent School Fund in July 2017 with certain exceptions. The division had turnover in personnel in key positions that are currently being replaced. The following activities remain a priority of the division: student attendance compliance reviews and investigations, review of annual financial and compliance reports, issuing financial accountability ratings, CPA work paper reviews, special allotment monitoring reviews, and providing training, updated guidance documents and answering our customer questions daily.

The following table shows the summary of the review activities of the division for the 2018 fiscal year by type; additional detail and listing of other work performed is provided in the attachment.

Activity	Status	
Student Attendance		
--Reviews	97	<i>Completed</i>
	23	<i>in progress</i>
--Correspondence Investigations	3	<i>Completed</i>
	5	<i>in progress</i>
--Charter School Closeout Reviews	4	<i>Completed</i>
	0	<i>in progress</i>
Annual Financial and Compliance Report Reviews	989	<i>Completed</i>
CPA Work Paper Reviews	10	<i>Completed</i>
	0	<i>in progress</i>
Superintendent Severance Payments	34	<i>Completed</i>
	7	<i>in progress</i>
TEA Mailbox Questions/Research/Answer		
--Financial Accountability	375+	<i>Completed</i>
--Student Attendance Accounting & Audits	325+	<i>Completed</i>
--School Audits	200+	<i>Completed</i>
Fiscal Management Reviews	2	<i>Completed</i>
	1	<i>in progress</i>
School First Ratings Issued	1194	<i>Completed</i>
Depository Contracts	203	<i>ISD and Charters</i>

The division completed 97 reviews of student attendance data, which included desk and compliance reviews. These reviews resulted in questioned costs of \$946,070 related to the errors discovered. In addition, three correspondence investigations of student attendance data were also completed. Closeout reviews were done for four charter schools in their final year of operation, which resulted in questioned costs totaling \$275,514.

The Texas Education Code (TEC), §44.008(e) requires division staff members to review every public school annual financial and compliance reports that have been audited by certified independent auditors. In its reviews, the division uses financial statement data to verify year-end financial data submitted through the Public Education Information Management System (PEIMS). Division staff members identify problems such as inaccurate PEIMS data, noncompliance with laws or rules, insolvency, and potential default on bonded indebtedness and then communicate with local education agencies regarding required corrective action. In addition, the division reviews electronically submitted annual financial and compliance report information to verify that no sensitive or confidential information was disclosed. During the 2018 fiscal year, the division reviewed and issued letters or reports on 989 annual financial and compliance reports.

The division has limited its investigations to only student attendance related investigations. Therefore, some of the efforts of the division have been refocused to reviewing and monitoring the state special allotments; special education, career and technology, state compensatory, bilingual, gifted and talented, and high school education. The review and monitoring program progressed to selecting pilot districts and charter school to test the audit program. The division performs fiscal management reviews of school districts and charter schools that are assigned as high risk because there are identified issues in their annual financial and compliance report that range from multiple years of the same findings, to a sudden decrease in the entity's fund balance or net position. In fiscal year 2018 the division completed two reviews and started another.

The division completed desk reviews of superintendent severance-payment disclosures submitted by school districts resulting in \$457,409 reductions in Foundation School Program (FSP) funding. Other severance payments were in compliance with the statutory required amounts.

The division performed work paper reviews of five certified public accountant (CPA) and division staff members also checked Texas State Board of Public Accountancy records to determine whether each CPA performing audits of school districts and charter schools held a valid license and whether the CPA's firm had an unexpired firm license. In March 2015 Title 19 Texas Administrative Code (TAC) §109.23(d)(2)(a) was amended to strengthen the role of the external auditor performing the school district and charter school annual financial audits, which requires that the CPA firm must be a member of the AICPA Governmental Audit Quality Center and adhere to its quality control criteria.

In accordance with the TEC, §45.208, related to school depository contracts, the division reviewed approximately 23 school district depository contract files; this includes surety bonds, extensions and statements. Also review 180 charter school depository information.

A major undertaking for the division which began in fiscal year 2016 and continued through 2018 is to completely rewrite and consolidate the current 10 modules of the Financial Accountability System Resource Guide which is adopted by 19 TAC §109.41. Publication of the updated streamlined modules is tentatively planned to occur in fiscal year 2019.

Division staff members held and participated in several workshops, providing guidance to school district and charter school personnel on a wide range of topics. These topics included supplemental allotment programs, changes to financial reporting standards, changes to student attendance accounting and new laws just coming into effect. Division staff members also spent hundreds of hours providing information on statutory and regulatory requirements to charter school and district officials and other individuals by phone and correspondence. Also the division made changes to the Financial Integrity Rating System of Texas (FIRST). Staff members researched and responded to over 900 requests for information received through the division's three mailboxes for Financial Accountability, School Audits, and Student Attendance Accounting.

Status of Division Reviews and Related Activities

The attached document presents the status of division activities conducted during the 2018 fiscal year. As of the fiscal year ended August 31, 2018 the adjustments resulting from attendance reviews and correspondence investigations, reviews of charter closeouts, on-site special accreditation investigations and fiscal management reviews resulted in questioned costs of \$1,221,584 owed to the state.

Respectfully submitted,

David Marx
Director, Financial Compliance Division

ATTACHMENT

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Item No.	Review No.	County District Number	District Name	Final Mailed	Final Adjustment
1	FR17-001	057-909	Garland ISD	9/15/2017	\$ (41,658.00)
2	DA17-054	226-907	Grape Creek ISD	9/15/2017	\$ (14,655.00)
3	DA17-022	094-901	Seguin ISD	9/15/2017	\$ (2,383.00)
4	DA17-041	177-902	Sweetwater ISD	10/3/2017	\$ (748.00)
5	DA17-020	092-903	Longview ISD	10/3/2017	\$ (3,442.00)
6	DA17-046	210-904	Tenaha ISD	10/20/2017	\$ (7,064.00)
7	DA17-001	011-902	Elgin ISD	10/20/2017	\$ 982.00
8	DA17-042	184-909	Brock ISD	10/31/2017	\$ (6,862.00)
9	DA17-039	163-908	Medina Valley ISD	10/31/2017	\$ (17,285.00)
10	DA17-037	146-902	Dayton ISD	10/31/2017	\$ (4,024.00)
11	DA17-034	130-901	Boerne ISD	10/31/2017	\$ (5,732.00)
12	DA17-030	108-804	Midvalley Academy Charter District	10/31/2017	\$ (5,245.00)
13	DA17-029	105-906	Hays CISD	10/31/2017	\$ (3,079.00)
14	DA17-025	101-916	La Porte ISD	10/31/2017	\$ -
15	DA17-017	089-901	Gonzales ISD	10/31/2017	\$ (639.00)
16	DA17-014	072-802	Erath Excels Academy, Inc.	10/31/2017	\$ (470.00)
17	DA17-007	049-903	Valley View ISD	10/31/2017	\$ (5,721.00)
18	CR17-003	015-836	Eleanor Kolitz Hebrew Language Academy	12/14/2017	\$ -
19	CR17-013	105-803	Ki Charter Academy	12/21/2017	\$ -
20	CR17-005	057-848	International Leadership of Texas	12/21/2017	\$ -
21	CR17-002	178-915	West Oso ISD	12/21/2017	\$ -
22	DA17-055	227-806	University of Texas University Charter School	1/5/2018	\$ (2,273.00)
23	DA17-053	226-903	San Angelo ISD	1/5/2018	\$ 1,651.00
24	DA17-047	213-801	Brazos River Charter School	1/5/2018	\$ (3,276.00)
25	DA17-033	123-907	Port Arthur ISD	1/5/2018	\$ 2,768.00
26	DA17-031	108-909	Pharr-San Juan-Alamo ISD	1/5/2018	\$ (61,200.00)
27	DA17-024	101-907	Cypress-Fairbanks ISD	1/5/2018	\$ (30,934.00)
28	DA17-013	071-902	El Paso ISD	1/5/2018	\$ (169,676.00)
29	DA17-012	071-901	Clint ISD	1/5/2018	\$ (349.00)
30	DA17-010	057-916	Richardson ISD	1/5/2018	\$ (3,669.00)
31	DA17-004	015-908	South San Antonio ISD	1/5/2018	\$ (8,653.00)
32	DA17-003	015-905	Edgewood ISD	1/8/2018	\$ (65,260.00)
33	CR17-012	220-819	High Point Academy	3/7/2018	\$ -
34	CR17-001	015-834	Basis Texas	3/7/2018	\$ -
35	DA17-027	101-919	Spring ISD	3/9/2018	\$ (14,947.00)
36	DA17-023	101-905	Channelview ISD	3/9/2018	\$ (40,971.00)
37	DA17-016	084-910	Clear Creek ISD	3/9/2018	\$ 55,225.00
38	CR17-007	057-847	Village Tech Schools	3/20/2018	\$ -
39	AR15-001	227-805	Texas Empowerment Academy	3/27/2018	\$ -
40	FR18-001	206-901	San Saba ISD	5/1/2018	\$ (660.00)
41	CR17-015	057-849	Trinity Environmental Academy	5/1/2018	\$ -
42	CR17-014	227-828	The Excel Center	5/1/2018	\$ -
43	CR17-011	101-870	Beta Academy	5/1/2018	\$ -
44	CR17-010	227-826	Montessori For All	5/1/2018	\$ -

Item No.	Review No.	County District Number	District Name	Final Mailed	Final Adjustment
45	CR17-009	071-810	El Paso Leadership Academy	5/1/2018	\$ -
46	CR17-004	015-835	Great Hearts Texas	5/1/2018	\$ -
47	CR17-020	085-903	Southland ISD	5/15/2018	\$ -
48	CR17-008	015-837	Carpe Diem School	5/16/2018	\$ -
49	CR17-006	101-868	The Pro-Vision Academy	6/4/2018	\$ -
50	CR17-026	110-901	Anton ISD	6/14/2018	\$ -
51	CR17-017	001-902	Cayuga ISD	6/14/2018	\$ -
52	F17-004	001-907	Palestine ISD	6/14/2018	\$ -
53	F17-003	181-906	West Orange-Cove CISD	6/14/2018	\$ -
54	F17-001	241-903	El Campo ISD	6/14/2018	\$ -
55	DA17-051	220-920	White Settlement ISD	6/29/2018	\$ (39,018.00)
56	DA17-038	158-901	Bay City ISD	6/29/2018	\$ (50,234.00)
57	DA17-011	061-914	Little Elm ISD	6/29/2018	\$ (98,938.00)
58	DA17-008	057-834	Evolution Academy Charter School	6/29/2018	\$ (22,160.00)
59	CR17-024	022-902	Marathon ISD	7/10/2018	\$ -
60	CR17-022	061-804	Leadership Prep School	7/10/2018	\$ -
61	CR17-021	108-914	La Villa ISD	7/10/2018	\$ -
62	F17-009	034-905	Linden-Kildare CISD	7/18/2018	\$ -
63	F17-007	084-908	Hitchcock ISD	7/18/2018	\$ -
64	F17-006	001-908	Westwood ISD	7/18/2018	\$ -
65	DA17-057	236-902	Huntsville ISD	7/26/2018	\$ (10,491.00)
66	DA17-049	220-912	Crowley ISD	7/27/2018	\$ (13,681.00)
67	DA17-026	101-917	Pasadena ISD	7/27/2018	\$ (14,319.00)
68	DA17-015	079-901	Lamar CISD	7/27/2018	\$ (107,397.00)
69	DA17-006	043-912	Prosper ISD	7/27/2018	\$ (80,090.00)
70	DA17-019	091-906	Sherman ISD	7/30/2018	\$ (3,719.00)
71	FR18-002	101-838	Southwest School	7/31/2018	\$ (38,963.00)
72	F17-010	196-902	Woodsboro ISD	8/7/2018	\$ -
73	DA16-042	057-816	A W Brown-Fellowship	6/28/2018	\$ -
74	DA16-043	057-832	Alpha Charter School	9/1/2017	\$ -
75	DA16-037	015-834	Basis Texas	6/28/2018	\$ -
76	DA16-049	101-847	Beatrice Mayes Institute Charter School	6/28/2018	\$ -
77	DA16-057	193-801	Big Springs Charter School	6/28/2018	\$ -
78	DA16-039	057-811	Children First Academy of Dallas	9/1/2017	\$ -
79	DA16-046	092-801	East Texas Charter Schools	6/28/2018	\$ -
80	DA16-045	071-806	Harmony Science Acad (El Paso)	6/28/2018	\$ -
81	DA16-055	161-807	Harmony Science Acad (Waco)	6/28/2018	\$ -
82	DA16-048	101-846	Harmony Science Academy	6/28/2018	\$ -
83	DA16-058	227-816	Harmony Science Academy (Austin)	6/28/2018	\$ -
84	DA16-053	108-802	Horizon Montessori Public Schools	6/28/2018	\$ -
85	DA16-054	108-807	Idea Public Schools	6/28/2018	\$ -
86	DA16-038	043-801	Imagine International Academy of North Texas	6/28/2018	\$ -
87	DA16-044	057-848	International Leadership of Texas	6/28/2018	\$ -
88	DA16-032	246-913	Leander ISD	9/1/2017	\$ (6,811.00)

Item No.	Review No.	County District Number	District Name	Final Mailed	Final Adjustment
89	DA16-035	014-804	Orenda Charter School	6/28/2018	\$ -
90	DA16-056	183-801	Panola Charter School	6/28/2018	\$ -
91	DA16-034	014-803	Priority Charter Schools	6/28/2018	\$ -
92	DA16-050	101-853	Promise Community School	6/28/2018	\$ -
93	DA16-036	015-815	Radiance Academy of Learning	6/28/2018	\$ -
94	DA16-059	234-801	Ranch Academy	6/28/2018	\$ -
95	DA16-033	014-801	Richard Milburn Alter HS (Killeen)	6/28/2018	\$ -
96	DA16-052	105-802	Texas Preparatory School	6/28/2018	\$ -
97	DA16-040	057-813	Trinity Basin Preparatory	6/28/2018	\$ -
Total		97	Student Attendance Reviews Completed		\$ (946,070.00)

Item No.	Review No.	County District Number	District Name
1	CR17-016	236-801	Raven School
2	CR17-018	101-855	Meyerpark Elementary
3	CR17-019	232-901	Knippa ISD
4	CR17-023	246-801	Meridian World School LLC
5	CR17-025	044-902	Wellington ISD
6	CR17-027	133-902	Hunt ISD
7	CR17-028	161-908	Mart ISD
8	CR17-029	169-906	Gold Burg ISD
9	CR17-030	235-901	Bloomington ISD
10	CR17-031	125-902	Ben Bolt-Palito Blanco ISD
11	CR17-032	168-902	Loraine ISD
12	CR17-033	018-903	Morgan ISD
13	CR17-034	248-902	Wink-Loving ISD
14	CR17-035	206-902	Richland Springs ISD
15	CR17-036	198-905	Hearne ISD
16	CR17-037	066-903	Freer ISD
17	CR17-038	156-902	Stanton ISD
18	CR17-039	055-901	Culberson County-Allamoore ISD
19	CR17-040	231-901	McCamey ISD
20	F17-002	057-910	Grand Prairie ISD
21	F17-005	161-914	Waco ISD
22	F17-008	015-911	East Central ISD
23	DA15-025	126-903	Cleburne ISD
Total		23	Student Attendance Reviews -- In Progress

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Item No.	Review No.	County District	District Name	Final Mailed	Final Adjustment
1	CC16-004	061-802	North Texas Collegiate Academy	5/1/2018	\$ -
2	CC18-001	199-901	Rockwall ISD	6/14/2018	\$ -
3	CC16-002	163-903	Natalia ISD	6/15/2018	\$ -
Total		3	Student Attendance Complaint Investigations Completed		\$ -

Item No.	Review No.	County District Number	District Name
1	CC17-001	043-912	Prosper ISD
2	CC15-001	015-916	Judson ISD
3	CC15-005	031-901	Brownsville ISD
4	CC16-006	233-901	San Felipe-Del Rio CISD
5	CC16-005	240-903	United ISD
Total		5	Student Attendance Investigations -- In Progress

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Item No.	Review No.	County District Number	District Name	Final Mailed	Final Adjustment
1	CO17-012	015-823	San Antonio Technology Academy	11/3/2017	\$ (44,215.00)
2	CO17-011	101-867	Fallbrook College Preparatory Academy	11/21/2017	\$ (199,282.00)
3	CO17-008	015-803	Higgs Carter King Gifted & Talented Charter Acad	10/10/2017	\$ -
4	CO18-001	015-837	Carpe Diem Schools	8/7/2018	\$ (32,017.00)
Total		4	Student Attendance Charter School Close Outs Completed		\$ (275,514.00)

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Item No.	County District Number	District Name	Review Date
1	125-902	Ben Bolt-Palito Blanco ISD	1/26/2018
2	108-914	La Villa ISD	8/29/2018
Total	2	Fiscal Management Reviews Completed	

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Item No.	County District Number	District Name
1	025-908	Brookesmith ISD
Total	1	Fiscal Management Reviews--<i>In Progress</i>

Item No.	County District Number	District Name	Review Date	Statutory Adjustment
1	007-906	Poteet ISD	3/16/2018	\$ -
2	015-905	Edgewood ISD	7/25/2018	\$ -
3	016-901	Johnson City ISD	12/5/2017	\$ -
4	018-908	Cranfills Gap ISD	11/7/2017	\$ -
5	025-908	Brookesmith ISD	11/7/2017	\$ (86,862.00)
6	042-901	Coleman ISD	6/1/2018	\$ -
7	056-901	Dalhart ISD	7/25/2018	\$ -
8	057-000	Dallas County Schools	12/6/2017	\$ -
9	057-906	Desoto ISD	7/24/2018	\$ -
10	057-909	Garland ISD	10/17/2017	\$ (90,583.00)
11	063-903	Spur ISD	11/9/2017	\$ -
12	069-901	Rocksprings ISD	11/29/2017	\$ -
13	094-901	Seguin ISD	12/1/2017	\$ -
14	105-906	Hays Consolidated ISD	1/9/2018	\$ -
15	108-902	Donna ISD	3/16/2018	\$ -
16	116-905	Greenville ISD	10/20/2017	\$ -
17	116-909	Wolfe City ISD	7/25/2018	\$ -
18	128-903	Runge ISD	7/24/2018	\$ -
19	130-902	Comfort ISD	12/8/2017	\$ -
20	134-901	Junction ISD	11/1/2017	\$ -
21	139-911	North Lamar ISD	12/6/2017	\$ (94,125.00)
22	140-905	Olton ISD	3/9/2018	\$ -
23	148-903	Higgins ISD	1/10/2018	\$ -
24	154-903	North Zulch ISD	10/30/2017	\$ -
25	174-903	Garrison ISD	8/28/2018	\$ -
26	178-915	West Oso ISD	10/24/2017	\$ -
27	180-901	Boys Ranch ISD	10/23/2017	\$ (58,208.00)
28	220-912	Crowley ISD	8/20/2018	\$ (90,707.00)
29	227-904	Pflugerville ISD	10/24/2017	\$ -
30	229-905	Spurger ISD	7/24/2018	\$ -
31	234-904	Grand Saline ISD	1/22/2018	\$ (36,924.00)
32	235-901	Bloomington ISD	11/15/2017	\$ -
33	247-903	La Vernia ISD	6/19/2018	\$ -
34	250-905	Yantis ISD	8/10/2018	\$ -
Total	34	Superintendent's Severance Reviews Completed		\$ (457,409.00)

Item No.	County District Number	District Name
1	012-901	Seymour ISD
2	015-916	Judson ISD
3	068-901	Ector County ISD
4	074-903	Bonham ISD
5	080-901	Mount Vernon ISD
6	101-914	Katy ISD
7	188-901	Amarillo ISD
Total	7	Superintendent's Severance Reviews -- In Progress

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Item No.	Activities	Counts
1	New Charter School First Year Visits	4
2	Responses to TEA's Q&A Mailboxes (Financial Accountability, School audits and Attendance)	900+
3	CPA Workpaper Reviews -- Completed	10
4	Review of Annual Financial and Compliance Reports	989
5	Research for School Finance Reform Committee	multi
6	Supplemental Allotment Pilot Program	5
7	School First Ratings for FYE 2017	1194
8	Trainings throughout Texas covering FIRST, FASRG, SAAH, SAMP, etc.	30+
9	Financial Exigency Reviewed	3
10	Fiscal Year Changes	17
11	New Charters Schools Applications Reviewed	4
12	Depository Contracts and/or Extensions Reviews	203
13	FASRG Updated draft prepared for comments	

STATUTORY AUTHORITY REFERENCE SECTION:

TEXAS CONSTITUTION ARTICLE VII

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONAL CODE (TOC)

THE TEXAS CONSTITUTION
ARTICLE 7. EDUCATION
SECTION 5

Sec. 5. COMPOSITION, MANAGEMENT, USE, AND DISTRIBUTION OF PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND.

(a) The permanent school fund consists of all land appropriated for public schools by this constitution or the other laws of this state, other properties belonging to the permanent school fund, and all revenue derived from the land or other properties. The available school fund consists of the distributions made to it from the total return on all investment assets of the permanent school fund, the taxes authorized by this constitution or general law to be part of the available school fund, and appropriations made to the available school fund by the legislature. The total amount distributed from the permanent school fund to the available school fund:

(1) in each year of a state fiscal biennium must be an amount that is not more than six percent of the average of the market value of the permanent school fund, excluding real property belonging to the fund that is managed, sold, or acquired under Section 4 of this article, but including discretionary real assets investments and cash in the state treasury derived from property belonging to the fund, on the last day of each of the 16 state fiscal quarters preceding the regular session of the legislature that begins before that state fiscal biennium, in accordance with the rate adopted by:

(A) a vote of two-thirds of the total membership of the State Board of Education, taken before the regular session of the legislature convenes; or

(B) the legislature by general law or appropriation, if the State Board of Education does not adopt a rate as provided by Paragraph (A) of this subdivision; and

(2) over the 10-year period consisting of the current state fiscal year and the nine preceding state fiscal years may not exceed the total return on all investment assets of the permanent school fund over the same 10-year period.

(b) The expenses of managing permanent school fund land and investments shall be paid by appropriation from the permanent school fund.

(c) The available school fund shall be applied annually to the support of the public free schools. Except as provided by this section, the legislature may not enact a law appropriating any part of the permanent school fund or available school fund to any other purpose. The permanent school fund and the available school fund may not be appropriated to or used for the support of any

sectarian school. The available school fund shall be distributed to the several counties according to their scholastic population and applied in the manner provided by law.

(d) The legislature by law may provide for using the permanent school fund to guarantee bonds issued by school districts or by the state for the purpose of making loans to or purchasing the bonds of school districts for the purpose of acquisition, construction, or improvement of instructional facilities including all furnishings thereto. If any payment is required to be made by the permanent school fund as a result of its guarantee of bonds issued by the state, an amount equal to this payment shall be immediately paid by the state from the treasury to the permanent school fund. An amount owed by the state to the permanent school fund under this section shall be a general obligation of the state until paid. The amount of bonds authorized hereunder shall not exceed \$750 million or a higher amount authorized by a two-thirds record vote of both houses of the legislature. If the proceeds of bonds issued by the state are used to provide a loan to a school district and the district becomes delinquent on the loan payments, the amount of the delinquent payments shall be offset against state aid to which the district is otherwise entitled.

(e) The legislature may appropriate part of the available school fund for administration of a bond guarantee program established under this section.

(f) Notwithstanding any other provision of this constitution, in managing the assets of the permanent school fund, the State Board of Education may acquire, exchange, sell, supervise, manage, or retain, through procedures and subject to restrictions it establishes and in amounts it considers appropriate, any kind of investment, including investments in the Texas growth fund created by Article XVI, Section [70](#), of this constitution, that persons of ordinary prudence, discretion, and intelligence, exercising the judgment and care under the circumstances then prevailing, acquire or retain for their own account in the management of their affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.

(g) Notwithstanding any other provision of this constitution or of a statute, the General Land Office or an entity other than the State Board of Education that has responsibility for the management of permanent school fund land or other properties may in its sole discretion distribute to the available school fund each year revenue derived during that year from the land or properties, not to exceed \$300 million each year.

(h) Expired.

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SUBCHAPTER C. COMMISSIONER OF EDUCATION

Sec. 7.055. COMMISSIONER OF EDUCATION POWERS AND DUTIES.

- (a) The commissioner has the powers and duties provided by Subsection (b).
- (b)
 - (1) The commissioner shall serve as the educational leader of the state.
 - (2) The commissioner shall serve as executive officer of the agency and as executive secretary of the board.
 - (3) The commissioner shall carry out the duties imposed on the commissioner by the board or the legislature.
 - (4) The commissioner shall prescribe a uniform system of forms, reports, and records necessary to fulfill the reporting and recordkeeping requirements of this title.
 - (5) The commissioner may delegate ministerial and executive functions to agency staff and may employ division heads and any other employees and clerks to perform the duties of the agency.
 - (6) The commissioner shall adopt an annual budget for operating the Foundation School Program as prescribed by Subsection (c).
 - (7) The commissioner may issue vouchers for the expenditures of the agency and shall examine and must approve any account to be paid out of the school funds before the comptroller may issue a warrant.
 - (8) Repealed by Acts 2011, 82nd Leg., R.S., Ch. 1083, Sec. 25(7), eff. June 17, 2011.
 - (9) The commissioner shall have a manual published at least once every two years that contains Title 1 and this title, any other provisions of this code relating specifically to public primary or secondary education, and an appendix of all other state laws relating to public primary or secondary education and shall provide for the distribution of the manual as determined by the board.
 - (10) The commissioner may visit different areas of this state, address teachers' associations and educational gatherings, instruct teachers, and promote all aspects of

education and may be reimbursed for necessary travel expenses incurred under this subdivision to the extent authorized by the General Appropriations Act.

(11) The commissioner may appoint advisory committees, in accordance with Chapter 2110, Government Code, as necessary to advise the commissioner in carrying out the duties and mission of the agency.

(12) The commissioner shall appoint an agency auditor.

(13) The commissioner may provide for reductions in the number of agency employees.

(14) The commissioner shall carry out duties relating to the investment capital fund under Section 7.024.

(15) The commissioner shall review and act, if necessary, on applications for waivers under Section 7.056.

(16) The commissioner shall carry out duties relating to regional education service centers as specified under Chapter 8.

(17) The commissioner shall distribute funds to open-enrollment charter schools as required under Subchapter D, Chapter 12.

(18) The commissioner shall adopt a recommended appraisal process and criteria on which to appraise the performance of teachers, a recommended appraisal process and criteria on which to appraise the performance of administrators, and a job description and evaluation form for use in evaluating school counselors, as provided by Subchapter H, Chapter 21.

(19) The commissioner shall coordinate and implement teacher recruitment programs under Section 21.004.

(20) The commissioner shall perform duties in 17 connection with the certification and assignment of hearing examiners as provided by Subchapter F, Chapter 21.

(21) The commissioner shall carry out duties under the Texas Advanced Placement Incentive Program under Subchapter C, Chapter 28.

(22) The commissioner may adopt rules for optional extended year programs under Section 29.082.

(23) The commissioner shall monitor and evaluate prekindergarten programs and other child-care programs as required under Section 29.154.

(24) The commissioner, with the approval of the board, shall develop and implement a plan for the coordination of services to children with disabilities as required under Section 30.001.

(25) The commissioner shall develop a system to distribute to school districts or regional education service centers a special supplemental allowance for students with visual impairments as required under Section 30.002.

(26) The commissioner, with the assistance of the comptroller, shall determine amounts to be distributed to the Texas School for the Blind and Visually Impaired and the Texas School for the Deaf as provided by Section 30.003 and to the Texas Juvenile Justice Department as provided by Section 30.102.

(27) The commissioner shall establish a procedure for resolution of disputes between a school district and the Texas School for the Blind and Visually Impaired under Section 30.021.

(28) The commissioner shall perform duties relating to the funding, adoption, and purchase of instructional materials under Chapter 31.

(29) The commissioner may enter into contracts concerning technology in the public school system as authorized under Chapter 32.

(30) The commissioner shall adopt a recommended contract form for the use, acquisition, or lease with option to purchase of school buses under Section 34.009.

(31) The commissioner shall ensure that the cost of using school buses for a purpose other than the transportation of students to or from school is properly identified in the Public 18 Education Information Management System (PEIMS) under Section 34.010.

(32) The commissioner shall perform duties in connection with the public school accountability system as prescribed by Chapters 39 and 39A.

(33) Repealed by Acts 1999, 76th Leg., ch. 397, Sec. 8, eff. Sept. 1, 1999.

(34) The commissioner shall perform duties in connection with the equalized wealth level under Chapter 41.

(35) The commissioner shall perform duties in connection with the Foundation School Program as prescribed by Chapter 42.

(36) The commissioner shall establish advisory guidelines relating to the fiscal management of a school district and report annually to the board on the status of school district fiscal management as required under Section 44.001.

(37) The commissioner shall review school district audit reports as required under Section 44.008.

(38) The commissioner shall perform duties in connection with the guaranteed bond program as prescribed by Subchapter C, Chapter 45.

(39) The commissioner shall cooperate with the Texas Higher Education Coordinating Board in connection with the Texas partnership and scholarship program under Subchapter Q, Chapter 61.

(40) The commissioner shall suspend the certificate of an educator or permit of a teacher who violates Chapter 617, Government Code.

(41) The commissioner shall adopt rules relating to extracurricular activities under Section 33.081 and approve or disapprove University Interscholastic League rules and procedures under Section 33.083.

(c) The budget the commissioner adopts under Subsection (b) for operating the Foundation School Program must be in accordance with legislative appropriations and provide funds for the administration and operation of the agency and any other necessary expense. The budget must designate any expense of operating the agency or operating a program for which the board has 19 responsibility that is paid from the Foundation School Program. The budget must designate program expenses that may be paid out of the foundation school fund, other state funds, fees, federal funds, or funds earned under interagency contract. Before adopting the budget, the commissioner must submit the budget to the board for review and, after receiving any comments of the board, present the operating budget to the governor and the Legislative Budget Board. The commissioner shall provide appropriate information on proposed budget expenditures to the comptroller to assure that all payments are paid from the appropriate funds in a timely and efficient manner.

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CHAPTER 7. STATE ORGANIZATION

SUBCHAPTER D. STATE BOARD OF EDUCATION

Sec. 7.102. STATE BOARD OF EDUCATION POWERS AND DUTIES.

- (a) The board may perform only those duties relating to school districts or regional education service centers assigned to the board by the constitution of this state or by this subchapter or another provision of this code.
- (b) The board has the powers and duties provided by Subsection (c), which shall be carried out with the advice and assistance of the commissioner.
- (c)
- (1) The board shall develop and update a long-range plan for public education.
 - (2) The board may enter into contracts relating to or accept grants for the improvement of educational programs specifically authorized by statute.
 - (3) The board may accept a gift, donation, or other contribution on behalf of the public school system or agency and, unless otherwise specified by the donor, may use the contribution in the manner the board determines.
 - (4) The board shall establish curriculum and graduation requirements.
 - (5) The board shall establish a standard of performance considered satisfactory on student assessment instruments.
 - (6) The board may create special-purpose school districts under Chapter [11](#).
 - (7) The board shall provide for a training course for school district trustees under Section [11.159](#).
 - (8) The board shall adopt a procedure to be used for placing on probation or revoking a home-rule school district charter as required by Subchapter B, Chapter [12](#), and may place on probation or revoke a home-rule school district charter as provided by that subchapter.
 - (9) The board may grant an open-enrollment charter or approve a charter revision as provided by Subchapter D, Chapter [12](#).
 - (10) The board shall adopt rules establishing criteria for certifying hearing examiners as provided by Section [21.252](#).
 - (11) The board shall adopt rules to carry out the curriculum required or authorized under Section [28.002](#).
 - (12) The board shall establish guidelines for credit by examination under Section [28.023](#).
 - (13) The board shall adopt transcript forms and standards for differentiating high school programs for purposes of reporting academic achievement under Section [28.025](#).
 - (14) The board shall adopt guidelines for determining financial need for purposes of the Texas Advanced Placement Incentive Program under Subchapter C, Chapter [28](#), and may approve payments as provided by that subchapter.

- (15) The board shall adopt criteria for identifying gifted and talented students and shall develop and update a state plan for the education of gifted and talented students as required under Subchapter D, Chapter [29](#).
- (16) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 73, Sec. 2.06(a)(1), eff. September 1, 2013.
- (17) The board shall adopt rules relating to community education development projects as required under Section [29.257](#).
- (18) The board may approve the plan to be developed and implemented by the commissioner for the coordination of services to children with disabilities as required under Section [30.001](#).
- (19) The board shall establish a date by which each school district and state institution shall provide to the commissioner the necessary information to determine the district's share of the cost of the education of a student enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as required under Section [30.003](#) and may adopt other rules concerning funding of the education of students enrolled in the Texas School for the Blind and Visually Impaired or the Texas School for the Deaf as authorized under Section [30.003](#).
- (20) The board shall adopt rules prescribing the form and content of information school districts are required to provide concerning programs offered by state institutions as required under Section [30.004](#).
- (21) The board shall adopt rules concerning admission of students to the Texas School for the Deaf as required under Section [30.057](#).
- (22) The board shall carry out powers and duties related to regional day school programs for the deaf as provided under Subchapter D, Chapter [30](#).
- (23) The board shall adopt and purchase or license instructional materials as provided by Chapter [31](#) and adopt rules required by that chapter.
- (24) The board shall develop and update a long-range plan concerning technology in the public school system as required under Section [32.001](#) and shall adopt rules and policies concerning technology in public schools as provided by Chapter [32](#).
- (25) The board shall conduct feasibility studies related to the telecommunications capabilities of school districts and regional education service centers as provided by Section [32.033](#).
- (26) The board shall appoint a board of directors of the center for educational technology under Section [32.034](#).
- (27) Repealed by Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.
- (28) The board shall approve a program for testing students for dyslexia and related disorders as provided by Section [38.003](#).
- (29) The board shall perform duties in connection with the public school accountability system as prescribed by Chapters [39](#) and [39A](#).
- (30) The board shall perform duties in connection with the Foundation School Program as prescribed by Chapter [42](#).

(31) The board may invest the permanent school fund within the limits of the authority granted by Section [5](#), Article VII, Texas Constitution, and Chapter 43.

(32) The board shall adopt rules concerning school district budgets and audits of school district fiscal accounts as required under Subchapter A, Chapter [44](#).

(33) The board shall adopt an annual report on the status of the guaranteed bond program and may adopt rules as necessary for the administration of the program as provided under Subchapter C, Chapter [45](#).

(34) The board shall prescribe uniform bid blanks for school districts to use in selecting a depository bank as required under Section [45.206](#).

(d) The board may adopt rules relating to school districts or regional education service centers only as required to carry out the specific duties assigned to the board by the constitution or under Subsection (c).

(e) An action of the board to adopt a rule under this section is effective only if the board includes in the rule's preamble a statement of the specific authority under Subsection (c) to adopt the rule.

(f) Except as otherwise provided by this subsection, a rule adopted by the board under this section does not take effect until the beginning of the school year that begins at least 90 days after the date on which the rule was adopted. The rule takes effect earlier if the rule's preamble specifies an earlier effective date and the reason for that earlier date and:

(1) the earlier effective date is a requirement of:

(A) a federal law; or

(B) a state law that specifically refers to this section and expressly requires the adoption of an earlier effective date; or

(2) on the affirmative vote of two-thirds of the members of the board, the board makes a finding that an earlier effective date is necessary.

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CHAPTER 7. STATE ORGANIZATION

SUBCHAPTER D. STATE BOARD OF EDUCATION

Sec. 7.107. OFFICERS (excerpt):

(b) At the board 's first regular meeting after the election and qualification of new members, the board shall organize, adopt rules of procedure, and elect by separate votes a vice chair and a secretary.

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CHAPTER 7. STATE ORGANIZATION

SUBCHAPTER D. STATE BOARD OF EDUCATION

Sec. 7.109. DESIGNATION AS STATE BOARD FOR CAREER AND TECHNOLOGY EDUCATION.

- (a) The board is also the State Board for Career and Technology Education.
- (b) The commissioner is the executive officer through whom the State Board for Career and Technology Education shall carry out its policies and enforce its rules.
- (c) The State Board for Career and Technology Education may contract with the Texas Higher Education Coordinating Board or any other state agency to assume the leadership role and administrative responsibility of the State Board for Career and Technology Education for state level administration of technical-vocational education programs in public community colleges, public technical institutes, and other eligible public postsecondary institutions in this state.
- (d) The State Board for Career and Technology Education may allocate funds appropriated to the board by the legislature or federal funds received by the board under the Carl D. Perkins Vocational Education Act (20 U.S.C. Section 2301 et seq.) or other federal law to an institution or program approved by the State Board of Education, the Texas Higher Education Coordinating Board, or another state agency specified by law.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

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SUBTITLE B. STATE AND REGIONAL ORGANIZATION AND GOVERNANCE
CHAPTER 7. STATE ORGANIZATION

SUBCHAPTER D. STATE BOARD OF EDUCATION

Sec. 7.111. HIGH SCHOOL EQUIVALENCY EXAMINATIONS.

(a) The board shall provide for the administration of high school equivalency examinations.

(a-1) A person who does not have a high school diploma may take the examination in accordance with rules adopted by the board if the person is:

(1) over 17 years of age;

(2) 16 years of age or older and:

(A) is enrolled in a Job Corps training program under the Workforce Investment Act of 1998 (29 U.S.C. Section 2801 et seq.), and its subsequent amendments;

(B) a public agency providing supervision of the person or having custody of the person under a court order recommends that the person take the examination; or

(C) is enrolled in the Texas Military Department's Seaborne ChalleNGe Corps;

or

(3) required to take the examination under a court order issued under Section 65.103(a)(3), Family Code.

(b) The board by rule shall establish and require payment of a fee as a condition to the issuance of a high school equivalency certificate and a copy of the scores of the examinations. The fee must be reasonable and designed to cover the administrative costs of issuing the certificate and a copy of the scores. The board may not require a waiting period between the date a person withdraws from school and the date the person takes the examination unless the period relates to the time between administrations of the examination.

(c) The board by rule shall develop and deliver high school equivalency examinations and provide for the administration of the examinations online. The rules must provide a procedure for verifying the identity of the person taking the examination.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE
CHAPTER 11. SCHOOL DISTRICTS

SUBCHAPTER H. SPECIAL-PURPOSE SCHOOL DISTRICTS

Sec. 11.352. GOVERNANCE OF SPECIAL-PURPOSE DISTRICT.

(a) The State Board of Education shall appoint for each district established under Section 11.351 a board of three, five, or seven trustees, as determined by the State Board of Education. A trustee is not required to be a resident of the district.

(b) For each military reservation school district, the State Board of Education may appoint a board of three or five trustees. Enlisted military personnel and military officers may be appointed to the school board. A majority of the trustees appointed for the district must be civilians and all may be civilians. The trustees shall be selected from a list of persons who are qualified to serve as members of a school district board of trustees under Section 11.061 and who live or are employed on the military reservation. The list shall be furnished to the board by the commanding officer of the military reservation. The trustees appointed serve terms of two years.

(c) The State Board of Education may adopt rules for the governance of a special-purpose district. In the absence of a rule adopted under this subsection, the laws applicable to independent school districts apply to a special-purpose district.

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TITLE 2: PUBLIC EDUCATION
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE
CHAPTER 12. CHARTERS

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 12.106. STATE FUNDING.

(a) A charter holder is entitled to receive for the open-enrollment charter school funding under Chapter [42](#) equal to the amount of funding per student in weighted average daily attendance, excluding enrichment funding under Section [42.302\(a\)](#), to which the charter holder would be entitled for the school under Chapter [42](#) if the school were a school district without a tier one local share for purposes of Section [42.253](#).

(a-1) In determining funding for an open-enrollment charter school under Subsection (a):

(1) adjustments under Sections [42.102](#), [42.104](#), and [42.105](#) are based on the average adjustment for the state; and

(2) the adjustment under Section [42.103](#) is based on the average adjustment for the state that would have been provided under that section as it existed on January 1, 2018.

(a-2) In addition to the funding provided by Subsection (a), a charter holder is entitled to receive for the open-enrollment charter school enrichment funding under Section [42.302](#) based on the state average tax effort.

(b) An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.

(c) The commissioner may adopt rules to provide and account for state funding of open-enrollment charter schools under this section. A rule adopted under this section may be similar to a provision of this code that is not similar to Section [12.104\(b\)](#) if the commissioner determines that the rule is related to financing of open-enrollment charter schools and is necessary or prudent to provide or account for state funds.

(d) Subject to Subsection (e), in addition to other amounts provided by this section, a charter holder is entitled to receive, for the open-enrollment charter school, funding per student in average daily attendance in an amount equal to the guaranteed level of state and local funds per student per cent of tax effort under Section [46.032\(a\)](#) multiplied by the lesser of:

(1) the state average interest and sinking fund tax rate imposed by school districts for the current year; or

(2) a rate that would result in a total amount to which charter schools are entitled under this subsection for the current year equal to \$60 million.

(e) A charter holder is entitled to receive funding under Subsection (d) only if the most recent overall performance rating assigned to the open-enrollment charter school under Subchapter C,

Chapter [39](#), reflects at least acceptable performance. This subsection does not apply to a charter holder that operates a school program located at a day treatment facility, residential treatment facility, psychiatric hospital, or medical hospital.

(f) Funds received by a charter holder under Subsection (d) may only be used:

- (1) to lease an instructional facility;
- (2) to pay property taxes imposed on an instructional facility;
- (3) to pay debt service on bonds issued to finance an instructional facility; or
- (4) for any other purpose related to the purchase, lease, sale, acquisition, or maintenance of an instructional facility.

(g) In this section, "instructional facility" has the meaning assigned by Section [46.001](#).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 7, eff. Sept. 1, 2001.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 1328 (H.B. [3646](#)), Sec. 5, eff. September 1, 2009.

Acts 2011, 82nd Leg., 1st C.S., Ch. 4 (S.B. [1](#)), Sec. 57.02, eff. September 28, 2011.

Acts 2011, 82nd Leg., 1st C.S., Ch. 4 (S.B. [1](#)), Sec. 57.03, eff. September 1, 2017.

Acts 2017, 85th Leg., 1st C.S., Ch. 8 (H.B. [21](#)), Sec. 1, eff. September 1, 2018.

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TITLE 2. PUBLIC EDUCATION
SUBTITLE C. LOCAL ORGANIZATION AND GOVERNANCE
CHAPTER 12. CHARTERS

SUBCHAPTER D. OPEN-ENROLLMENT CHARTER SCHOOL

Sec. 12.110. APPLICATION.

(a) The commissioner shall adopt:

- (1) an application form and a procedure that must be used to apply for a charter for an open-enrollment charter school; and
- (2) criteria to use in selecting a program for which to grant a charter.

(b) The application form must provide for including the information required under Section 12.111 to be contained in a charter.

(c) As part of the application procedure, the commissioner may require a petition supporting a charter for a school signed by a specified number of parents or guardians of school-age children residing in the area in which a school is proposed or may hold a public hearing to determine parental support for the school.

(d) The commissioner shall approve or deny an application based on:

- (1) documented evidence collected through the application review process;
- (2) merit; and
- (3) other criteria as adopted by the commissioner, which must include:
 - (A) criteria relating to the capability of the applicant to carry out the responsibilities provided by the charter and the likelihood that the applicant will operate a school of high quality;
 - (B) criteria relating to improving student performance and encouraging innovative programs; and
 - (C) a statement from any school district whose enrollment is likely to be affected by the open-enrollment charter school, including information relating to any financial difficulty that a loss in enrollment may have on the district.

(e) The commissioner shall give priority to applications that propose an open-enrollment charter school campus to be located in the attendance zone of a school district campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 21.003. CERTIFICATION REQUIRED.

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.
- (b) Except as otherwise provided by this subsection, a person may not be employed by a school district as an audiologist, occupational therapist, physical therapist, physician, nurse, school psychologist, associate school psychologist, licensed professional counselor, marriage and family therapist, social worker, or speech language pathologist unless the person is licensed by the state agency that licenses that profession and may perform specific services within those professions for a school district only if the person holds the appropriate credential from the appropriate state agency. As long as a person employed by a district before September 1, 2011, to perform marriage and family therapy, as defined by Section 502.002, Occupations Code, is employed by the same district, the person is not required to hold a license as a marriage and family therapist to perform marriage and family therapy with that district.
- (c) The commissioner may waive the requirement for certification of a superintendent if requested by a school district as provided by Section 7.056. A person who is not certified as a superintendent may not be employed by a school district as the superintendent before the person has received a waiver of certification from the commissioner. The commissioner may limit the waiver of certification in any manner the commissioner determines is appropriate. A person may be designated to act as a temporary or interim superintendent for a school district, but the district may not employ the person under a contract as superintendent unless the person has been certified or a waiver has been granted.

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SUBTITLE D. EDUCATORS AND SCHOOL DISTRICT EMPLOYEES AND VOLUNTEERS
CHAPTER 21. EDUCATORS

SUBCHAPTER B. CERTIFICATION OF EDUCATORS

Sec. 21.031. PURPOSE.

(a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession.

The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

(b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

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CHAPTER 21. EDUCATORS

SUBCHAPTER B. CERTIFICATION OF EDUCATORS

Sec. 21.040. GENERAL POWERS AND DUTIES OF BOARD.

The board shall:

- (1) supervise the executive director's performance;
- (2) approve an operating budget for the board and make a request for appropriations;
- (3) appoint the members of any advisory committee to the board;
- (4) for each class of educator certificate, appoint an advisory committee composed of members of that class to recommend standards for that class to the board;
- (5) provide to its members and employees, as often as necessary, information regarding their qualifications for office or employment under this chapter and their responsibilities under applicable laws relating to standards of conduct for state officers or employees;
- (6) develop and implement policies that clearly define the respective responsibilities of the board and the board's staff; and
- (7) execute interagency contracts to perform routine administrative functions.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by: Acts 2011, 82nd Leg., R.S., Ch. 1083 (S.B. [1179](#)), Sec. 2, eff. June 17, 2011.

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CHAPTER 21. EDUCATORS

SUBCHAPTER B. CERTIFICATION OF EDUCATORS

Sec. 21.041. RULES; FEES.

- (a) The board may adopt rules as necessary for its own procedures.
- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (2) specify the classes of educator certificates to be issued, including emergency certificates;
 - (3) specify the period for which each class of educator certificate is valid;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;
 - (5) provide for the issuance of an educator certificate to a person who holds a similar certificate issued by another state or foreign country, subject to Section 21.052;
 - (6) provide for special or restricted certification of educators, including certification of instructors of American Sign Language;
 - (7) provide for disciplinary proceedings, including the suspension or revocation of an educator certificate, as provided by Chapter 2001, Government Code;
 - (8) provide for the adoption, amendment, and enforcement of an educator's code of ethics;
 - (9) provide for continuing education requirements; and
 - (10) provide for certification of persons performing appraisals under Subchapter H.
- (c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.
- (d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount

necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

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SUBCHAPTER B. CERTIFICATION OF EDUCATORS

Sec. 21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

(a) The board shall propose rules necessary to establish standards to govern the continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to race, sex, and ethnicity:

- (1) results of the certification examinations prescribed under Section 21.048(a);
- (2) performance based on the appraisal system for beginning teachers adopted by the board;
- (3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable;
- (4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to candidates completing student teaching, clinical teaching, or an internship; and
- (5) results from a teacher satisfaction survey, developed by the board with stakeholder input, of new teachers performed at the end of the teacher's first year of teaching.

(b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain:

- (1) the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3);
- (2) data related to the program's compliance with requirements for field supervision of candidates during their clinical teaching and internship experiences;
- (3) the following information, disaggregated by race, sex, and ethnicity:
 - (A) the number of candidates who apply;
 - (B) the number of candidates admitted;
 - (C) the number of candidates retained;

- (D) the number of candidates completing the program;
- (E) the number of candidates employed as beginning teachers under standard teaching certificates by not later than the first anniversary of completing the program;
- (F) the amount of time required by candidates employed as beginning teachers under probationary teaching certificates to be issued standard teaching certificates;
- (G) the number of candidates retained in the profession; and
- (H) any other information required by federal law;

(4) the ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship; and

(5) any other information necessary to enable the board to assess the effectiveness of the program on the basis of teacher retention and success criteria adopted by the board.

(c) The board shall propose rules necessary to establish performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a).

(d) To assist an educator preparation program in improving the design and effectiveness of the program in preparing educators for the classroom, the agency shall provide to each program data that is compiled and analyzed by the agency based on information reported through the Public Education Information Management System (PEIMS) relating to the program.

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SUBCHAPTER F. HEARING BEFORE HEARING EXAMINERS

Sec. 21.252. CERTIFICATION OF HEARING EXAMINERS.

(a) The State Board of Education, in consultation with the State Office of Administrative Hearings, by rule shall establish criteria for the certification of hearing examiners eligible to conduct hearings under this subchapter. A hearing examiner certified under this subchapter must be licensed to practice law in this state.

(b) The commissioner shall certify hearing examiners according to the criteria established under Subsection (a). A person certified as a hearing examiner or the law firm with which the person is associated may not serve as an agent or representative of:

- (1) a school district;
- (2) a teacher in any dispute with a school district; or
- (3) an organization of school employees, school administrators, or school boards.

(c) The commissioner shall set hourly rates of compensation for a hearing examiner and shall set a maximum amount of compensation a hearing examiner may receive for a hearing.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

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SUBCHAPTER B. CERTIFICATION OF EDUCATORS

Sec. 21.0441. ADMISSION REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS.

(a) Rules of the board proposed under this subchapter must provide that a person, other than a person seeking career and technology education certification, is not eligible for admission to an educator preparation program, including an alternative educator preparation program, unless the person:

(1) except as provided by Subsection (b), satisfies the following minimum grade point average requirements:

(A) an overall grade point average of at least 2.50 on a four-point scale or the equivalent on any course work previously attempted at a public or private institution of higher education; or

(B) a grade point average of at least 2.50 on a four-point scale or the equivalent for the last 60 semester credit hours attempted at a public or private institution of higher education; and

(2) if the person is seeking initial certification:

(A) has successfully completed at least:

(i) 15 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is seeking certification to teach mathematics or science at or above grade level seven; or

(ii) 12 semester credit hours in the subject-specific content area in which the person is seeking certification, if the person is not seeking certification to teach mathematics or science at or above grade level seven; or

(B) has achieved a satisfactory level of performance on a content certification examination, which may be a content certification examination administered by a vendor approved by the commissioner for purposes of administering such an examination for the year for which the person is applying for admission to the program.

(b) The board's rules must permit an educator preparation program to admit in extraordinary circumstances a person who fails to satisfy a grade point average requirement prescribed by Subsection (a)(1)(A) or (B), provided that:

- (1) not more than 10 percent of the total number of persons admitted to the program in a year fail to satisfy the requirement under Subsection (a)(1)(A) or (B);
- (2) each person admitted as described by this subsection performs, before admission, at a satisfactory level on an appropriate subject matter examination for each subject in which the person seeks certification; and
- (3) for each person admitted as described by this subsection, the director of the program determines and certifies, based on documentation provided by the person, that the person's work, business, or career experience demonstrates achievement comparable to the academic achievement represented by the grade point average requirement.

(c) The overall grade point average of each incoming class admitted by an educator preparation program, including an alternative educator preparation program, may not be less than 3.00 on a four-point scale or the equivalent or a higher overall grade point average prescribed by the board. In computing the overall grade point average of an incoming class for purposes of this subsection, a program may:

- (1) include the grade point average of each person in the incoming class based on all course work previously attempted by the person at a public or private institution of higher education; or
- (2) include the grade point average of each person in the incoming class based only on the last 60 semester credit hours attempted by the person at a public or private institution of higher education.

(d) A person seeking career and technology education certification is not included in determining the overall grade point average of an incoming class under Subsection (c).

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Sec. 21.0442. EDUCATOR PREPARATION PROGRAM FOR PROBATIONARY AND STANDARD TRADE AND INDUSTRIAL WORKFORCE TRAINING CERTIFICATES.

(a) The board shall propose rules under this subchapter to create an abbreviated educator preparation program for a person seeking certification in trade and industrial workforce training.

(b) A person is eligible for admission to an educator preparation program created under this section only if the person:

(1) has been issued a high school diploma or a postsecondary credential, certificate, or degree;

(2) has seven years of full-time wage-earning experience within the preceding 10 years in an approved occupation for which instruction is offered;

(3) holds with respect to that occupation a current license, certificate, or registration, as applicable, issued by a nationally recognized accrediting agency based on a recognized test or measurement; and

(4) within the period described by Subdivision (2), has not been the subject of a complaint filed with a licensing entity or other agency that regulates the occupation of the person, other than a complaint that was determined baseless or unfounded by that entity or agency.

(c) In proposing rules for an educator preparation program under this section, the board shall ensure that the program requires at least 80 hours of classroom instruction in:

(1) a specific pedagogy;

(2) creating lesson plans;

(3) creating student assessment instruments;

(4) classroom management; and

(5) relevant federal and state education laws. Text of section effective on June 15, 2017, but only if a specific 23 appropriation is provided as described by Acts 2017, 85th Leg.,

R.S., Ch. 1077 (H.B. 3349), Sec. 3, which states: This Act takes effect only if a specific appropriation for the implementation of the Act is provided in a general appropriations act of the 85th Legislature.

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Sec. 21.0443. EDUCATOR PREPARATION PROGRAM APPROVAL AND RENEWAL.

- (a) The board shall propose rules to establish standards to govern the approval or renewal of approval of:
- (1) educator preparation programs; and
 - (2) certification fields authorized to be offered by an educator preparation program.
- (b) To be eligible for approval or renewal of approval, an educator preparation program must adequately prepare candidates for educator certification and meet the standards and requirements of the board.
- (c) The board shall require that each educator preparation program be reviewed for renewal of approval at least every five years. The board shall adopt an evaluation process to be used in reviewing an educator preparation program for renewal of approval.

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Sec. 21.0451. SANCTIONS UNDER ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS.

(a) The board shall propose rules necessary for the sanction of educator preparation programs that do not meet accountability standards or comply with state law or rules and shall at least annually review the accreditation status of each educator preparation program. The rules:

(1) shall provide for the assignment of the following accreditation statuses:

- (A) not rated;
- (B) accredited;
- (C) accredited-warned;
- (D) accredited-probation; and
- (E) not accredited-revoked;

(2) may provide for the agency to take any necessary action, including one or more of the following actions:

- (A) requiring the program to obtain technical assistance approved by the agency or board;
- (B) requiring the program to obtain professional services under contract with another person;
- (C) appointing a monitor to participate in and report to the board on the activities of the program; and
- (D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency has provided the opportunity for a contested case hearing;

(3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency has provided the opportunity for a contested case hearing; and

(4) shall provide the board procedure for changing the accreditation status of a program that:

- (A) does not meet the accreditation standards established under Section [21.045\(a\)](#); or

(B) violates a board or agency regulation.

(b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken with regard to a particular field of certification authorized to be offered by an educator preparation program.

(c) A revocation must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.

(d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the educator preparation program.

Added by Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. [174](#)), Sec. 2, eff. June 19, 2009.

Amended by: Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 7, eff. September 1, 2015.

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Sec. 21.0452. CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS.

- (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.
- (b) The board shall make available at least the following information regarding each educator preparation program:
- (1) the information specified in Sections [21.045](#)(a) and (b);
 - (2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:
 - (A) average overall grade point average and average grade point average in specific subject areas; and
 - (B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;
 - (3) the degree to which persons who complete the program are successful in obtaining teaching positions;
 - (4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:
 - (A) students with disabilities; and
 - (B) students of limited English proficiency, as defined by Section [29.052](#);
 - (5) the activities offered by the program that are designed to prepare teachers to:
 - (A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and
 - (B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;
 - (6) for each semester, the average ratio of field supervisors to candidates completing student teaching, clinical teaching, or an internship in an educator preparation program;
 - (7) the percentage of teachers employed under a standard teaching certificate within one year of completing the program;

(8) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;

(9) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom;

(10) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants; and

(11) the results of teacher satisfaction surveys developed under Section [21.045](#) and given to program participants at the end of the first year of teaching.

(c) For purposes of Subsection (b)(9), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.

(d) For purposes of Subsections (b)(9) and (10), the board shall develop surveys for distribution to program participants and school principals.

(e) The board may develop procedures under which each educator preparation program receives a designation or ranking based on the information required to be made available under Subsection

(b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.

(f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.

(g) The board may require any person to provide information to the board for purposes of this section.

Added by Acts 2009, 81st Leg., R.S., Ch. 723 (S.B. [174](#)), Sec. 2, eff. June 19, 2009.

Amended by: Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. [2205](#)), Sec. 8, eff. September 1, 2015.

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SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT

SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

Sec. 28.002. REQUIRED CURRICULUM.

(a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:

(1) a foundation curriculum that includes:

- (A) English language arts;
- (B) mathematics;
- (C) science; and
- (D) social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and

(2) an enrichment curriculum that includes:

- (A) to the extent possible, languages other than English;
- (B) health, with emphasis on the importance of proper nutrition and exercise;
- (C) physical education;
- (D) fine arts;
- (E) career and technology education;
- (F) technology applications;
- (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- (H) personal financial literacy.

(b) The State Board of Education by rule shall designate subjects constituting a well-balanced curriculum to be offered by a school district that does not offer kindergarten through grade 12.

(b-1) In this section, "common core state standards" means the national curriculum

standards developed by the Common Core State Standards Initiative.

(b-2) The State Board of Education may not adopt common core state standards to comply with a duty imposed under this chapter.

(b-3) A school district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels under Subsection (c).

(b-4) Notwithstanding any other provision of this code, a school district or open-enrollment charter school may not be required to offer any aspect of a common core state standards curriculum.

(c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials under Chapter [31](#) and addressed on the assessment instruments required under Subchapter B, Chapter [39](#). As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course.

(c-1) The State Board of Education shall adopt rules requiring students enrolled in grade levels six, seven, and eight to complete at least one fine arts course during those grade levels as part of a district's fine arts curriculum.

(c-2) Each time the Texas Higher Education Coordinating Board revises the Internet database of the coordinating board's official statewide inventory of workforce education courses, the State Board of Education shall by rule revise the essential knowledge and skills of any corresponding career and technology education curriculum as provided by Subsection (c).

(d) The physical education curriculum required under Subsection (a)(2)(C) must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life. Each school district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. In identifying the essential knowledge and skills of physical education, the State Board of Education shall ensure that the curriculum:

- (1) emphasizes the knowledge and skills capable of being used during a lifetime of regular physical activity;
 - (2) is consistent with national physical education standards for:
 - (A) the information that students should learn about physical activity; and
 - (B) the physical activities that students should be able to perform;
 - (3) requires that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity and that the activity be, to the extent practicable, at a moderate or vigorous level;
 - (4) offers students an opportunity to choose among many types of physical activity in which to participate;
 - (5) offers students both cooperative and competitive games;
 - (6) meets the needs of students of all physical ability levels, including students who have a chronic health problem, disability, including a student who is a person with a disability described under Section [29.003\(b\)](#) or criteria developed by the agency in accordance with that section, or other special need that precludes the student from participating in regular physical education instruction but who might be able to participate in physical education that is suitably adapted and, if applicable, included in the student's individualized education program;
 - (7) takes into account the effect that gender and cultural differences might have on the degree of student interest in physical activity or on the types of physical activity in which a student is interested;
 - (8) teaches self-management and movement skills;
 - (9) teaches cooperation, fair play, and responsible participation in physical activity;
 - (10) promotes student participation in physical activity outside of school; and
 - (11) allows physical education classes to be an enjoyable experience for students.
- (e) American Sign Language is a language for purposes of Subsection (a)(2)(A). A public school may offer an elective course in the language.

(f) A school district may offer courses for local credit in addition to those in the required curriculum. The State Board of Education shall:

- (1) be flexible in approving a course for credit for high school graduation under this subsection; and
- (2) approve courses in cybersecurity for credit for high school graduation under this subsection.

(g) A local instructional plan may draw on state curriculum frameworks and program standards as appropriate. Each district is encouraged to exceed minimum requirements of law and State Board of Education rule. Each district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

- (1) includes teacher input;
- (2) provides district employees with the opportunity to express opinions regarding the initiative; and
- (3) includes a meeting of the board of trustees of the district at which:
 - (A) information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and
 - (B) members of the public and district employees are given the opportunity to comment regarding the initiative.

(g-1) A district may also offer a course or other activity, including an apprenticeship or training hours needed to obtain an industry-recognized credential or certificate, that is approved by the board of trustees for credit without obtaining State Board of Education approval if:

- (1) the district develops a program under which the district partners with a public or private institution of higher education and local business, labor, and community leaders to develop and provide the courses; and
- (2) the course or other activity allows students to enter:
 - (A) a career or technology training program in the district's region of the state;
 - (B) an institution of higher education without remediation;

(C) an apprenticeship training program; or

(D) an internship required as part of accreditation toward an industry-recognized credential or certificate for course credit.

(g-2) Each school district shall annually report to the agency the names of the courses, programs, institutions of higher education, and internships in which the district's students have enrolled under Subsection (g-1) and the names of the courses and institutions of higher education in which the district's students have enrolled under Subsection (g-3). The agency shall make available information provided under this subsection to other districts.

(g-3) A district may also offer a course in cybersecurity that is approved by the board of trustees for credit without obtaining State Board of Education approval if the district partners with a public or private institution of higher education that offers an undergraduate degree program in cybersecurity to develop and provide the course.

(h) The State Board of Education and each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of instructional materials. A primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.

(i) The State Board of Education shall adopt rules for the implementation of this subchapter. Except as provided by Subsection (j), the board may not adopt rules that designate the methodology used by a teacher or the time spent by a teacher or a student on a particular task or subject.

(j) The State Board of Education by rule may require laboratory instruction in secondary science courses and may require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

(k) The State Board of Education, in consultation with the Department of State Health Services and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum under Subsection (a)(2)(B).

(l) A school district shall require a student enrolled in full-day prekindergarten, in kindergarten, or in a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education

curriculum or through structured activity during a school campus's daily recess. To the extent practicable, a school district shall require a student enrolled in prekindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten. A school district shall require students enrolled in grade levels six, seven, and eight to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum. If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week. Additionally, a school district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks. A school district must provide for an exemption for:

(1) any student who is unable to participate in the required physical activity because of illness or disability; and

(2) a middle school or junior high school student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity under rules adopted by the commissioner.

(1-1) In adopting rules relating to an activity described by Subsection (1)(2), the commissioner may permit an exemption for a student who participates in a school-related activity or an activity sponsored by a private league or club only if the student provides proof of participation in the activity.

(1-2) To encourage school districts to promote physical activity for children through classroom curricula for health and physical education, the agency, in consultation with the Department of State Health Services, shall designate nationally recognized health and physical education program guidelines that a school district may use in the health curriculum under Subsection (a)(2)(B) or the physical education curriculum under Subsection (a)(2)(C).

(1-3) (1) This subsection may be cited as "Lauren's Law."

(2) The State Board of Education, the Department of State Health Services, or a school district may not adopt any rule, policy, or program under Subsections (a), (k), (l), (1-1), or

(1-2) that would prohibit a parent or grandparent of a student from providing any food product of the parent's or grandparent's choice to:

(A) children in the classroom of the child of the parent or grandparent on the occasion of the child's birthday; or

(B) children at a school-designated function.

(m) Section [2001.039](#), Government Code, as added by Chapter 1499, Acts of the 76th Legislature, Regular Session, 1999, does not apply to a rule adopted by the State Board of Education under Subsection (c) or (d).

(n) The State Board of Education may by rule develop and implement a plan designed to incorporate foundation curriculum requirements into the career and technology education curriculum under Subsection (a)(2)(E).

(o) In approving career and technology courses, the State Board of Education must determine that at least 50 percent of the approved courses are cost-effective for a school district to implement.

(p) The State Board of Education, in conjunction with the office of the attorney general, shall develop a parenting and paternity awareness program that a school district shall use in the district's high school health curriculum. A school district may use the program developed under this subsection in the district's middle or junior high school curriculum. At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level. The program must:

(1) address parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(2) address relationship skills, including money management, communication skills, and marriage preparation; and

(3) in district middle, junior high, or high schools that do not have a family violence prevention program, address skills relating to the prevention of family violence.

(p-2) A school district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed under Subsection (p). The programs and curriculum materials may provide instruction in:

- (1) child development;
- (2) parenting skills, including child abuse and neglect prevention; and
- (3) assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.

(p-3) The agency shall evaluate programs and curriculum materials developed under Subsection (p-2) and distribute to other school districts information regarding those programs and materials.

(p-4) A student under 14 years of age may not participate in a program developed under Subsection (p) without the permission of the student's parent or person standing in parental relation to the student.

(q) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(1), eff. September 1, 2014.

(r) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning. The agency shall compile a list of evidence-based alcohol awareness programs from which a school district shall choose a program to use in the district's middle school, junior high school, and high school health curriculum. In this subsection, "evidence-based alcohol awareness program" means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

(s) In this subsection, "bullying" has the meaning assigned by Section [37.0832](#) and "harassment" has the meaning assigned by Section [37.001](#). In addition to any other essential knowledge and skills the State Board of Education adopts for the health curriculum under Subsection (a)(2)(B), the board shall adopt for the health curriculum, in consultation with the Texas School Safety Center, essential knowledge and skills that include evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment.

(t) The State Board of Education, in consultation with the commissioner of higher education and business and industry leaders, shall develop an advanced language course that a school district may use in the curriculum under Subsection (a)(2)(A) to provide students with instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment.

(w) In adopting the essential knowledge and skills for the health curriculum under Subsection (a)(2)(B), the State Board of Education shall adopt essential knowledge and skills that address the dangers, causes, consequences, signs, symptoms, and treatment of nonmedical use of prescription drugs. The agency shall compile a list of evidence-based prescription drug misuse awareness programs from which a school district may choose a program to use in the district's middle school, junior high school, and high school health curriculums. In this subsection, an "evidence-based prescription drug misuse awareness program" means a program, practice, or strategy that has been proven to effectively prevent nonmedical use of prescription drugs among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT

SUBCHAPTER A. ESSENTIAL KNOWLEDGE AND SKILLS; CURRICULUM

Sec. 28.008. ADVANCEMENT OF COLLEGE READINESS IN CURRICULUM (excerpt):

(d) The State Board of Education shall incorporate college readiness standards and expectations approved by the commissioner of education and the Texas Higher Education Coordinating Board under Subsection (b) into the essential knowledge and skills identified by the board under Section 28.002(c). The State Board of Education shall develop and by rule adopt a chart that clearly indicates the alignment of the college readiness standards and expectations with the essential knowledge and skills identified by the board under Section 28.002(c).

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES
CHAPTER 28. COURSES OF STUDY; ADVANCEMENT

**SUBCHAPTER B. ADVANCEMENT, PLACEMENT, CREDIT, AND ACADEMIC
ACHIEVEMENT RECORD**

**Sec. 28.025. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT
RECORD.**

(a) The State Board of Education by rule shall determine curriculum requirements for the foundation high school program that are consistent with the required curriculum under Section [28.002](#). The State Board of Education shall designate the specific courses in the foundation curriculum under Section [28.002](#)

(a)(1) required under the foundation high school program. Except as provided by this section, the State Board of Education may not designate a specific course or a specific number of credits in the enrichment curriculum as requirements for the program.

(b) A school district shall ensure that each student, on entering ninth grade, indicates in writing an endorsement under Subsection (c-1) that the student intends to earn. A district shall permit a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated. A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

(1) the student and the student's parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and

(2) the student's parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by the agency, allowing the student to graduate under the foundation high school program without earning an endorsement.

(b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete:

- (1) four credits in English language arts under Section [28.002](#)(a)(1)(A), including one credit in English I, one credit in English II, one credit in English III, and one credit in an advanced English course authorized under Subsection (b-2);
- (2) three credits in mathematics under Section [28.002](#)(a)(1)(B), including one credit in Algebra I, one credit in geometry, and one credit in any advanced mathematics course authorized under Subsection (b-2);
- (3) three credits in science under Section [28.002](#)(a)(1)(C), including one credit in biology, one credit in any advanced science course authorized under Subsection (b-2), and one credit in integrated physics and chemistry or in an additional advanced science course authorized under Subsection (b-2);
- (4) three credits in social studies under Section [28.002](#)(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in economics, and one credit in world geography or world history;
- (5) except as provided under Subsections (b-12), (b-13), and (b-14), two credits in the same language in a language other than English under Section [28.002](#)(a)(2)(A);
- (6) five elective credits;
- (7) one credit in fine arts under Section [28.002](#)(a)(2)(D); and
- (8) except as provided by Subsection (b-11), one credit in physical education under Section [28.002](#)(a)(2)(C).

(b-2) In adopting rules under Subsection (b-1), the State Board of Education shall:

- (1) provide for a student to comply with the curriculum requirements for an advanced English course under Subsection (b-1)(1), for an advanced mathematics course under Subsection (b-1)(2), and for any advanced science course under Subsection (b-1)(3) by successfully completing a course in the appropriate content area that has been approved as an advanced course by board rule or that is offered as an advanced course for credit without board approval as provided by Section [28.002](#)(g-1); and
- (2) allow a student to comply with the curriculum requirements for the third and fourth mathematics credits under Subsection (b-1)(2) or the third and fourth science credits under Subsection (b-1)(3) by successfully completing an advanced career and technical

course designated by the State Board of Education as containing substantively similar and rigorous academic content.

(b-3) In adopting rules for purposes of Subsection (b-2), the State Board of Education must approve a variety of advanced English, mathematics, and science courses that may be taken to comply with the foundation high school program requirements, provided that each approved course prepares students to enter the workforce successfully or postsecondary education without remediation.

(b-4) A school district may offer the curriculum described in Subsections (b-1)(1) through (4) in an applied manner. Courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument as provided by Sections [39.023\(c\)](#) and [39.025](#).

(b-5) A school district may offer a mathematics or science course to be taken by a student after completion of Algebra II and physics. A course approved under this subsection must be endorsed by an institution of higher education as a course for which the institution would award course credit or as a prerequisite for a course for which the institution would award course credit.

(b-6) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(b-7) The State Board of Education, in coordination with the Texas Higher Education Coordinating Board, shall adopt rules to ensure that a student may comply with the curriculum requirements under the foundation high school program or for an endorsement under Subsection (c-1) by successfully completing appropriate courses in the core curriculum of an institution of higher education under Section [61.822](#). Notwithstanding Subsection (b-15) or (c) of this section, Section [39.025](#), or any other provision of this code and notwithstanding any school district policy, a student who has completed the core curriculum of an institution of higher education under Section [61.822](#), as certified by the institution in accordance with commissioner rule, is considered to have earned a distinguished level of achievement under the foundation high school program and is entitled to receive a high school diploma from the appropriate high school as that high school is determined in accordance with commissioner rule. A student who is considered to have earned a distinguished level of achievement under the foundation high school program under this subsection may apply for admission to an institution of higher education for the first semester or other academic term after the semester or other academic term in which the student completes the core curriculum.

(b-8) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(b-9) A school district, with the approval of the commissioner, may allow a student to satisfy the fine arts credit required under Subsection (b-1)(7) by participating in a community-based fine arts program not provided by the school district in which the student is enrolled. The fine arts program must provide instruction in the essential knowledge and skills identified for fine arts by the State Board of Education under Section [28.002\(c\)](#). The fine arts program may be provided on or off a school campus and outside the regular school day.

(b-10) A school district, with the approval of the commissioner, may allow a student to comply with the curriculum requirements for the physical education credit required under Subsection (b-1)(8) by participating in a private or commercially sponsored physical activity program provided on or off a school campus and outside the regular school day.

(b-11) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section [28.002\(g-1\)](#), or one academic elective credit for the physical education credit required under Subsection (b-1)(8). A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The rules must provide that the determination regarding a student's ability to participate in physical activity will be made by:

- (1) if the student receives special education services under Subchapter A, Chapter [29](#), the student's admission, review, and dismissal committee;
- (2) if the student does not receive special education services under Subchapter A, Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act; or
- (3) if each of the committees described by Subdivisions (1) and (2) is inapplicable, a committee established by the school district of persons with appropriate knowledge regarding the student.

(b-12) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirements for the two credits in a language other than English required under Subsection (b-1)(5) by substituting two credits in computer programming languages, including computer coding.

(b-13) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to substitute credit in another appropriate course for the second credit in the same language in a language other than English otherwise required by Subsection (b-1)(5) if the student, in completing the first credit required under Subsection (b-1)(5), demonstrates that the student is unlikely to be able to complete the second credit. The board rules must establish:

- (1) the standards and, as applicable, the appropriate school personnel for making a determination under this subsection; and
- (2) appropriate substitute courses for purposes of this subsection.

(b-14) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student who, due to disability, is unable to complete two courses in the same language in a language other than English, as provided under Subsection (b-1)(5), to substitute for those credits two credits in English language arts, mathematics, science, or social studies or two credits in career and technology education, technology applications, or other academic electives. A credit allowed to be substituted under this subsection may not also be used by the student to satisfy a graduation credit requirement other than credit for completion of a language other than English. The rules must provide that the determination regarding a student's ability to participate in language-other-than-English courses will be made by:

- (1) if the student receives special education services under Subchapter A, Chapter [29](#), the student's admission, review, and dismissal committee; or
- (2) if the student does not receive special education services under Subchapter A, Chapter [29](#), but is covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), the committee established for the student under that Act.

(b-15) A student may earn a distinguished level of achievement under the foundation high school program by successfully completing:

- (1) four credits in mathematics, which must include Algebra II and the courses described by Subsection (b-1)(2);
- (2) four credits in science, which must include the courses described by Subsection (b-1)(3);
- (3) the remaining curriculum requirements under Subsection (b-1); and
- (4) the curriculum requirements for at least one endorsement under Subsection (c-1).

(b-16) A student may satisfy an elective credit required under Subsection (b-1)(6) with a credit earned to satisfy the additional curriculum requirements for the distinguished level of achievement under the foundation high school program or an endorsement under Subsection (c-1). This subsection may apply to more than one elective credit.

(b-17) The State Board of Education shall adopt rules to ensure that a student may comply with the curriculum requirements under Subsection (b-1)(6) by successfully completing an advanced career and technical course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

(b-18) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirements under Subsection (b-1) by successfully completing a dual credit course.

(b-19) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with curriculum requirements for the world geography or world history credit under Subsection (b-1)(4) by successfully completing a combined world history and world geography course developed by the State Board of Education.

(b-20) The State Board of Education shall adopt rules to include the instruction developed under Section [28.012](#) in one or more courses in the required curriculum for students in grade levels 9 through 12.

(b-21) In adopting rules under Subsection (b-1), the State Board of Education shall adopt criteria to allow a student to comply with the curriculum requirement for one credit under Subsection (b-1)(5) by successfully completing a dual language immersion program under Section [28.0051](#) at an elementary school.

(c) A person may receive a diploma if the person is eligible for a diploma under Section [28.0251](#). In other cases, a student may graduate and receive a diploma only if:

- (1) the student successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) and complies with Section [39.025](#); or
- (2) the student successfully completes an individualized education program developed under Section [29.005](#).

(c-1) A student may earn an endorsement on the student's transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule.

The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- (1) science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, cybersecurity, and computer coding, engineering, and advanced mathematics;
- (2) business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning;
- (3) public services, which includes courses directly related to health sciences and occupations, mental health, education and training, law enforcement, and culinary arts and hospitality;
- (4) arts and humanities, which includes courses directly related to political science, world languages, cultural studies, English literature, history, and fine arts; and
- (5) multidisciplinary studies, which allows a student to:
 - (A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and
 - (B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program.

(c-2) In adopting rules under Subsection (c-1), the State Board of Education shall:

- (1) require a student in order to earn any endorsement to successfully complete:
 - (A) four credits in mathematics, which must include:
 - (i) the courses described by Subsection (b-1)(2); and

(ii) an additional advanced mathematics course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education;

(B) four credits in science, which must include:

(i) the courses described by Subsection (b-1)(3); and

(ii) an additional advanced science course authorized under Subsection (b-2) or an advanced career and technology course designated by the State Board of Education; and

(C) two elective credits in addition to the elective credits required under Subsection (b-1)(6); and

(2) develop additional curriculum requirements for each endorsement with the direct participation of educators and business, labor, and industry representatives, and shall require each school district to report to the agency the categories of endorsements under Subsection (c-1) for which the district offers all courses for curriculum requirements, as determined by board rule.

(c-3) In adopting rules under Subsection (c-1), the State Board of Education shall adopt criteria to allow a student participating in the arts and humanities endorsement under Subsection (c-1)(4), with the written permission of the student's parent or a person standing in parental relation to the student, to comply with the curriculum requirements for science required under Subsection (c-2)(1)(B)(ii) by substituting for an advanced course requirement a course related to that endorsement.

(c-4) Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement under Subsection (c-1). A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

(c-5) A student may earn a performance acknowledgment on the student's transcript by satisfying the requirements for that acknowledgment adopted by the State Board of Education by rule. An acknowledgment under this subsection may be earned:

(1) for outstanding performance:

(A) in a dual credit course;

(B) in bilingualism and biliteracy;

(C) on a college advanced placement test or international baccalaureate examination;

(D) on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace; or

(E) on an established, valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or

(2) for earning a state recognized or nationally or internationally recognized business or industry certification or license.

(c-6) Notwithstanding Subsection (c), a person may receive a diploma if the person is eligible for a diploma under Section [28.0258](#). This subsection expires September 1, 2019.

(c-10) In adopting rules under Subsection (c-1), the State Board of Education shall adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics endorsement.

(d) A school district may issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education under Subsection (a) but who fails to comply with Section [39.025](#). A school district may allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas.

(e) Each school district shall report the academic achievement record of students who have completed the foundation high school program on transcript forms adopted by the State Board of Education. The transcript forms adopted by the board must be designed to clearly identify whether a student received a diploma or a certificate of coursework completion.

(e-1) A school district shall clearly indicate a distinguished level of achievement under the foundation high school program as described by Subsection (b-15), an endorsement described by Subsection (c-1), and a performance acknowledgment described by Subsection (c-5) on the transcript of a student who satisfies the applicable requirements. The State Board of Education shall adopt rules as necessary to administer this subsection.

(e-2) At the end of each school year, each school district shall report through the Public Education Information Management System (PEIMS) the number of district students who, during that school year, were:

- (1) enrolled in the foundation high school program;
- (2) pursuing the distinguished level of achievement under the foundation high school program as provided by Subsection (b-15); and
- (3) enrolled in a program to earn an endorsement described by Subsection (c-1).

(e-3) Information reported under Subsection (e-2) must be disaggregated by all student groups served by the district, including categories of race, ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter [29](#).

(f) A school district shall issue a certificate of attendance to a student who receives special education services under Subchapter A, Chapter [29](#), and who has completed four years of high school but has not completed the student's individualized education program. A school district shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony under this subsection. This subsection does not preclude a student from receiving a diploma under Subsection (c)(2).

(g) Repealed by Acts 2013, 83rd Leg., R.S., Ch. 211, Sec. 78(b)(3), eff. September 1, 2014.

(h) The commissioner by rule shall adopt a transition plan to implement and administer the amendments made by H.B. No. 5, 83rd Legislature, Regular Session, 2013, replacing the minimum, recommended, and advanced high school programs with the foundation high school program beginning with the 2014-2015 school year. Under the transition plan, a student who entered the ninth grade before the 2014-2015 school year must be permitted to complete the curriculum requirements required for high school graduation under:

- (1) the foundation high school program, if the student chooses during the 2014-2015 school year to take courses under this program;
- (2) the minimum high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year;

(3) the recommended high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year; or

(4) the advanced high school program, as that program existed before the adoption of H.B. No. 5, 83rd Legislature, Regular Session, 2013, if the student was participating in that program before the 2014-2015 school year.

(h-1) This subsection and Subsection (h) expire September 1, 2018.

(i) If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to a different school district and the student is ineligible to graduate from the district to which the student transfers, the district from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the district from which the student transferred. In this subsection, "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE F. CURRICULUM, PROGRAMS, AND SERVICES
CHAPTER 31. INSTRUCTIONAL MATERIALS

SUBCHAPTER D. ADMINISTRATIVE PENALTIES AND PENAL PROVISIONS

Sec. 31.151. DUTIES OF PUBLISHERS AND MANUFACTURERS

- (a) A publisher or manufacturer of instructional materials:
- (1) shall furnish any instructional material the publisher or manufacturer offers in this state at a price that does not exceed the lowest price at which the publisher offers that instructional material for adoption or sale to any state, public school, or school district in the United States;
 - (2) shall automatically reduce the price of instructional material sold for use in a school district or open-enrollment charter school to the extent that the price is reduced elsewhere in the United States;
 - (3) shall provide any instructional material or ancillary item free of charge in this state to the same extent that the publisher or manufacturer provides the instructional material or ancillary item free of charge to any state, public school, or school district in the United States;
 - (4) shall guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error;
 - (5) may not become associated or connected with, directly or indirectly, any combination in restraint of trade in instructional materials or enter into any understanding or combination to control prices or restrict competition in the sale of instructional materials for use in this state;
 - (6) shall deliver instructional materials to a school district or open-enrollment charter school;
 - (7) shall, at the time an order for instructional materials is acknowledged, provide to school districts or open-enrollment charter schools an accurate shipping date for instructional materials that are back-ordered;
 - (8) shall guarantee delivery of instructional materials at least 10 business days before the opening day of school of the year for which the instructional materials are ordered if the instructional materials are ordered by a date specified in the sales contract; and
 - (9) shall submit to the State Board of Education an affidavit certifying any instructional material the publisher or manufacturer offers in this state to be free of factual errors at the time the publisher executes the contract required by Section [31.026](#).

(b) The State Board of Education may impose a reasonable administrative penalty against a publisher or manufacturer who knowingly violates Subsection (a). The board shall provide for a hearing to be held to determine whether a penalty is to be imposed and, if so, the amount of the penalty. The board shall base the amount of the penalty on:

- (1) the seriousness of the violation;
- (2) any history of a previous violation;
- (3) the amount necessary to deter a future violation;
- (4) any effort to correct the violation; and
- (5) any other matter justice requires.

(c) A hearing under Subsection (b) shall be held according to rules adopted by the State Board of Education.

Text of subsection as amended by Acts 2017, 85th Leg., R.S., Ch. 581 (S.B. [810](#)), Sec. 31

(d) A penalty collected under this section shall be deposited to the credit of the state instructional materials and technology fund.

Text of subsection as amended by Acts 2017, 85th Leg., R.S., Ch. 705 (H.B. [3526](#)), Sec. 19

(d) A penalty collected under this section shall be deposited to the credit of the state technology and instructional materials fund.

(e) An eligible institution, as defined by Section [31.0241](#)(a), that offers open education resource instructional materials under Section [31.0241](#) is not a publisher or manufacturer for purposes of this section.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 129, Sec. 1, eff. Sept. 1, 2001; Acts 2001, 77th Leg., ch. 805, Sec. 7, eff. June 14, 2001; Acts 2003, 78th Leg., ch. 1276, Sec. 6.004, eff. Sept. 1, 2003.

Amended by:

Acts 2009, 81st Leg., R.S., Ch. 679 (H.B. [2488](#)), Sec. 10, eff. September 1, 2009.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. [6](#)), Sec. 57, eff. July 19, 2011.

Acts 2017, 85th Leg., R.S., Ch. 581 (S.B. [810](#)), Sec. 31, eff. June 9, 2017.

Acts 2017, 85th Leg., R.S., Ch. 705 (H.B. [3526](#)), Sec. 19, eff. June 12, 2017.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE G. SAFE SCHOOLS
CHAPTER 38. HEALTH AND SAFETY

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 38.003. SCREENING AND TREATMENT FOR DYSLEXIA AND RELATED DISORDERS.

- (a) Students enrolling in public schools in this state shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the State Board of Education. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade.
- (b) In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.
- (b-1) Unless otherwise provided by law, a student determined to have dyslexia during screening or testing under Subsection (a) or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student.
- (c) The State Board of Education shall adopt any rules and standards necessary to administer this section.
- (d) In this section:
- (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
 - (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

EDUCATION CODE
TITLE 2: PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 42. FOUNDATION SCHOOL PROGRAM

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 42.004. ADMINISTRATION OF THE PROGRAM.

The commissioner, in accordance with the rules of the State Board of Education, shall take such action and require such reports consistent with this chapter as may be necessary to implement and administer the Foundation School Program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND

Sec. 43.003. INVESTMENT OF PERMANENT SCHOOL FUND.

In compliance with this section, the State Board of Education may invest the permanent school fund in the types of securities, which must be carefully examined by the State Board of Education and be found to be safe and proper investments for the fund as specified 3 below:

- (1) securities, bonds, or other obligations issued, insured, or guaranteed in any manner by the United States Government or any of its agencies and in bonds issued by this state;
- (2) obligations and pledges of The University of Texas;
- (3) corporate bonds, debentures, or obligations of United States corporations of at least "A" rating;
- (4) obligations of United States corporations that mature in less than one year and are of the highest rating available at the time of investment;
- (5) bonds issued, assumed, or guaranteed by the Inter-American Development Bank, the International Bank of Reconstruction and Development (the World Bank), the African Development Bank, the Asian Development Bank, and the International Finance Corporation;
- (6) bonds of counties, school districts, municipalities, road precincts, drainage, irrigation, navigation, and levee districts in this state, subject to the following requirements:
 - (A) the securities, before purchase, must have been diligently investigated by the attorney general both as to form and as to legal compliance with applicable laws;
 - (B) the attorney general 's certificate of validity procured by the party offering the bonds, obligations, or pledges must accompany the securities when they are submitted for registration to the comptroller, who must preserve the certificates;
 - (C) the public securities, if purchased, and when certified and registered as specified under Paragraph (B), are incontestable unless issued fraudulently or in violation of a constitutional limitation, and the certificates of the attorney general are prima facie evidence of the validity of the bonds and bond coupons; and

(D) after the issuing political subdivision has received the proceeds from the sales of the securities, the issuing agency is estopped to deny their validity, and the securities are 4 valid and binding obligations;

(7) preferred stocks and common stocks that the State Board of Education considers proper investments for the permanent school fund, subject to the following requirements:

(A) in making all of those investments, the State Board of Education shall exercise the judgment and care under the circumstances then prevailing that persons of ordinary prudence, discretion, and intelligence exercise in the management of their own affairs, not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital;

(B) the company issuing the stock must be incorporated in the United States, and the stocks must have paid dividends for five consecutive years or longer immediately before the date of purchase and the stocks, except for bank stocks and insurance stocks, must be listed on an exchange registered with the Securities and Exchange Commission or its successors; and

(C) not more than one percent of the permanent school fund may be invested in stock issued by one corporation and not more than five percent of the voting stock of any one corporation will be owned; and

(8) notwithstanding any other law or provision of this code, first lien real estate mortgage securities insured by the Federal Housing Administration under the National Housing Act of the United States, or in any other first lien real estate mortgage securities guaranteed in whole or in part by the United States.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND

Sec. 43.004. WRITTEN INVESTMENT OBJECTIVES; PERFORMANCE EVALUATION.

(a) The State Board of Education shall develop written investment objectives concerning the investment of the permanent school fund. The objectives may address desired rates of return, risks involved, investment time frames, and any other relevant considerations.

(b) The board shall employ a well-recognized performance measurement service to evaluate and analyze the investment results of the permanent school fund. The service shall compare investment results with the written investment objectives developed by the board, and shall also compare the investment of the permanent school fund with the investment of other public and private funds.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 43. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND

Sec. 43.007. PURCHASE AND SALE OR EXCHANGE OF SECURITIES.

(a) The State Board of Education may authorize the purchase of all of the types of securities in which it is authorized by law to invest the permanent school fund in either registered or negotiable form. The board may authorize the reissue of those securities held at any time for the account of the permanent school fund in either registered or negotiable form. The State Board of Education may authorize the sale of any of the securities held for the account of the permanent school fund and reinvest the proceeds of sale for the fund and may authorize the exchange of any of the securities held for the account of the permanent school fund.

(b) In making purchases, sales, exchanges, and reissues, the State Board of Education shall exercise the judgment and care under the circumstances then prevailing that persons of ordinary prudence, discretion, and intelligence exercise in the management of their own affairs not in regard to speculation but in regard to the permanent disposition of their funds, considering the probable income as well as the probable safety of their capital.

(c) When any securities are sold, reissued, or exchanged as provided by Subsection (a), the custodian of the securities shall deliver the securities sold, reissued, or exchanged in accordance with the directions of the State Board of Education.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 44. FISCAL MANAGEMENT

SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

Sec. 44.001. FISCAL GUIDELINES.

- (a) The commissioner shall establish advisory guidelines relating to the fiscal management of a school district.
- (b) The commissioner shall report annually to the State Board of Education the status of school district fiscal management as reflected by the advisory guidelines and by statutory requirements.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 44. FISCAL MANAGEMENT

SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

Sec. 44.007. ACCOUNTING SYSTEM; REPORT.

(a) A standard school fiscal accounting system must be adopted and installed by the board of trustees of each school district. The accounting system must conform with generally accepted accounting principles.

(b) The accounting system must meet at least the minimum requirements prescribed by the commissioner, subject to review and comment by the state auditor.

(c) A record must be kept of all revenues realized and of all expenditures made during the fiscal year for which a budget is adopted. A report of the revenues and expenditures for the preceding fiscal year shall be filed with the agency on or before the date set by the State Board of Education.

(d) The State Board of Education shall require each district, as part of the report required by this section, to include management, cost accounting, and financial information in a format prescribed by the board and in a manner sufficient to enable the board to monitor the funding process and determine educational system costs by district, campus, and program.

(e) Expired.

(f) Expired.

EDUCATION CODE
TITLE 2. PUBLIC EDUCATION
SUBTITLE I. SCHOOL FINANCE AND FISCAL MANAGEMENT
CHAPTER 44. FISCAL MANAGEMENT

SUBCHAPTER A. SCHOOL DISTRICT FISCAL MANAGEMENT

Sec. 44.008. ANNUAL AUDIT; REPORT.

(a) The board of school trustees of each school district shall have its school district fiscal accounts audited annually at district expense by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The audit must be completed following the close of each fiscal year.

(b) The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the district through the Public Education Information Management System (PEIMS).

(c) Each treasurer receiving or having control of any school fund of any school district shall keep a full and separate itemized account with each of the different classes of its school funds coming into the treasurer's hands. The treasurer's records of the district's itemized accounts and records shall be made available to audit.

(d) A copy of the annual audit report, approved by the board of trustees, shall be filed by the district with the agency not 11 later than the 150th day after the end of the fiscal year for which the audit was made. If the board of trustees declines or refuses to approve its auditor's report, it shall nevertheless file with the agency a copy of the audit report with its statement detailing reasons for failure to approve the report.

(e) The audit reports shall be reviewed by the agency, and the commissioner shall notify the board of trustees of objections, violations of sound accounting practices or law and regulation requirements, or of recommendations concerning the audit reports that the commissioner wants to make. If the audit report reflects that penal laws have been violated, the commissioner shall notify the appropriate county or district attorney and the attorney general. The commissioner shall have access to all vouchers, receipts, district fiscal and financial records, and other school records as the commissioner considers necessary and appropriate for the review, analysis, and passing on audit reports.

GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 2001.004. REQUIREMENT TO ADOPT RULES OF PRACTICE AND INDEX RULES, ORDERS, AND DECISIONS.

In addition to other requirements under law, a state agency shall:

- (1) adopt rules of practice stating the nature and requirements of all available formal and informal procedures;
- (2) index, cross-index to statute, and make available for public inspection all rules and other written statements of policy or interpretations that are prepared, adopted, or used by the agency in discharging its functions; and
- (3) index, cross-index to statute, and make available for public inspection all final orders, decisions, and opinions.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993.

GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE

SUBCHAPTER B. RULEMAKING

Sec. 2001.021. PETITION FOR ADOPTION OF RULES.

- (a) An interested person by petition to a state agency may request the adoption of a rule.
- (b) A state agency by rule shall prescribe the form for a petition under this section and the procedure for its submission, consideration, and disposition. If a state agency requires signatures for a petition under this section, at least 51 percent of the total number of signatures required must be of residents of this state.
- (c) Not later than the 60th day after the date of submission of a petition under this section, a state agency shall:
 - (1) deny the petition in writing, stating its reasons for the denial; or
 - (2) initiate a rulemaking proceeding under this subchapter.
- (d) For the purposes of this section, an interested person must be:
 - (1) a resident of this state;
 - (2) a business entity located in this state;
 - (3) a governmental subdivision located in this state; or
 - (4) a public or private organization located in this state that is not a state agency.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993.

Amended by: Acts 2015, 84th Leg., R.S., Ch. 343 (H.B. [763](#)), Sec. 1, eff. June 9, 2015.

GOVERNMENT CODE
TITLE 10. GENERAL GOVERNMENT
SUBTITLE A. ADMINISTRATIVE PROCEDURE AND PRACTICE
CHAPTER 2001. ADMINISTRATIVE PROCEDURE
SUBCHAPTER B. RULEMAKING

Sec. 2001.039. AGENCY REVIEW OF EXISTING RULES.

- (a) A state agency shall review and consider for readoption each of its rules in accordance with this section.
- (b) A state agency shall review a rule not later than the fourth anniversary of the date on which the rule takes effect and every four years after that date. The adoption of an amendment to an existing rule does not affect the dates on which the rule must be reviewed except that the effective date of an amendment is considered to be the effective date of the rule if the agency formally conducts a review of the rule in accordance with this section as part of the process of adopting the amendment.
- (c) The state agency shall readopt, readopt with amendments, or repeal a rule as the result of reviewing the rule under this section.
- (d) The procedures of this subchapter relating to the original adoption of a rule apply to the review of a rule and to the resulting repeal, readoption, or readoption with amendments of the rule, except as provided by this subsection. Publishing the Texas Administrative Code citation to a rule under review satisfies the requirements of this subchapter relating to publishing the text of the rule unless the agency readopts the rule with amendments as a result of the review.
- (e) A state agency's review of a rule must include an assessment of whether the reasons for initially adopting the rule continue to exist.

Minutes

State Board of Education

November 16, 2018

STATE BOARD OF EDUCATION
(State Board for Career and Technology Education)

DONNA BAHORICH, Houston
Chair of the State Board of Education
District 6

MARTY ROWLEY, Amarillo
Vice Chair of the State Board of Education
District 15

RUBEN CORTEZ, JR., Brownsville
Secretary of the State Board of Education
District 2

Board Members

LAWRENCE A. ALLEN, JR., Houston
District 4

TOM MAYNARD, Florence
District 10

ERIKA BELTRAN, Fort Worth
District 13

SUE MELTON-MALONE, Robinson
District 14

DAVID BRADLEY, Beaumont
District 7

KEN MERCER, San Antonio
District 5

BARBARA CARGILL, Conroe
District 8

GERALDINE MILLER, Dallas
District 12

KEVEN ELLIS, Lufkin
District 9

GEORGINA C. PÉREZ, El Paso
District 1

PATRICIA HARDY, Fort Worth
District 11

MARISA B. PEREZ-DIAZ, Converse
District 3

Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, Chair
Geraldine Miller, Vice Chair
Donna Bahorich
Erika Beltran
Georgina C. Pérez

SCHOOL FINANCE/PERMANENT SCHOOL FUND

David Bradley, Chair
Tom Maynard, Vice Chair
Lawrence A. Allen, Jr.
Patricia Hardy
Ken Mercer

SCHOOL INITIATIVES

Barbara Cargill, Chair
Marisa B. Perez-Diaz, Vice Chair
Ruben Cortez, Jr.
Keven Ellis
Marty Rowley

Minutes
State Board of Education
November 16, 2018

The State Board of Education met at 9:17 a.m. on Friday, November 16, 2018, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr., secretary; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine “Tincy” Miller; Georgina C. Pérez; Marty Rowley, vice chair

Absent: Marisa B. Perez-Diaz

Student Performance

The student performance was provided by The Park Version Vocal Ensemble of Highland Park High School in the Highland Park Independent School District.

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 14, 2018

MOTION AND VOTE: *The State Board of Education unanimously approved the Minutes of the September 14, 2018 meeting of the State Board of Education, as printed.*

The State Board of Education considered items in the following order: Item 1, 2, 3, 9, 10, 4, 5, 7, 6, 8, 11, 12, 13, 14, 15, 16, 17

1. Resolutions and Presentations

National History Day

The State Board of Education, by unanimous consent, adopted a resolution honoring the 2018 National History Day third place winners, Raymundo Barrera, Roland Reyes, Abigail Tack, Isaiah Thomas, and Héctor Torres of Nimitz High School in the Aldine Independent School District.

(ATTACHMENT 1, page 15)

Resolution Honoring Departing State Board of Education Member Erika Beltran

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Erika Beltran.

(ATTACHMENT 2, page 17)

Resolution Honoring Departing State Board of Education Member David Bradley

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member David Bradley.

(ATTACHMENT 3, page 19)

Resolution Honoring Departing State Board of Education Member Geraldine Miller

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Geraldine “Tincy” Miller.

(ATTACHMENT 4, page 21)

Public Testimony

The State Board of Education received presentations of public testimony, as follows:

NAME: Jeanette LaFevers
AFFILIATION: International Baccalaureate (IB) Organization
TOPIC: Unresolved issues regarding IB

NAME: Maz Wright
AFFILIATION: TPS Publishing, Inc.
TOPIC: Proclamation 2019

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

By unanimous consent, the State Board of Education approved the following items on the consent agenda.

- (1) Ratification of Current Texas Lesson Study Resources**
(Board agenda page II-1)
(Committee on Instruction)

The State Board of Education ratified the first set of Texas Lesson Study (TXLS) resources, as recommended by the Committee on Instruction.

- (2) **Approval of Costs to Administer the 2018-2019 State-Developed Assessments to Private School Students**
(Board agenda page III-1)
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved the per-student costs for administering the state assessments to private school students, as recommended by the Committee on School Finance/Permanent School Fund.

- (3) **Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of August and September 2018.**
(Board agenda page III-7)
(Committee on School Finance/Permanent School Fund)

The State Board of Education ratified the purchases and sales for the months of August and September 2018, in the amount of \$849,365,770 and \$932,377,747 respectively, as recommended by the Committee on School Finance/Permanent School Fund.

- (4) **Proposed Amendments to the Investment Procedures Manual**
(Board agenda page III-9)
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved the amendments to the Investment Procedures Manual, as recommended by the Committee on School Finance/Permanent School Fund.

- (5) **An Overview of the Permanent School Fund**
(Board agenda page III-11)
(Committee on School Finance/Permanent School Fund)

The committee took no action; therefore, this item was removed from the consent agenda.

- (6) **Recommendation for Appointment to the Boys Ranch Independent School District Board of Trustees**
(Board agenda page IV-1)
(Committee on School Initiatives)

The State Board of Education approved the reappointment of Mr. Robert Marshall to serve a term of office from November 16, 2018, through November 16, 2020, on the Boys Ranch Independent School District Board of Trustees, as recommended by the Committee on School Initiatives.

(ATTACHMENT 5, page 23)

COMMITTEE OF THE FULL BOARD

3. **Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits**
(Second Reading and Final Adoption)
(Board agenda page I-1)

MOTION AND VOTE: *It was moved by Mr. Rowley that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, with an effective date of August 26, 2019, as amended and recommended by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.13(b)(2)(B) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.14(b)(9)(C) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.14(b)(12) to read as follows:*

“~~identify how [discuss]~~ various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and ~~examples of their cultural heritage through~~ their stories, poems, statues, and paintings are examples that contribute to the cultural heritage of communities.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.19(b)(5)(C) by replacing “analyze” with “explain.”*

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Dr. Ellis, and carried that the State Board of Education suspend the board operating rules to consider a motion to amend §113.16(b)(4) and §113.20(b)(8).*

MOTION AND VOTE: *It was moved by Mr. Allen and carried unanimously that the State Board of Education amend §113.16(b)(4)(D) and add new §113.16(b)(4)(E) to read as follows:*

“~~explain identify~~ the central role of the expansion of slavery in causing sectionalism, disagreement over the Civil War and other contributing factors, including and other sectionalism and states’ rights, and the effects of the Civil War, including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution, and the Civil War.

(E) explain the effects of the Civil War including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution.”

MOTION AND VOTE: *It was moved by Mr. Allen and carried unanimously that the State Board of Education amend §113.20(b)(8)(B) to read as follows:*

~~“explain identify the central role of the expansion of slavery in causing sectionalism, disagreement over the Civil War and other contributing factors, including and other sectionalism and states’ rights, and the effects of the Civil War. including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution. and the Civil War.”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously that the State Board of Education amend §113.20(b)(5)(A) to read as follows:*

~~“describe major domestic problems faced by the leaders of the new republic, including maintaining national security, building a military, creating a stable economic system, and setting up the court system, and defining the authority of the central government;~~

MOTION: *It was moved by Ms. Hardy that the State Board of Education amend §113.20(b)(7)(D) to read as follows:*

~~“identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.”~~

MOTION AND VOTE: *It was moved by Mr. Mercer and carried that the State Board of Education amend §113.20(b)(7)(D) to insert “John Quincy Adams”*

VOTE: *A vote was taken on the original motion that the State Board of Education amend §113.20(b)(7)(D) to read as follows:*

~~“identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.”~~

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.20(b)(26)(B). The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education amend §113.41(c)(4)(A) to read as follows:*

~~“explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;”~~

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education amend §113.41(c)(7)(C) to read as follows:*

“analyze major issues of World War II, including the Holocaust; the internment of ~~German, Italian, and~~ Japanese Americans as a result of Executive Order 9066; and the development of atomic weapons;”

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.41(c)(11)(C). The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education strike §113.41(c)(12)(B).*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.41(c)(25)(D) and amend §113.41(c)(23) by adding “Eleanor Roosevelt” and “Sonia Sotomayor.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education move §113.41(c)(25)(E) to new §113.41(c)(23)(B).*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education strike §113.41(c)(27)(B) and amend §113.41(c)(27)(A) by adding “space exploration.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.41(c)(1)(C) by replacing “discuss” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(18)(D) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(20)(B) by replacing “discuss historical reasons” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(25)(B) by replacing “discuss” with “describe and explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend new §113.41(c)(23)(B) by replacing “discuss” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.42(c)(8)(B) and amend §113.42(c)(8)(C) by adding “causes.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously that the State Board of Education amend §113.42(c)(14) to read as follows:*

“History. The student understands the development ~~and use~~ of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:

(A) discuss the impact of geopolitical influences on the development of radical Islamic terrorism; ~~in the second half of the 20th century and the early 21st century; and~~

(B) discuss the impact of radical Islamic terrorism on global events ~~in the second half of the 20th century and the early 21st century;~~ and

(C) explain the U.S. response to the events surrounding September 11, 2001 and other acts of radical Islamic terrorism.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.42(c)(28)(C) by replacing “examine” with “analyze” and “analyze” with “determine.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(3)(C) to read as follows:*

~~“examine the describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere such as hurricanes, El Niño, earthquakes, and volcanoes;”~~

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(7)(D) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(10)(D) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(19)(C) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.44(c)(1)(E), §113.44(c)(5)(A), and §113.44(c)(12)(D), §113.44(c)(15)(A), by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.31(c)(11)(C) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez that the State Board of Education amend §113.31(c)(16)(D) by replacing “examine” with “analyze.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Pérez that the State Board of Education amend §113.31(c)(18)(A) by replacing “examine” with “describe.” The motion failed.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried that the State Board of Education suspend the board operating rules in order to consider a motion to amend the effective date.*

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy that the State Board of Education amend the effective date to August 1, 2020.*

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Melton-Malone, and carried that the State Board of Education amend the effective date for Subchapters B, C, and D to August 1, 2019.”*

The board requested that staff make conforming edits to the implementation date in each Subchapter.

VOTE: *A vote was taken on the motion to amend the effective date as amended. The motion carried.*

VOTE: *A vote was taken on the original motion that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, as amended and recommended by the Committee of the Full Board. The motion carried unanimously.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

(ATTACHMENT 6, page 31)

4. Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021

(Board agenda page I-109)

MOTION: *It was moved by Mr. Rowley that the State Board of Education approve the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2020–2021 fiscal biennium of 2.9%, as recommended by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Rowley, and carried unanimously to amend the motion to include the following:*

“If subsequent to the November 16, 2018, general meeting of the State Board of Education (SBOE), and prior to the first day of the regular session of the 86th Texas Legislature, the School Land Board opts to distribute funds for the 2020–2021 fiscal biennium to the investment assets of the Permanent School Fund managed by the SBOE, then the distribution rate by the SBOE to the Available School Fund will be increased to reflect an equivalent amount.”

VOTE: *A vote was taken on the original motion to approve the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2020–2021 fiscal biennium of 2.9%, as amended and recommended by the Committee of the Full Board. The motion carried unanimously.*

(Mr. Cortez and Mrs. Melton-Malone were absent for the vote.)

5. **Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under Proclamation 2019**

(Board agenda page I-113)

MOTION: *It was moved by Mr. Rowley that the State Board of Education:*

Require that all publishers make corrections listed in the Report of Required Corrections of Factual Errors and the Proclamation 2019 Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by TPS Publishing, Inc. and Tanglewood Publishing, Inc., as recommended by the Committee of the Full Board.

The State Board of Education went into executive session to discuss potential litigation, in accordance with Texas Government Code, §551.071(1)(A). The executive session was held in room 1-103, Friday, November 16, 2018; it began at 1:37 p.m. and concluded at 2:00 p.m.

MOTION AND VOTE: *It was moved by Mr. Maynard and seconded by Ms. Pérez that the State Board of Education amend the motion to read as follows:*

"Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by ~~TPS Publishing, Inc. and~~ Tanglewood Publishing, Inc."

The motion failed.

VOTE: *A vote was taken on the original motion that the State Board of Education:*

Require that all publishers make corrections listed in the Report of Required Corrections of Factual Errors and the Proclamation 2019 Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by TPS Publishing, Inc. and Tanglewood Publishing, Inc., as recommended by the Committee of the Full Board. The motion carried unanimously.

(Mr. Allen, Mr. Bradley, and Mr. Cortez were absent for the vote.)

6. **Proposed Amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials**
(Board agenda page I-139)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve proposed amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials, as recommended by the Committee of the Full Board.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

7. **Adoption of the Long-Range Plan for Public Education**
(Board agenda page I-151)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve Building a Stronger Texas, Long-Range Plan for Public Education as amended, authorize staff to make grammatical and technical edits as necessary, and add a quick reference chart at the end of the report that shows which policymaker would carry out each recommendation contained in the Long-Range Plan for Public Education, as recommended by the Committee of the Full Board.*

(Mr. Allen, Mr. Bradley, and Mr. Cortez were absent for the vote.)

8. **Legislative Recommendations for the 86th Texas Legislature**
(Board agenda page I-155)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve the board's legislative recommendations to the 86th Texas Legislature, as recommended by the Committee of the Full Board.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

COMMITTEE ON INSTRUCTION

9. **Approval of Proposed Updates to the Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014**
(Board agenda page II-5)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve proposed updates to Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

10. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders**
(First Reading and Filing Authorization)
(Board agenda page II-11)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

11. **Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)**
(First Reading and Filing Authorization)
(Board agenda page II-19)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits), as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

12. **Texas Certificate of High School Equivalency**
(Board agenda page II-27)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education instruct staff to proceed with the extension of existing contracts for the Texas Certificate of High School Equivalency, as recommended by the Committee on Instruction.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

13. **Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process**
(Board agenda page II-31)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve amendments to the TEKS review and revision process, as recommended by the Committee of Instruction.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

14. Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo

(Board agenda page III-13)

MOTION AND VOTE: *It was moved by Mr. Maynard and carried that the State Board of Education choose a winner and runner-up to the student art competition to develop a Permanent School Fund logo, instruct TEA legal counsel to review the submissions again to ensure that there are no infringement concerns with anything else in the public domain, and publicly announce the winner and runner-up at the February 2019 State Board of Education meeting.*

COMMITTEE ON SCHOOL INITIATIVES

15. Review of Proposed 19 TAC Chapter 228, Requirements for Educator Preparation Programs

(Board agenda page IV-11)

In accordance with TEC, §21.042, the State Board of Education took no action on proposed 19 TAC Chapter 228, Requirements for Educator Preparation Programs.

16. Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States

(Board agenda page IV-49)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States.

17. Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

(Board agenda page IV-83)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal.

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Mrs. Melton-Malone did not report on the Committee on Instruction.

Committee on School Finance/Permanent School Fund

Mr. Bradley did not report on the Committee on School Finance/Permanent School Fund.

Committee on School Initiatives

Mrs. Cargill did not report on the Committee on School Initiatives.

**REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING
AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL
DISTRICTS**

Mrs. Bahorich gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 2:26 p.m.

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS the State Board of Education considers high academic standards as the foundation of public education in Texas; and

WHEREAS the National History Day program fosters academic achievement and intellectual growth, requires student participants to conduct extensive primary and secondary source research on a topic of historical significance, and promotes pride in each student participant's heritage and in our nation's history and place in the world; and

WHEREAS the annual National History Day contest with the theme of *Conflict and Compromise in History* was held in College Park, Maryland, on June 10-14, 2018; and

WHEREAS Raymundo Barrera, Roland Reyes, Abigail Tack, Isaiah Thomas, and Héctor Torres of Nimitz High School in Houston, Texas, won Third Place in the Senior Group Exhibit category with their project titled *The Chamizal Dispute: A Century of Conflict*; now, therefore, be it

RESOLVED, That the State Board of Education does hereby congratulate these *2018 National History Day* winners from the Aldine Independent School District; and be it further

RESOLVED, That this resolution be presented to the aforementioned students for their winning project at the *2018 National History Day* contest and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS Erika Beltran was elected to the State Board of Education in 2014; and

WHEREAS she represents her hometown of Fort Worth and the surrounding area; and

WHEREAS this educator and policy leader has proven her commitment to improving education in Texas for all children; and

WHEREAS Ms. Beltran, as a first-generation college graduate herself, understands the life-changing impact of a quality education; and

WHEREAS through her position as a member of the Committee on Instruction, she worked to strengthen key instructional programs; and

WHEREAS as a State Board of Education member, she strove to ensure that Texas history courses tell the story of all our children and their families; and

WHEREAS she played an important role in creating the state's first Mexican American Studies course; and

WHEREAS Ms. Beltran's thoughtful and professional demeanor helped find consensus points among disparate views; now, therefore, be it

RESOLVED, That the State Board of Education expresses its thanks and gratitude for a job well done; and be it further

RESOLVED, That the board encourages this young leader to continue her involvement in education policy matters.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS David Bradley has faithfully served the people of Southeast Texas as the District 7 State Board of Education member for 22 years; and

WHEREAS citizens have elected him to this important post in 1996, 2000, 2002, 2004, 2008, 2012, and 2014; and

WHEREAS during his tenure, Mr. Bradley nurtured the fledgling charter school movement; and

WHEREAS he helped the charter school system expand in size and strength; beginning with 20 charter holders and growing now to 176 charter holders that operate 704 charter school campuses;

WHEREAS Mr. Bradley has developed a reputation as a protector and defender of that Texas treasure known as the Permanent School Fund; and

WHEREAS Mr. Bradley has served as vice chair of the board and chaired the Committee on Planning and twice served as chair of the Committee on School Finance/Permanent School Fund, and

WHEREAS it is not “fuzzy math” when we say that the market value of the Permanent School Fund has grown 142 percent from \$14 billion to \$34 billion during Mr. Bradley’s tenure on the board, thanks to his careful stewardship and leadership; and

WHEREAS he has taken a great interest in the textbook adoption process, including personally checking the binding of one book that he found questionable;

WHEREAS Mr. Bradley has been known to enliven a board discussion with his rapier wit and to quietly tend to many fellow board members and staff with caring actions; now, therefore, be it

RESOLVED, That David Bradley be commended for his efforts to nurture and diversify the Permanent School Fund and Bond Guarantee Program; and be it further

RESOLVED, That the State Board of Education express its gratitude and thanks to him for his long service to the board and his district, and be it further

RESOLVED, That the board wishes David Bradley nothing but fair winds and following seas in the years ahead.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS Gov. Mark White could not have foreseen the far-reaching impact his 1984 decision to appoint a Dallas businesswoman and reading specialist to the State Board of Education would have on Texas public schools; and

WHEREAS that appointment began Geraldine “Tincy” Miller’s 32 years of dedicated service and leadership on this board; and

WHEREAS the citizens of District 12 showed their faith in her by electing her to this office in 1988, 1992, 1996, 2002, 2006, 2012 and 2014; and

WHEREAS during her tenure on the board, Mrs. Miller has chaired the Committee on Instruction and served as vice chair and chair of the board; and

WHEREAS Mrs. Miller’s focus has always been on doing what is best for Texas children; and

WHEREAS she became a champion for phonics-based education; and

WHEREAS Mrs. Miller helped shape every significant law or rule dealing with dyslexia and related disorders for three decades and has been the driving force behind the *Dyslexia Handbook*; and

WHEREAS this dedicated public servant has been involved in the development of every generation of the state’s curriculum standards, known as the Essential Elements and now the Texas Essential Knowledge and Skills; and

WHEREAS she took seriously her duty to provide high-quality, error-free textbooks; and

WHEREAS Mrs. Miller has passionately protected the Permanent School Fund, which she reminds us is also known as the “Children’s Textbook Fund;” and

WHEREAS the Permanent School Fund has grown from \$4.5 billion in 1984 to \$34 billion today under her careful and prudent stewardship; and

WHEREAS she has just as carefully nurtured the State Board of Education itself, having personally underwritten the services of a professional parliamentarian for several years; and paid more than her fair share for cookies, coffee, and flowers for board members over the years; and

WHEREAS Geraldine Miller’s desire to remind the board to focus on what’s best for children served as the impetus for the creation of the bronze statue found in the Travis lobby that shows the world opening to children through books; now, therefore, be it

RESOLVED, That though her nickname is Tincy, there is nothing tiny about her commitment to this state and its children; and be it further

RESOLVED, That this board expresses its gratitude and admiration to this good and faithful public servant for her three decades of service on the State Board of Education.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

P.O. Box 1890 • Amarillo, Texas • 79174-0001
800-687-3722 • calfarley.org

September 24, 2018

Mr. Jeffrey Cottrill
Texas Education Agency
1701 North Congress Street
Austin, Texas 78701-1494

Dear Jeffrey,

We have enclosed correspondence from Cal Farley's Boys Ranch President and CEO, Dan Adams, to Commissioner Morath requesting reappointment of Robert Marshall to the Cal Farley's Boys Ranch Independent School District Board of Trustees at the November 2018 meeting of the State Board of Education.

Also enclosed are Mr. Marshall's most recent background checks from the DPS, DFPS, and FBI; resume; and signed and dated "Statement to Accompany."

We appreciate your assistance in processing this request for presentation at the November 2018 meeting of the State Board of Education. If you have any questions or require additional information, please call or email me at 806-322-2643 or sandrasargus@calfarley.org.

Sincerely,

Sandra Sargus
Executive Assistant to the
President and Chief Executive Officer

Enclosures

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800-687-3722 • calfarley.org

September 24, 2018

Mr. Mike Morath
Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Morath:

In my current capacity as President and Chief Executive Officer of Cal Farley's Boys Ranch, I request that the State Board of Education, at its November 2018 meeting, reappoint **Mr. Robert Marshall** to the Boys Ranch Independent School District (BRISD) Board of Trustees. Mr. Marshall is qualified under Texas law and meets all requirements.

Mr. Marshall's resume is enclosed, along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the state-established standards for school board members and certifying that the biographical information is true and correct. Also enclosed are background checks from the Texas Department of Family and Protective Services, Texas Department of Public Safety, and Federal Bureau of Investigation.

I understand the BRISD Board of Trustees has the power to govern and oversee management of the district, and my power is limited to duty as defined by statutes relating to the process of appointing members to the BRISD Board of Trustees. I also certify that the membership composition of the BRISD Board of Trustees is in full compliance with the provisions of the Texas Education Code, section 11.352. I further certify that the role of the BRISD superintendent is in full compliance with the provisions of the Texas Education Code, section 11.201.

Should you have any questions, please contact me at 806-322-2609 or via e-mail at danadams@calfarley.org.

I appreciate your consideration and look forward to confirmation of this appointment.

Sincerely,


Dan Adams
President and Chief Executive Officer

Enclosures

DA:sjs

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ROBERT W. MARSHALL

P. O. BOX 12

Boys Ranch, TX 79010

robertmarshall@calfarley.org

(806)533-1205 (O) or (806)549-3530 (C)

EDUCATION

Hardin-Simmons University, Abilene, TX; M.Ed., GPA 3.5. Major in Counseling and Human Development. 1994

McMurry University, Abilene, TX; B.A., GPA 3.1. Major in Applied Sociology, Minor in Psychology. 1992

LICENSES AND CERTIFICATIONS

<i>Licensed Professional Counselor-supervisor</i>	<i>2001 to Present</i>
<i>Licensed Childcare Administrator</i>	<i>2000 to Present</i>
<i>Equine Assisted Growth and Learning Therapist</i>	<i>2018 to Present</i>
<i>Life Space Crisis Intervention Senior Trainer</i>	
<i>Response Ability Pathways Senior Trainer</i>	

EMPLOYMENT

Vice President, Operations, Cal Farley's Boys Ranch, 2018 – present.

- Responsible for providing oversight, consultation, and support for all operational areas of the Cal Farley program and ensuring that all operational departments function in support of the highest quality residential childcare program. Directly oversees the Medical Clinic, Equine Program, and the Purchasing and Facilities Departments.
- Assures that accurate and contemporary campus procedures related to operational activities are maintained and published. Ensures adherence to the Cal Farley Model of Leadership and Service.
- Represents the organization with major clients, donors, local communities, and the general public.
- Supervises staff in, and personally exhibits, appropriate interaction with residents.
- Participates in various professional associations and community activities to enhance organizational visibility and further personal development.
- Exercises the usual authority of a Vice President concerning staffing, performance appraisals, employee development and advancement, and assumes additional tasks/special projects as assigned by the Executive Vice President/COO.

Administrator, Residential Communities, Cal Farley's Boys Ranch, 2014 – 2018.

- Oversee campus life program for up to 300 residents and the staff that supervise the homes.
- Supervise or oversee supervision of approx. 110 staff members including supervisors, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 26 homes, approx. \$8 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Administrator, Girls and Pre-Adolescents. Cal Farley's Boys Ranch, May 2010 – Present.

- Oversee home-life and casework program for approx. 164 residents and their families.
- Supervise or oversee supervision of approx. 85 staff members including supervisors, caseworkers, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 14 homes, approx. \$4 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Campus Administrator, Cal Farley's Girlstown, U.S.A., May 2001 to May 2010.

- Oversaw entire residential program for 60 residents and 50 employees at satellite campus in Whiteface, TX
- Managed the medical program consisting of a R.N. and a contract Psychiatrist, Dentist, and Orthodontist.
- Developed and managed annual budget of approx. \$5.5 million per year.
- Planned on oversaw the construction of two major building projects: a chapel and a resident home with a budget of around \$2 million for each project.
- Worked with the surrounding communities to promote Girlstown and Cal Farley's.
- Spoke at public events and meetings to tell the Cal Farley story and promote the programs.
- Liaison with public school officials to ensure quality educational offerings for residents
- Worked closely with Texas Department of Family and Protective Services staff at the local and state level.

Assistant Administrator, Cal Farley's Girlstown, U.S.A., May 1999 to May 2001.

- Assisted in the management of the entire residential program at Cal Farley's Girlstown, U.S.A.
- Directly supervised home-life, chapel, and operations staff.
- Assisted with the management of the medical and clinical program.
- Assisted with development and management of campus budget.
- Assisted with the management of the construction of one residential home.
- Liaison with public school officials to ensure quality educational offerings for our residents.

Manager, Intensive Support Services, MHMR Services or the Concho Valley, San Angelo, TX Sept 1998 to May 1999.

- Managed the Mental Health Intensive Support Services programs including budget planning; staff supervision, recruitment, and retention; program supervision of shelter, MH Supportive Employment, MH support services/casework, MH Supportive Living/Apartment program, and Assertive Community Treatment Team.
- Worked closely with TDMHMR staff.
- Monitored productivity and quality of services.
- Liaison with MH clinical and counseling staff.
- Managed compliance with local and state policies and standards.

Executive Director, Adult Day Care of San Angelo, San Angelo, TX. May 1998 to Sept 1998.

- Oversaw daily center operations.
- Developed and managed annual budget.
- Public Relations.
- Managed personnel issues.

Assertive Community Treatment Team Leader. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1996 to May 1998.

- Directed A.C.T. program.
- Supervised professional staff.
- Chaired treatment team.
- Liaison with families, local facilities, state facilities, hospital staff, and law enforcement

M.H. Caseworker III, Crisis Intervention Services. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1995 to Oct. 1996.

- Performed intake assessments and presented to MH treatment team.
- Screened walk-in clients.
- Co-Supervised Crisis Center staff.
- Liaison with center and community services, including hospitals and law enforcement.

Case Manager/Dorm Director. Wackenhut Corrections Corporation, Coke County Juvenile Justice Center, Bronte, TX. Oct. 1994 to Oct. 1995.

- Performed individual and group therapy to incarcerated adolescent girls.
- Managed programs for up to 3 dorms.
- Supervised staff including dorm security staff and caseworker.
- Coordinated with the Texas Youth Commission probation officers and statewide staff.

M.R. Case Manager. Abilene Regional MHMR, Abilene, TX. May 1994 to Sept. 1994.

- Coordinated services for caseload of intellectually challenged individuals.
- Facilitated staffings on quarterly basis.
- Provide casework services for the consumers.
- Develop and monitor case plans for the consumers.

Adjunct Instructor of Sociology, McMurry University, Abilene, TX. May 1994 to Dec. 1994.

Courses: Introduction to Sociology and Contemporary Social Problems

LEADERSHIP/SERVICE

Texas Network of Youth Services, Statewide

Board Chair/President	2010 to 2016
1 st Vice President	2008 to 2010
2 nd Vice President	2006 to 2008
Western Representative	2004 to 2006

Texas Coalition of Homes for Children, Statewide

Cal Farley Representative	2003 to Present
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South Plains Community Action Association, South Plains of Texas

Board of Directors	2008 to 2010
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Special Olympics, Lubbock and Amarillo

Volunteer	2000 to Present
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Concho Valley Critical Incident Stress Management Team

President	1997-1998
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Human Rights Committee, Bethphage Mission, San Angelo

Member	1996 - 1999
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SPECIAL TRAININGS

Satori Alternatives for Managing Aggression (SAMA) 1999 to Present

Response Abilities Pathways, Senior Trainer

Life Space Crisis Intervention, Senior Trainer

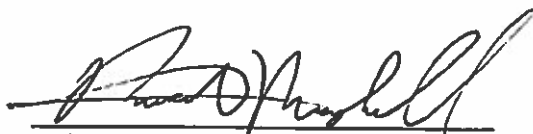
Neurosequential Model of Therapeutics, Dr. Bruce Perry 2008 to Present

Reduction of Seclusion and Restraint Training, Hogg Foundation Program

Critical Incident Stress Management Training, Concho Valley Chapter

STATEMENT TO ACCOMPANY
BOYS RANCH INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST
FOR
ROBERT W. MARSHALL

I, **Robert W. Marshall**, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.


Robert W. Marshall (signature)

9/10/18
Date

Text of Proposed Revisions to 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies**Subchapter A. Elementary****§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018 [~~Beginning with School Year 2011-2012~~].**

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the ~~2020-2021~~ [~~2019-2020~~] [~~2011-2012~~] school year.

§113.11. Social Studies, Kindergarten, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

(a) Introduction.

- (1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
- (A) ~~identify~~ ~~[explain the reasons for]~~ national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
- (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
- (2) History. The student understands how historical figures ~~[, patriots, and good citizens]~~ helped shape the ~~[community,]~~ state [,] and nation. The student is expected to ~~[-]~~
- ~~[(A)]~~ identify contributions of historical figures, including Stephen F. Austin, George Washington, ~~[and]~~ Christopher Columbus, and José Antonio Navarro, ~~[and José Antonio Navarro,]~~ who helped to shape the state and nation . ~~[-and]~~
- ~~[(B)]~~ ~~identify contributions of patriots and good citizens who have shaped the community.]~~
- ~~[(3)]~~ ~~History. The student understands the concept of chronology. The student is expected to:~~
- ~~[(A)]~~ ~~place events in chronological order; and]~~
- ~~[(B)]~~ ~~use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.]~~
- (3) ~~[(4)]~~ Geography. The student understands the concept of location. The student is expected to:
- (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
- (B) locate places on the school campus and describe their relative locations; and
- (C) identify and use ~~[explore]~~ geographic tools that aid in determining location, including maps and globes.
- (4) ~~[(5)]~~ Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them . The student is expected to:
- (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's ~~[natural]~~ resources, and weather; and
- (B) identify how geographic location influences ~~[the]~~ human characteristics of place such as ~~[ways of earning a living,]~~ shelter, clothing, food, and activities ~~[are based upon geographic location]~~ .
- (5) ~~[(6)]~~ Economics. The student understands the difference between ~~[that basic]~~ human needs and wants and how they are met ~~[in many ways]~~ . The student is expected to:
- (A) identify basic human needs of food, clothing, and shelter;
- (B) explain the difference between needs and wants; and
- (C) explain how basic human needs and wants can be met ~~[such as through self producing, purchasing, and trading]~~ .
- (6) ~~[(7)]~~ Economics. The student understands the value of jobs. The student is expected to:
- (A) identify jobs in the home, school, and community; and
- (B) explain why people have jobs.

- (7) ~~(8)~~ Government. The student understands the purpose of rules. The student is expected to:
- (A) identify purposes for having rules; and
 - (B) identify rules that provide order, security, and safety in the home and school.
- (8) ~~(9)~~ Government. The student understands the role of authority figures. The student is expected to:
- (A) identify authority figures in the home, school, and community; and
 - (B) explain how authority figures make and enforce rules.
- (9) ~~(10)~~ Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) identify the ~~flags of the~~ United States flag and the Texas state flag ;
 - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
 - ~~(C) identify Constitution Day as a celebration of American freedom; and~~
 - (C) ~~(D)~~ use voting as a method for group decision making.
- (10) ~~(11)~~ Culture. The student understands similarities and differences among individuals ~~people~~ . The student is expected to ;
- ~~(A)~~ identify similarities and differences among individuals ~~people~~ such as kinship ~~;~~ laws; and religion ~~;~~ and
 - ~~(B) identify similarities and differences among people such as music, clothing, and food.~~
- (11) ~~(12)~~ Culture. The student understands the importance of family ~~customs and~~ traditions. The student is expected to:
- (A) describe and explain the importance of family ~~customs and~~ traditions; and
 - (B) compare ~~family customs and~~ traditions among families .
- (12) ~~(13)~~ Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
- (A) identify examples of technology used in the home and school;
 - (B) describe how technology helps accomplish specific tasks and meet people's needs; and
 - (C) describe how his or her life might be different without modern technology.
- (13) ~~(14)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) gather ~~obtain~~ information about a topic using a variety of valid oral and visual sources such as ~~conversations;~~ interviews, and music , pictures, symbols, and artifacts with adult assistance ; and
 - ~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and~~
 - (B) ~~(C)~~ sequence and categorize information.
- (14) ~~(15)~~ Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) place events in chronological order;

- (B) ~~use social studies terminology [~~correctly~~] related to time and chronology correctly .~~
including before, after, next, first, last, yesterday, today, and tomorrow;
 - (C) [~~A~~] express ideas orally based on knowledge and experiences; and
 - (D) [~~B~~] create and interpret visuals, including pictures and maps.
- (15) [~~16~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~] . The student is expected to [2]
- [~~A~~] use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]
 - [~~B~~] ~~use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.~~

§113.12. Social Studies, Grade 1, Adopted 2018 [~~Beginning with School Year 2011-2012~~] .

(a) Introduction.

- (1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate

Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students ~~identify and~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~either met or failed to meet~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
- (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day ~~San Jacinto Day~~, Independence Day, and Veterans Day; and
- (B) compare the observance of holidays and celebrations ~~past and present~~.
- (2) History. The student understands how historical figures ~~past patriots, and good citizens~~ helped shape the ~~community,~~ state ~~and~~ and nation. The student is expected to:
- (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the ~~community,~~ state ~~and~~ and nation; and
- ~~(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and~~
- (B) ~~(C)~~ compare the ~~similarities and differences among the~~ lives ~~and activities~~ of historical figures ~~and other individuals~~ who have influenced the ~~community,~~ state ~~and~~ and nation.
- ~~(3) History. The student understands the concepts of time and chronology. The student is expected to:~~
- ~~(A) distinguish among past, present, and future;~~
- ~~(B) describe and measure calendar time by days, weeks, months, and years; and~~
- ~~(C) create a calendar and simple timeline.~~
- (3) ~~(4)~~ Geography. The student understands the relative location of places. The student is expected to:
- (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
- (B) ~~(A)~~ locate places using the four cardinal directions ~~and~~
- ~~(B) describe the location of self and objects relative to other locations in the classroom and school.~~
- (4) ~~(5)~~ Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
- (A) create and use simple maps such as maps of the home, classroom, school, and community; and
- (B) locate and explore the community, Texas, and the United States on maps and globes.
- (5) ~~(6)~~ Geography. The student understands various physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
- (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's ~~natural~~ resources, and weather; and

~~(B) identify examples of and uses for natural resources in the community, state, and nation; and~~

(B) ~~(C)~~ identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities ~~[are based upon geographic location]~~.

(6) ~~(7)~~ Economics. The student understands how families meet basic human needs. The student is expected to:

- (A) describe ways that families meet basic human needs; and
- (B) describe similarities and differences in ways families meet basic human needs.

(7) ~~(8)~~ Economics. The student understands the concepts of goods and services. The student is expected to:

- (A) identify examples of goods and services in the home, school, and community;
- (B) identify ways people exchange goods and services; and
- (C) identify the role of markets in the exchange of goods and services.

(8) ~~(9)~~ Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

- (A) identify examples of people wanting more than they can have;
- (B) explain why wanting more than they can have requires that people make choices; and
- (C) identify examples of choices families make when buying goods and services.

(9) ~~(10)~~ Economics. The student understands the value of work. The student is expected to:

- (A) describe the tools ~~[components]~~ of various jobs and the characteristics of a job well performed; and
- (B) describe how various ~~[specialized]~~ jobs contribute to the production of goods and services.

(10) ~~(11)~~ Government. The student understands the purpose of rules and laws. The student is expected to:

- (A) explain the purpose for rules and laws in the home, school, and community; and
- (B) identify rules and laws that establish order, provide security, and manage conflict.

(11) ~~(12)~~ Government. The student understands the role of authority figures and ~~[;]~~ public officials ~~[; and citizens]~~. The student is expected to:

- (A) identify the responsibilities of authority figures in the home, school, and community; and
- (B) identify and describe the roles of public officials in the community, state, and nation ~~[; and]~~

~~[(C) identify and describe the role of a good citizen in maintaining a constitutional republic.]~~

(12) ~~(13)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and

- (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin ~~[, Francis Scott Key,]~~ and Eleanor Roosevelt ~~, [who have exemplified good citizenship; and]~~

~~[(C) — identify other individuals who exemplify good citizenship.]~~

(13) [(14)] Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that [and] contribute to our national identity. The student is expected to:

- (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
- (B) recite ~~[and explain the meaning of]~~ the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
- (C) identify anthems and mottoes of Texas and the United States;
- (D) explain and practice voting as a way of making choices and decisions; and
- (E) explain how patriotic customs and celebrations reflect American individualism and freedom ~~. [;and]~~

~~[(F) — identify Constitution Day as a celebration of American freedom.]~~

(14) [(15)] Culture. The student understands the importance of family and community beliefs, ~~[customs,]~~ language, and traditions. The student is expected to:

- (A) describe and explain the importance of ~~[various]~~ beliefs, ~~[customs,]~~ language, and traditions of families and communities; and
- (B) explain the way folktales and legends ~~[such as Aesop's fables]~~ reflect beliefs, ~~[customs,]~~ language, and traditions of communities.

(15) [(16)] Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:

- (A) describe how technology has affected ~~[changes]~~ the ways families live; ~~[and]~~
- (B) describe how technology has affected ~~[changes]~~ communication, transportation, and recreation ~~; and [;]~~ ~~[;and]~~
- (C) — identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.

~~[(C) — describe how technology changes the way people work.]~~

~~[(16) — Science, technology, and society. The student identifies individuals who created or invented new technology that affected daily life. The student is expected to identify scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan and their contributions.]~~

(16) [(17)] Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:

- (A) gather [obtain] information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, ~~[and]~~ music ~~, pictures, symbols, and artifacts with adult assistance ; and~~

~~[(B) — obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and]~~

- (B) ~~[(C)]~~sequence and categorize information.

(17) ~~(18)~~ Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

- (A) use a simple timeline to distinguish among past, present, and future;
- (B) use a calendar to describe and measure time in days, weeks, months, and years;
- (C) ~~(A)~~ express ideas orally based on knowledge and experiences; ~~and~~
- (D) ~~(B)~~ create and interpret visual and written material ; ~~and~~ ~~;~~
- (E) use social studies terminology correctly.

(18) ~~(19)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~;~~

- ~~(A)~~ use ~~[a]~~ problem-solving ~~and decision-making processes~~ ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~;~~ ~~and~~
- ~~(B)~~ ~~use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.]~~

§113.13. Social Studies, Grade 2, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) Introduction.

- (1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
- (A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
- (B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
- ~~[(2) History. The student understands the concepts of time and chronology. The student is expected to:]~~
- ~~[(A) describe the order of events by using designations of time periods such as historical and present times;]~~
- ~~[(B) apply vocabulary related to chronology, including past, present, and future; and]~~
- ~~[(C) create and interpret timelines for events in the past and present.]~~
- ~~[(3) History. The student understands how various sources provide information about the past and present. The student is expected to:]~~
- ~~[(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and]~~
- ~~[(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.]~~
- (2) ~~[(4)]~~ History. The student understands how historical figures ~~[, patriots, and good citizens]~~ helped shape the community, state, and nation. The student is expected to:
- (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, ~~[John Hancock,]~~ and Theodore Roosevelt, who have influenced the ~~[community,]~~ state ~~;~~ and nation; and
- ~~[(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and]~~
- (B) ~~[(C)]~~ describe ~~[discuss]~~ [explain] how people and events have influenced local community history.
- (3) ~~[(5)]~~ Geography. The student uses simple geographic tools, including ~~[such as]~~ maps and globes. The student is expected to:
- (A) identify and use ~~[interpret]~~ information on maps and globes using basic map elements such as title, cardinal directions ~~[orientation (north, south, east, west)]~~, and legend ~~[legend/map keys]~~; and

- (B) create maps to show places and routes within the home, school, and community.
- (4) ~~(6)~~ Geography. The student understands the location [~~locations and characteristics~~] of places [~~and regions~~] in their [~~the~~] community, state, country, and the world [~~and nation~~]. The student is expected to:
- (A) identify major landforms and bodies of water, including each of the seven continents and each of the [~~four~~] oceans, on maps and globes; and
- (B) locate places [~~of significance~~], including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of [~~major cities in Texas, the coast of Texas,~~] Canada and [~~;~~] Mexico [~~;~~ and the United States] on maps and globes. [~~;~~ and]
- ~~[(C) examine information from various sources about places and regions.]~~
- ~~[(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:]~~
- ~~[(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns:]~~
- ~~[(B) describe how natural resources and natural hazards affect activities and settlement patterns:]~~
- ~~[(C) explain how people depend on the physical environment and natural resources to meet basic needs; and]~~
- ~~[(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.]~~
- (5) ~~(8)~~ Geography. The student understands how humans use and modify the physical environment. The student is expected to:
- (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture [~~clearing land for urban development and agricultural use~~], and drilling for oil;
- (B) identify [~~positive and negative~~] consequences of human modification of the physical environment [~~such as the use of irrigation to improve crop yields~~]; and
- (C) identify ways people can conserve and replenish Earth's [~~natural~~] resources.
- (6) ~~(9)~~ Economics. The student understands the value of work. The student is expected to:
- (A) explain how work provides income to purchase goods and services; and
- (B) explain the choices people [~~in the U.S. free enterprise system~~] can make about earning, spending, and saving money [~~and where to live and work~~].
- (7) ~~(10)~~ Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) trace [~~discuss~~] [~~examine~~] the development of a product from a natural resource to a finished product.
- (8) ~~(11)~~ Government. The student understands the purpose of governments. The student is expected to:
- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and

- (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community ; ~~and~~
- ~~[(C) describe how governments tax citizens to pay for services.]~~
- (9) [(12)] Government. The student understands the role of public officials. The student is expected to:
- (A) name current public officials, including mayor, governor, and president;
- (B) compare the roles of public officials, including mayor, governor, and president;
- (C) identify ways that public officials are selected, including election and appointment to office; and
- (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- (10) [(13)] Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
- (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, ~~[World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers,]~~ and Sojourner Truth ~~[who have exemplified good citizenship]~~ ; and
- ~~[(C) identify other individuals who exemplify good citizenship; and]~~
- (C) [(D)] identify ways to actively practice good citizenship, including involvement in community service.
- (11) [(14)] Citizenship. The student understands important symbols, ~~[identifies]~~ customs, ~~[symbols,]~~ and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
- (B) sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; ~~and~~
- (C) identify ~~[selected]~~ symbols such as state and national birds and flowers ~~[and patriotic symbols such as the U.S. and Texas flags]~~ and Uncle Sam ; and ~~;~~ ~~and~~
- ~~(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.~~
- ~~[(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.]~~
- ~~[(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:]~~
- ~~[(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and]~~

- ~~(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.]~~
- (12) ~~(16)~~ Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
- (A) identify the significance of various ethnic and/or cultural celebrations; and
 - (B) compare ethnic and/or cultural celebrations.
- (13) ~~(17)~~ Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have affected ~~[change]~~ communication, transportation, and recreation; and
 - (B) explain how science and technology have affected ~~[change]~~ the ways in which people meet basic needs.
- ~~(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.~~
- (15) ~~(18)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) gather ~~[obtain]~~ information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, ~~[and]~~ music, pictures, maps, and artifacts; and
 - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
 - ~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;]~~
 - ~~(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;]~~
 - ~~(D) sequence and categorize information; and]~~
 - ~~(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting;]~~
- (16) ~~(19)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) describe the order of events by using designations of time periods such as historical and present times;
 - (B) apply vocabulary related to chronology, including past, present, and future;
 - (C) create and interpret timelines for events in the past and present;
 - (D) use social studies terminology correctly;
 - (E) ~~(A)~~ express ideas orally based on knowledge and experiences; and
 - (F) ~~(B)~~ create written and visual material such as stories, ~~[poems,]~~ maps, and graphic organizers to express ideas.
- (17) ~~(20)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~. The student is expected to ~~[2]~~

~~[(A)]~~ use [a] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]

~~[(B)]~~ use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

§113.14. Social Studies, Grade 3, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity

of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
 - (A) describe how individuals, events, and ideas have changed communities, past and present;
 - (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, ~~[Benjamin Banneker,]~~ and Benjamin Franklin, who have helped to shape communities; and
 - (C) describe how individuals, including Daniel Boone and ~~[, Christopher Columbus,]~~ the Founding Fathers ~~[, and Juan de Oñate,]~~ have contributed to the expansion of existing communities or to the creation of new communities.
 - (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
 - (A) identify reasons people have formed communities, including a need for security and laws , religious freedom, ~~[law,]~~ and material well-being; and
 - (B) compare ~~[identify]~~ ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation . ~~[; and]~~
 - ~~[(C) compare ways in which various other communities meet their needs.]~~
 - ~~[(3) History. The student understands the concepts of time and chronology. The student is expected to:]~~
 - ~~[(A) use vocabulary related to chronology, including past, present, and future times:]~~
 - ~~[(B) create and interpret timelines; and]~~
 - ~~[(C) apply the terms year, decade, and century to describe historical times:]~~
 - (3) ~~[(4)]~~ Geography. The student understands how humans adapt to and/or modify ~~[variations in]~~ the physical environment. The student is expected to:
 - (A) describe similarities and differences ~~[and explain variations]~~ in the physical environment, including climate, landforms, natural resources, and natural hazards;
 - (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and
 - ~~[(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape:]~~

- (C) ~~(D)~~ describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape . ~~[; and]~~
- ~~(E) identify and compare the human characteristics of various regions.]~~
- (4) ~~(5)~~ Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
- (A) use cardinal and intermediate directions to locate places on maps and globes ~~[such as the Rocky Mountains, the Mississippi River, and Austin, Texas,]~~ in relation to the local community;
- (B) use a scale to determine the distance between places on maps and globes; and
- ~~(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and]~~
- (C) ~~(D)~~ identify, create , and interpret maps of places ~~[and regions]~~ that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (5) ~~(6)~~ Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving, and donating money; and
- (B) create a simple budget that allocates money for spending and ~~[;]~~ saving ~~[, and donating]~~ .
- ~~(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:]~~
- ~~(A) define and identify examples of scarcity;]~~
- ~~(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and]~~
- ~~(C) explain the concept of a free market as it relates to the U.S. free enterprise system.]~~
- (6) ~~(8)~~ Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
- ~~(A) identify examples of how a simple business operates;]~~
- (A) ~~(B)~~ explain how supply and demand affect the price of a good or service;
- (B) define and identify examples of scarcity;
- (C) explain how the cost of production and selling price affect profits; and
- ~~(D) explain how government regulations and taxes impact consumer costs; and]~~
- (D) ~~(E)~~ identify individuals, past and present, such as ~~[including]~~ Henry Ford and ~~[other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and]~~ Sam Walton ~~[;]~~ who have started new businesses.
- (7) ~~(9)~~ Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
- (B) identify local, state, and national government officials and explain how they are chosen; and
- (C) identify services commonly provided by local, state, and national governments . ~~[; and]~~
- ~~(D) explain how local, state, and national government services are financed.]~~

- ~~(8)~~ ~~(10)~~ Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
 - (B) describe ~~[and explain the importance of]~~ the concept of "consent of the governed," ~~[as it relates to the functions of local, state, and national government.]~~
- ~~(9)~~ ~~(11)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
 - ~~[(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.]~~
 - (B) ~~[(A)]~~ ~~[(B)]~~ identify [historical] figures such as Helen Keller, [Helen Keller and] Clara Barton, and ~~[contemporary figures such as]~~ Ruby Bridges [and military and first responders] who exemplify good citizenship; ~~[and]~~
 - (C) ~~[(B)]~~ ~~[(C)]~~ identify and describe [discuss] [explain the importance of] individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and [;]
 - (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- ~~(10)~~ ~~(12)~~ Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:
- ~~[(A) give examples of community changes that result from individual or group decisions;]~~
 - ~~[(B) identify examples of actions individuals and groups can take to improve the community; and]~~
 - ~~[(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.]~~
- ~~(10)~~ ~~(11)~~ ~~(13)~~ Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
 - (B) compare ethnic and/or cultural celebrations in the local community with other communities.
- ~~(11)~~ ~~(12)~~ ~~(14)~~ Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and describe [compare] the heroic deeds of state and national heroes and military and first responders such as [including] Hector P. Garcia, [and] James A. Lovell, and the Four Chaplains [other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes]; and

- (B) identify and describe [~~analyze~~] the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes [~~including military and first responders such as the Four Chaplains~~] .
- (12) [~~(13)~~] [~~(15)~~] Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to [∓]
- [(A)] identify how [~~discuss~~] [~~identify~~] various [~~individual~~] writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder [~~and Phillis Wheatley~~] and [~~examples of their cultural heritage through~~] their stories, poems, statues, and paintings contribute to the cultural heritage of communities . [~~and other examples of cultural heritage from various communities; and~~]
- [(B)] ~~explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.~~
- (13) [~~(14)~~] [~~(16)~~] Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as [~~scientists and inventors, including~~] Jonas Salk, [~~Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as~~] Cyrus McCormick, Bill Gates, [~~and~~] Louis Pasteur , and others ; and
- (B) describe [~~identify~~] the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (14) [~~(15)~~] [~~(17)~~] Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [~~electronic~~] technology. The student is expected to:
- (A) gather [~~research~~] information, including historical and current events [∓] and geographic data, about the community [~~and world,~~] using a variety of [~~valid print, oral, visual, and Internet~~] resources;
- (B) ~~interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and~~
- [(B)] ~~sequence and categorize information;~~
- [(C)] ~~interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;~~
- [(D)] ~~use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;~~
- (C) [(E)] interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps . [~~and~~]
- [(F)] ~~use appropriate mathematical skills to interpret social studies information such as maps and graphs.~~
- (15) [~~(16)~~] [~~(18)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) create and interpret timelines;
- (C) apply the terms year, decade, and century to describe historical times;

~~(D)~~ ~~(A)~~ express ideas orally based on knowledge and experiences; and

~~(E)~~ ~~(B)~~ ~~[use technology to]~~ create written and visual material such as stories, ~~[poems,]~~ pictures, maps, and graphic organizers to express ideas ~~. [;and]~~

~~[(C) — use standard grammar, spelling, sentence structure, and punctuation.]~~

~~(16)~~ ~~[(17)]~~ ~~[(19)]~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~ . The student is expected to ~~[;]~~

~~(A)~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~. [;and]~~

~~[(B) — use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.15. Social Studies, Grade 4, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) Introduction.

- (1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to

understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas ~~[and North America]~~ before European exploration. The student is expected to:
 - (A) explain the possible origins of American Indian groups in Texas ~~[and North America]~~ ;
 - (B) identify and compare the ways of life of American Indian groups in Texas ~~[and North America]~~ before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
 - (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern ~~[and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama Coushatta, and Kickapoo]~~ ; and
 - (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
 - ~~[(D) —compare the ways of life of American Indian groups in Texas and North America before European exploration.]~~
 - (2) History. The student understands the causes and effects of European exploration and colonization of Texas ~~[and North America]~~. The student is expected to:
 - (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

- (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
 - (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals [~~such as José de Escandón~~] ;
 - (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and
 - (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
- (3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
- (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
 - (B) summarize the significant contributions of individuals such as [~~Texians~~] William B. Travis, James Bowie, David Crockett, [~~George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier,~~] Juan N. Seguín, Plácido Benavides, [~~and~~] José Francisco Ruiz , [~~;~~ ~~Mexicans~~] Antonio López de Santa Anna , [~~and Vicente Filisola; and non-combatants~~] Susanna Dickinson , and Enrique Esparza;
 - (C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
 - (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
 - (E) explain the events that led to the annexation of Texas to the United States and [~~including~~] the impact of the U.S.-Mexican War.
- (4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:
- (A) describe the impact of the Civil War and Reconstruction on Texas;
 - (B) explain the growth, development, and impact of the cattle industry such as [~~including~~] contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
 - (C) explain the effects of the railroad industry [~~identify the impact of railroads~~] on life in Texas, including changes to cities and major industries; and
 - (D) explain [~~examine~~] the effects on [~~upon~~] American Indian life brought about by [~~resulting from changes in Texas, including~~] the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) explain [~~identify~~] the impact of various [~~issues and~~] events on life in Texas such as [~~urbanization, increased use of oil and gas,~~] the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals ; and

- (B) explain the development and impact of the oil and gas industry on ~~upon~~ industrialization and urbanization in Texas, including [~~important places and people such as~~] Spindletop and important people such as Pattillo Higgins ; [~~and~~]
- ~~[(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.]~~
- ~~[(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~
- ~~[(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.]~~
- (6) ~~[(7)]~~ Geography. The student understands the concept of regions. The student is expected to:
- ~~[(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;]~~
- (A) ~~[(B)]~~ identify, locate, and describe ~~[compare]~~ the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, [and] vegetation , and economic activities ; and
- (B) ~~[(C)]~~ compare the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) [with regions of the United States and other parts of the world] .
- (7) ~~[(8)]~~ Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and
- (B) ~~[(A)]~~ identify and explain [clusters and] patterns of settlement such as the location of towns and cities in Texas at different time periods ; [such as prior to the Texas Revolution, after the building of the railroads, and following World War II;]
- ~~[(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and]~~
- ~~[(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.]~~
- (8) ~~[(9)]~~ Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
- (B) explain ~~[identify]~~ reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and
- (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present [, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality] .

- (9) ~~(10)~~ Economics. The student understands the basic economic activities of early societies in Texas ~~and North America~~ . The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas ~~and North America~~ used to meet their needs and wants such as farming, trading, and hunting; and
 - (B) explain the economic activities early settlers ~~immigrants~~ to Texas used to meet their needs and wants.
- (10) ~~(11)~~ Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
- (A) describe how the free enterprise system works, including supply and demand;
 - (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and
 - (C) ~~(A)~~ describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom. ~~;~~
 - ~~(B) describe how the free enterprise system works, including supply and demand; and~~
 - ~~(C) give examples of the benefits of the free enterprise system such as choice and opportunity;~~
- (11) ~~(12)~~ Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) identify ~~explain~~ how people in different regions of Texas earn their living, past and present ~~through a subsistence economy and providing goods and services~~ ;
 - (B) explain how physical geographic factors such as climate ~~transportation~~ and natural resources have influenced the location of economic activities in Texas;
 - (C) identify ~~analyze~~ the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and
 - ~~(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;~~
 - (D) ~~(E)~~ explain how developments in transportation and communication have influenced economic activities in Texas ~~and~~
 - ~~(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.~~
- ~~(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:~~
- ~~(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;~~
 - ~~(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and~~
 - ~~(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.~~
- (12) ~~(14)~~ Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
 - (B) ~~[identify and]~~ compare characteristics of the Spanish colonial government and the early Mexican governments in ~~[and their influence on inhabitants of]~~ Texas.
- (13) ~~(15)~~ Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
- (A) identify the purposes and explain the importance of the Texas Declaration of Independence and ~~[;]~~ the Texas Constitution ~~[; and other documents such as the Meusebach-Comanche Treaty]~~ ;
 - (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
 - (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
- (14) ~~(16)~~ Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
- (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument ~~[; the Alamo, and various missions]~~ ;
 - (B) sing or recite "Texas, Our Texas";
 - (C) recite and explain the meaning of the Pledge to the Texas Flag; and
 - (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
- (15) ~~(17)~~ Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
 - (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, ~~[holding public officials to their word,]~~ writing letters ~~;~~ ~~[;]~~ and participating in historic preservation and service projects;
 - (C) explain the duty of the individual in state and local elections such as being informed and voting;
 - (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, ~~[Sam Rayburn,]~~ Henry B. González, ~~[James A. Baker III,]~~ Wallace Jefferson, and other local individuals; and
 - (E) explain how to contact elected and appointed leaders in state and local governments.
- (16) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
 - (B) identify leadership qualities of state and local leaders, past and present.

- (17) ~~(19)~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture . The student is expected to:
- ~~(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;~~
- (A) ~~(B)~~ identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, ~~the Strawberry Festival,~~ and Fiesta San Antonio; and
- (B) ~~(C)~~ summarize the contributions of artists ~~people~~ of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
- (18) ~~(20)~~ Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and
- (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas . ~~;~~ and
- ~~(C) predict how future scientific discoveries and technological innovations might affect life in Texas.~~
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology ~~computer software~~ ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about ~~the United States and~~ Texas;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
- (D) identify different points of view about an issue, topic, historical event, or current event . ~~;~~ and
- ~~(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.~~
- ~~(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and~~
- ~~(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.~~
- (21) ~~(22)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;

- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies . [~~and~~]

~~[(E) use standard grammar, spelling, sentence structure, and punctuation.]~~

(22) [~~23~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~] . The student is expected to [~~2~~]

~~[(A)] use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]~~

~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.16. Social Studies, Grade 5, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and

social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students [identify and] discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved [either met or failed to meet] the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the reasons for and the role of key people in the [causes and effects of] European colonization of North America [in the United States] beginning in 1565, the founding of St. Augustine. The student is expected to:
 - (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
 - (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, [John Wise,] and Roger Williams.
 - (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States . The student is expected to:
 - (A) [identify and] analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;
 - (B) identify the Founding Fathers and Patriot heroes, including John Adams, [Samuel Adams,] Benjamin Franklin, [Nathan Hale,] Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

- (C) summarize the results of the American Revolution, including the establishment of the United States ~~[and the development of the U.S. military]~~ .
- (3) History. The student understands the significant individuals who contributed ~~[events that led from the Articles of Confederation]~~ to the creation of the U.S. Constitution and the government it established. The student is expected to ~~[:]~~
- ~~[(A) — identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and]~~
- ~~[(B)]~~ identify the contributions of Founding Fathers ~~[individuals, including]~~ James Madison ~~[:]~~ and ~~[others such as]~~ George Mason ~~[; Charles Pinckney, and Roger Sherman]~~ who helped create the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
- (A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing ;
- (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
- ~~[(C) — identify reasons people moved west;]~~
- ~~(C) [(D)]~~ identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
- ~~(D) [(E)]~~ explain ~~[identify]~~ the central role of the expansion of slavery in causing ~~[causes of]~~ ~~[the Civil War and other contributing factors, including]~~ sectionalism, disagreement over ~~[and]~~ ~~[:]~~ states' rights, ~~[and slavery;]~~ and ~~[the effects of]~~ the Civil War ~~[; including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution]~~ ; ~~[and]~~
- ~~(E) — explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and]~~
- ~~[(F) — explain how industry and the mechanization of agriculture changed the American way of life; and]~~
- ~~(F) [(E)] [(G)]~~ identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad .
- (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- (A) explain the significance of ~~[analyze various]~~ issues and events of the 20th century such as industrialization, urbanization, ~~[increased use of oil and gas;]~~ the Great Depression, the world wars, the civil rights movement, and military actions;
- (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
- (C) identify the accomplishments and contributions of individuals and groups such as ~~[Jane Addams;]~~ Susan B. Anthony, ~~[Dwight Eisenhower;]~~ Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, ~~[Colin Powell;]~~ the Tuskegee Airmen, and the 442nd Regimental Combat Team ~~[who have made contributions to society]~~ in the areas of civil rights, women's rights, military actions, and politics.
- ~~[(6) — Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~

~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~

~~[(B) translate geographic data into a variety of formats such as raw data to graphs and maps.]~~

~~(6) [(7)]~~ Geography. The student understands places and ~~[the concept of]~~ regions in the United States. The student is expected to:

- (A) describe political and economic ~~[a variety of]~~ regions in the United States ~~[such as political, population, and economic regions]~~ that result from patterns of human activity;
- (B) describe ~~[a variety of]~~ regions in the United States based on physical characteristics such as landform, climate, and vegetation ~~[regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains]~~ ;
- (C) locate on a map important political features such as the five ~~[ten]~~ largest cities by population ~~[urban areas]~~ in the United States and ~~[]~~ the 50 states ~~[and their capitals, and regions such as the Northeast, the Midwest, and the Southwest]~~ ; and
- (D) create ~~[locate on]~~ a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains ~~[Mississippi River, and Great Plains]~~ .

~~(7) [(8)]~~ Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

- (A) identify and describe the patterns ~~[types]~~ of settlement such as rural, urban, and suburban ~~[and patterns of land use in the United States]~~ ;
- (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States ~~[, past and present]~~ ; and
- (C) analyze the geographic factors that influence ~~[reasons for]~~ the location of the five largest urban areas ~~[cities]~~ in the United States ~~[, including capital cities,]~~ and explain their distribution ~~[, past and present]~~ .

~~(8) [(9)]~~ Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe how and why people have adapted to and modified their environment in the United States ~~[, past and present,]~~ such as the use of human resources to meet basic needs; and
- (B) analyze the positive and negative consequences of human modification of the environment in the United States ~~[, past and present]~~ .

~~(9) [(10)]~~ Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

- (A) explain the economic patterns of early European colonies ~~[colonists]~~ ; and
- (B) identify major industries of colonial America such as shipbuilding and growing of cash crops .

~~(10) [(11)]~~ Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

- (A) identify ~~[describe]~~ the development of the free enterprise system in colonial America and the United States;
- (B) describe how the free enterprise system works in the United States; and
- (C) give examples of the benefits of the free enterprise system in the United States.

- (11) ~~(12)~~ Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
 - (B) evaluate the effects of supply and demand on business, industry ; and agriculture, including the plantation system, in the United States.
- (12) ~~(13)~~ Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) compare how people in different regions [parts] of the United States earn a living, past and present;
 - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
 - (C) analyze the effects of immigration and ; migration ; ~~and limited resources~~ on the economic development and growth of the United States; and
 - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States ; ~~and~~
 - ~~(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.~~
- (13) ~~(14)~~ Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) ~~identify and~~ compare the systems of government of early European colonists, including representative government and monarchy; and
 - (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (14) ~~(15)~~ Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
- (A) explain ~~identify~~ the purposes, key elements ; and ~~the purposes and explain~~ the importance of the Declaration of Independence;
 - (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
 - (C) explain the reasons for the creation of the Bill of Rights and its importance.
- (15) ~~(16)~~ Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
 - (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
 - (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (16) ~~(17)~~ Citizenship. The student understands important symbols ; ~~and~~ ; customs ; celebrations, and landmarks ; ~~celebrations, and landmarks~~ that represent American beliefs and principles that and contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam ; ; national celebrations such as Labor Day; ~~important landmarks such as the White House and Mount Rushmore;~~ and political symbols such as the donkey and elephant;
 - (B) sing or recite "The Star-Spangled Banner" and explain its history;

- (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and
~~[(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and]~~
- (D) ~~[(E)]~~ explain the significance of important landmarks, including ~~[important landmarks, including]~~ the White House and ~~[and]~~ the Statue of Liberty and Mount Rushmore ~~[and Mount Rushmore]~~.
- (17) ~~[(18)]~~ Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (A) explain why individuals have a ~~[the]~~ duty [individuals have] to participate in civic affairs at the local, state, and national levels; and
- (B) explain how to contact elected and appointed leaders in local, state, and national governments.
- (18) ~~[(19)]~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- ~~[(A) explain the contributions of the Founding Fathers to the development of the national government;]~~
- (A) ~~[(B)]~~ identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
- (B) ~~[(C)]~~ identify [and compare] leadership qualities of national leaders, past and present.
- (19) ~~[(20)]~~ Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights [and other amendments to the U.S. Constitution]. The student is expected to ~~[:]~~
- ~~[(A)]~~ describe the fundamental rights guaranteed [by each amendment] in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney ~~[:and]~~
- ~~[(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.]~~
- (20) ~~[(21)]~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and
- (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (21) ~~[(22)]~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
- ~~[(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;]~~
- (A) ~~[(B)]~~ describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
- (B) ~~[(C)]~~ summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

(22) ~~(23)~~ Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

- (A) identify the accomplishments of notable individuals in the fields of science and technology such as ~~[-including]~~ Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
- (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and
- (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. ~~[-and]~~
- ~~(D) predict how future scientific discoveries and technological innovations could affect society in the United States.]~~

(23) ~~(24)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as technology ~~[computer software]~~; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify different points of view about an issue, topic, historical event, or current event; and
- (E) identify the historical context of an event.

~~(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~

- ~~(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and~~
- ~~(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.~~

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. ~~[-and]~~
- ~~(E) use standard grammar, spelling, sentence structure, and punctuation.]~~

- (26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to [2]
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]
- ~~[(B)]~~ use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Subchapter B. Middle School

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Adopted 2018 [Beginning with School Year 2011-2012].

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2019-2020 [2011-2012] school year.

§113.18. Social Studies, Grade 6, Adopted 2018 [Beginning with School Year 2011-2012].

(a) Introduction.

- (1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the

Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that historical events influence contemporary events. The student is expected to:
 - (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as ~~[invasion, conquests,]~~ colonization, immigration, and trade; and
 - (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
 - (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:
 - (A) identify and describe the historical influence of individuals or groups ~~[individual or group achievements]~~ on various ~~[historical or]~~ contemporary societies ~~[such as the classical Greeks on government and the American Revolution on the French Revolution]~~ ; and
 - (B) describe ~~[evaluate]~~ the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
 - ~~[(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:]~~
 - ~~[(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?:]~~
 - ~~[(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases:]~~
 - ~~[(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and]~~
 - ~~[(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries:]~~
 - (3) ~~[(4)]~~ Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or ~~[and]~~ globes ~~[and uses latitude and longitude to determine absolute locations]~~ . The student is expected to:

- ~~[(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;]~~
- (A) ~~[(B)]~~ identify and explain the geographic factors responsible for patterns of population in places and regions;
- (B) ~~[(C)]~~ explain ways in which human migration influences the character of places and regions;
- (C) ~~[(D)]~~ identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
- ~~[(E) draw sketch maps that illustrate various places and regions; and]~~
- (D) ~~[(E)]~~ identify the location of major world countries for each of the world regions [such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia] .
- (4) ~~[(5)]~~ Geography. The student understands how geographic factors influence the economic development and political relationships ~~[and policies]~~ of societies. The student is expected to:
- (A) ~~[identify and]~~ explain the geographic factors responsible for the location of economic activities in places and regions; and
- (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. ~~[ability to control territory; and]~~
- ~~[(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.]~~
- ~~[(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:]~~
- ~~[(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;]~~
- ~~[(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and]~~
- ~~[(C) analyze the effects of the interaction of physical processes and the environment on humans.]~~
- (5) ~~[(7)]~~ Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
- (B) ~~[(A)]~~ identify and analyze ways people have adapted to the physical environment in various places and regions; and
- (C) ~~[(B)]~~ identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure . ~~[; and]~~
- ~~[(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.]~~
- (6) ~~[(8)]~~ Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;

- (B) identify problems ~~[and issues]~~ that may arise when one or more of the factors of production is in relatively short supply; and
- (C) explain the impact of the distribution ~~[relative scarcity]~~ of resources on international trade and economic interdependence among and within societies.
- ~~(7) [(9)]~~ Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
- (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
- (C) understand the importance of ~~[morality and]~~ ethics in maintaining a functional free enterprise system . ~~[:and]~~
- ~~[(D) — examine the record of collective, non free market economic systems in contemporary world societies.]~~
- ~~(8) [(10)]~~ Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, ~~[wholesale,]~~ retail, manufacturing (goods), and service industries; and
- (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy . ~~[:and]~~
- ~~[(C) — identify and describe the effects of government regulation and taxation on economic development and business planning.]~~
- ~~(9) [(11)]~~ Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe ~~[identify]~~ and compare ~~[describe]~~ examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
- ~~[(B) — compare the characteristics of limited and unlimited governments;]~~
- ~~(B) [(C)]~~ identify reasons for limiting the power of government; and
- ~~(C) [(D)]~~ identify and describe examples ~~[review the record]~~ of human rights abuses by ~~[of]~~ limited or unlimited governments such as the oppression of religious, ethnic, and political groups ~~[Christians in Sudan]~~ .
- ~~(10) [(12)]~~ Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;
- (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
- (C) identify historical origins of democratic forms of government such as Ancient Greece.
- ~~(11) [(13)]~~ Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies . ~~[:and]~~

~~[(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.]~~

(12) ~~[(14)]~~ Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments; and

(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

(13) ~~[(15)]~~ Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

~~[(A) define culture and the common traits that unify a culture region.]~~

(A) ~~[(B)]~~ identify and describe common traits that define cultures and culture regions ;

(B) ~~[(C)]~~ define a multicultural society ~~[and consider both the positive and negative qualities of multiculturalism] ;~~

(C) ~~[(D)]~~ analyze the experiences and ~~[evaluate the]~~ contributions of diverse groups to multicultural societies; and

~~[(E) analyze the similarities and differences among various world societies; and]~~

(D) ~~[(F)]~~ identify and explain examples of conflict and cooperation between and among cultures.

(14) ~~[(16)]~~ Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

(B) compare characteristics of institutions in various contemporary societies; and

(C) analyze the efforts and activities institutions use to sustain themselves over time ~~[such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions] .~~

(15) ~~[(17)]~~ Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) identify and describe means of cultural diffusion ~~[how culture traits]~~ such as trade, travel, and war ~~[spread] ;~~

(B) identify and describe factors that influence cultural change such as improvements in ~~[improved]~~ communication, transportation, and economic development;

(C) analyze ~~[evaluate]~~ the impact of improved communication technology among cultures; and

(D) identify ~~[and define]~~ the impact of cultural diffusion on individuals and world societies ~~;~~ and

~~[(E) identify examples of positive and negative effects of cultural diffusion.]~~

(16) ~~[(18)]~~ Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

- ~~(B) relate ways in which contemporary expressions of culture have been influenced by the past;~~
- (B) ~~(C)~~ describe ways in which contemporary issues influence creative expressions; and
- (C) ~~(D)~~ identify examples of art, music, and literature that ~~[have transcended the boundaries of societies and]~~ convey universal themes such as religion, justice, and the passage of time.
- (17) ~~(19)~~ Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
- (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) ~~(20)~~ Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify ~~[give]~~ examples of scientific discoveries ~~and~~ technological innovations, ~~and~~ ~~[including the roles of]~~ scientists and inventors ~~]~~ that have ~~[transcended the boundaries of societies and have]~~ shaped the world;
- (B) explain how resources, ~~[belief systems,]~~ economic factors, and political decisions affect ~~[have affected]~~ the use of technology; and
- (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software; interviews; biographies,]~~ oral, print, and visual material ~~]~~ and artifacts to acquire information about various world cultures;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
- (D) identify different points of view about an issue or current topic ~~]~~
- ~~(E) identify the elements of frame of reference that influenced participants in an event; and~~
- ~~(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (20) ~~Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;~~
- ~~(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;~~

- (C) compare various world regions and countries using data from maps, graphs, and charts; and
- (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- (21) [~~22~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication based on research;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
- ~~[(E) use standard grammar, spelling, sentence structure, and punctuation; and]~~
- (E) ~~[(E)]~~ use effective written communication skills, including proper citations to avoid plagiarism.
- (22) [~~23~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to []
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. [~~and~~]
- ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.19. Social Studies, Grade 7, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:
 - (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing ~~[why historians divide]~~ the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights ~~[and Conservatism]~~ ; and Contemporary Texas; and

~~[(B) — apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~

(B) ~~[(C)]~~ explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

- (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
- (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca ~~[and his writings]~~, the search for gold, and the conflicting territorial claims between France and Spain;
- (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, ~~[José de Escandón,]~~ Antonio Margil de Jesús, and Francisco Hidalgo;
- (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
- (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
- (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

- (A) describe the chain ~~[trace the development]~~ of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;
- (B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and
- (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales ; ~~[; William B. Travis's letter "To the People of Texas and All Americans in the World,"]~~ the siege of the Alamo , William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse ~~[all the heroic]~~ defenders who gave their lives there ; [;] the Constitutional Convention of 1836 ; [;] Fannin's surrender at Goliad ; [;] and the Battle of San Jacinto . ~~[; and]~~

~~[(D) — explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.]~~

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as ~~[; including]~~ the Texas Navy, the Texas

- Rangers, ~~[Edwin W. Moore,]~~ Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery ~~[public debt]~~ , and the roles of racial and ethnic groups;
- (B) analyze the causes of and events leading to Texas annexation such as security and public debt ; and
- (C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery ~~[population growth]~~ , and the Compromise of 1850.
- (5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:
- (A) explain the central role the expansion of slavery played in ~~[reasons for]~~ the involvement of Texas in the Civil War ~~[such as states' rights, slavery, sectionalism, and tariffs]~~ ;
- (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and
- ~~(C) (B) explain [discuss] [analyze]~~ the political, economic, and social effects of the Civil War and Reconstruction in Texas ~~;~~ and
- ~~[(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.]~~
- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
- (A) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;
- (B) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the development of the cattle industry from its Spanish beginnings and the ~~[myths and realities of the]~~ cowboy way of life;
- (C) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the effects of the growth of railroads and the contributions of James Hogg; and
- (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th , and early 21st centuries. The student is expected to:
- (A) explain how ~~[the political, economic, and social impact of]~~ the oil industry led to ~~[on]~~ the industrialization of Texas;
- (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
- (C) describe and compare the impact of ~~[the Progressive and other]~~ reform movements in Texas in the 19th and 20th centuries such as progressivism, populism ~~[the Populists]~~ , women's suffrage, agrarianism ~~[agrarian groups]~~ , labor reform [unions] , and the conservative ~~[evangelical]~~ movement of the late 20th century;

- (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as ~~[including]~~ James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
- (E) analyze the political, economic, and social impact of ~~[major events, including]~~ World War I, the Great Depression, ~~[and]~~ World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas . ~~[; and]~~
- ~~[(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two party system, political and economic controversies, immigration, and migration.]~~
- ~~[(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and]~~
- ~~[(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.]~~
- (8) [(9)] Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions ~~[and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest]~~ ;
- (B) locate and compare places ~~[and regions]~~ of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest ; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (9) [(10)] Geography. The student understands the effects of the interaction between humans and the environment in Texas ~~[during the 19th, 20th, and 21st centuries]~~ . The student is expected to:
- (A) identify ways in which Texans have adapted to and modified the environment and explain ~~[analyze]~~ the positive and negative consequences of the modifications; and
- (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.
- (10) [(11)] Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:
- (A) identify ~~[analyze]~~ why immigrant groups came to Texas and where they settled;
- (B) describe ~~[analyze]~~ how immigration and migration to Texas ~~[in the 19th, 20th, and 21st centuries]~~ have influenced Texas;
- ~~[(C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and]~~

- (D) ~~(C)~~ analyze the effects of the changing population distribution and growth in Texas ~~[during the 20th and 21st centuries]~~ and the additional need for education, health care, and transportation . ~~;~~ ~~and~~
- ~~(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.~~
- (11) ~~(12)~~ Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing ; and
- ~~(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and]~~
- (B) ~~(C)~~ explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (12) ~~(13)~~ Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) explain ~~[analyze]~~ the impact of national and international markets ~~[and events]~~ on the production of goods and services in Texas , including ~~[such as]~~ agriculture and ~~;~~ oil and gas ~~[, and computer technology]~~ ;
- (B) explain ~~[analyze]~~ the impact of economic concepts within the free enterprise system such as supply and demand, profit, ~~[government regulation,]~~ and world competition on the economy of Texas; and
- (C) analyze the impact of significant industries in Texas such as ~~[oil and gas,]~~ aerospace, medical, and computer technologies on local, national, and international markets.
- (13) ~~(14)~~ Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) ~~(15)~~ Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
- (B) identify major sources of revenue for state and local governments such as property taxes ~~[tax]~~ , sales taxes ~~[tax]~~ , bonds, and fees . ~~;~~ ~~and~~
- ~~(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.]~~
- (15) ~~(16)~~ Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain ~~[identify]~~ rights of Texas citizens; and
- (B) explain ~~[and analyze]~~ civic responsibilities of Texas citizens and the importance of civic participation.

- (16) ~~(17)~~ Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
 - (B) describe the importance of free speech and press in a democratic society ; ~~and~~
 - ~~(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.~~
- (17) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
 - (B) identify the contributions of Texas leaders such as ~~including~~ Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) ~~(19)~~ Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and ~~and~~ celebrations ~~and performances~~ ;
 - (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
 - (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
 - (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.
- (19) ~~(20)~~ Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- (A) compare types and uses of technology, past and present;
 - (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
 - (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
 - (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
 - (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- (20) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software, databases,]~~ media and news services, biographies, interviews, and artifacts to acquire information about Texas;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify bias and points of view from the historical context surrounding an event ~~[and the frame of reference]~~ that influenced the participants;
 - (E) support a point of view on a social studies issue or event; and
 - ~~[(F) identify bias in written, oral, and visual material;]~~
 - ~~[(G)]~~ evaluate the validity of a source based on ~~[language,]~~ corroboration with other sources ~~[]~~ and information about the author ~~[]~~ and
 - ~~[(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- ~~(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and~~
 - ~~(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.~~
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - ~~(B) use effective written communication skills, including proper citations and avoiding plagiarism; and~~
 - ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (C) ~~[(D)]~~ create written, oral, and visual presentations of social studies information.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~[]~~
- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[]~~ and
 - ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.20. Social Studies, Grade 8, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) Introduction.

- (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the

Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
- (A) identify the major eras ~~[and events]~~ in U.S. history through 1877, including colonization, revolution, ~~[drafting of the Declaration of Independence,]~~ creation and ratification of the Constitution, ~~[religious revivals such as the Second Great Awakening,]~~ early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and
- ~~[(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
- ~~(B) [(C)]~~ explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.
- (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
- (A) identify reasons for English, Spanish, and French ~~[European]~~ exploration and colonization of North America; and
- (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
- (A) explain the reasons for the growth of representative government and institutions during the colonial period; ~~[and]~~
- (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government : and ~~;~~ ~~[and]~~
- ~~(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.~~

- ~~[(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.]~~
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras ~~[era]~~ . The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
 - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, ~~[Wentworth Cheswell]~~, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, ~~[Bernardo de Gálvez]~~, Crispus Attucks, King George III, ~~[Haym Salomon]~~, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; ~~[writing the Articles of Confederation]~~; fighting the battles of Lexington and ~~[]~~ Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
 - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise ~~[]~~ and
- ~~[(E) analyze the arguments for and against ratification.]~~
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic , including ~~[such as]~~ maintaining national security, [building a military], creating a stable economic system, and setting up the court system ~~[]~~ and defining the authority of the central government ;
 - (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
 - (C) explain the origin and development of American political parties;
 - (D) explain the causes, important events, and effects of the War of 1812;
 - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
 - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
 - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
- ~~[(B) explain the political, economic, and social roots of Manifest Destiny.]~~
- (B) ~~[(C)]~~ analyze ~~[the relationship between the concept of Manifest Destiny and]~~ the westward growth of the nation , including the Louisiana Purchase and Manifest Destiny ; and
 - (C) ~~[(D)]~~ explain the causes and effects of the U.S.-Mexican War and their impact on the United States ~~[]~~ and

- ~~[(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.]~~
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
 - (C) analyze the impact of slavery on different sections of the United States; and
 - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role [roles] of John Quincy Adams [John C. Calhoun, Henry Clay, and Daniel Webster] .
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
 - (B) explain the ~~[causes of the Civil War, particularly the]~~ central role of the expansion of slavery in causing [and other contributing factors, including] sectionalism , disagreement over [and] [;] states' rights , and the Civil War [; and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln] ; [and]
 - (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
 - ~~(D) [(C)]~~ analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
 - (B) explain [evaluate] the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
 - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups , [~~and~~]
 - ~~[(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.]~~
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points [of importance] in the United States during the 17th, 18th, and 19th centuries;
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and

- (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical [~~and contemporary~~] events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States [~~during the 17th, 18th, and 19th centuries~~] ; and
- (B) describe the positive and negative consequences of human modification of the physical environment of the United States ; [~~and~~]
- ~~[(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.]~~
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877 . The student is expected to:
- (A) identify economic differences among different regions of the United States;
- (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- ~~[(C) explain the reasons for the increase in factories and urbanization; and]~~
- (C) [~~(D)~~] analyze the causes and effects of economic differences among different regions of the United States at selected times [~~in U.S. history~~] .
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
- (A) analyze the economic effects of the War of 1812 [~~as a cause of economic changes in the nation~~] ; and
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation [~~intrusion~~] , taxation, and property rights; and
- (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877 [~~during the 18th and 19th centuries~~] .
- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, [~~and selected Anti-Federalist writings.~~] on the U.S. system of government;
- (B) summarize the strengths and weaknesses of the Articles of Confederation;
- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; [~~and~~]
- (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights ; and [.]

- (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- (16) Government. The student understands the purpose [~~process~~] of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for [~~and process of~~] amending the U.S. Constitution; and
- (B) describe the impact of [~~19th-century amendments, including~~] the 13th, 14th, and 15th amendments [~~, on life in the United States~~].
- (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
- (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) identify the origin of judicial review [~~and analyze examples of congressional and presidential responses~~];
- (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and
- (C) evaluate the impact of [~~selected~~] landmark Supreme Court decision [~~decisions, including~~] Dred Scott v. Sandford [~~]~~] on life in the United States.
- (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights;
- (B) summarize rights guaranteed in the Bill of Rights; and
- ~~[(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;]~~
- ~~(C) [(D)]~~ identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries [~~]~~]
- ~~[(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and]~~
- ~~[(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.]~~
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- ~~[(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;]~~
- (A) ~~[(B)]~~ evaluate the contributions of the Founding Fathers as models of civic virtue; and
- (B) ~~[(C)]~~ analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

- (A) identify different points of view of political parties and interest groups on important historical ~~[and contemporary]~~ issues;
 - (B) describe the importance of free speech and press in a constitutional republic; and
 - (C) summarize ~~[a]~~ historical events ~~[event]~~ in which compromise resulted in a ~~[peaceful]~~ resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act .
- (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
 - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, ~~[James Monroe, Stonewall Jackson,]~~ Susan B. Anthony, and Elizabeth Cady Stanton.
- (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:
- (A) identify ~~[selected]~~ racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
 - (B) explain how ~~[the relationship between]~~ urbanization contributed to ~~[and]~~ conflicts resulting from differences in religion, social class, and political beliefs;
 - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed ~~[resolved]~~ ;
 - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
 - (E) identify the political, social, and economic contributions of women to American society.
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and
 - (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, ~~[abolition,]~~ the labor reform movement, and care of the disabled.
- (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States;
 - (B) describe religious influences ~~[motivation for immigration and influence]~~ on social movements, including the impact of the first and second Great Awakenings; and
 - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- ~~[(A) — describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;]~~

- (A) ~~(B)~~ identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists , the "Battle Hymn of the Republic," and transcendental literature ; and
- (B) ~~(C)~~ analyze the relationship between the fine arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
- ~~(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;~~
- (B) ~~(C)~~ analyze how technological innovations changed the way goods were manufactured and distributed marketed , nationally and internationally; and
- (C) ~~(D)~~ analyze explain how technological innovations brought about economic growth such as the development of how the factory system contributed to rapid industrialization and the construction of the Transcontinental Railroad led to the opening of the west .
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
- (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify bias and points of view created by from the historical context surrounding an event and the frame of reference which influenced the participants ;
- (E) support a point of view on a social studies issue or event;
- ~~(F) identify bias in written, oral, and visual material;~~
- (F) ~~(G)~~ evaluate the validity of a source based on language, corroboration with other sources [], and information about the author;
- ~~(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;~~
- (G) ~~(I)~~ create a visual representation of historical information such as thematic maps, graphs, and charts , models, and databases representing various aspects of the United States; and

- (H) ~~(J)~~ pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts ~~[, models, and databases]~~ .
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
 - ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (C) ~~(D)~~ create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~[:]~~
- ~~[(A) use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [; and]~~
 - ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter C. High School

§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Adopted 2018.

- (a) The provisions of §113.31 and §§113.41-113.44 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.
- (b) The provisions of §§113.45-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

§113.31. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted 2018.

- (a) General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.
- (b) Introduction.
 - (1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (2) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(7) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:

(A) explain why scarcity and choice are basic economic problems faced by every society;

(B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;

(C) describe the economic factors of production: land, labor, capital, and entrepreneurship; and

(D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.

(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:

(A) understand the effect of changes in price on the quantity demanded and quantity supplied;

(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and

(C) interpret a supply-and-demand graph using supply-and-demand schedules.

(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

(A) apply the concepts of absolute and comparative advantages;

(B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and

(C) analyze the effects of changes in exchange rates on imports and exports.

- (4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:
- (A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;
 - (B) contrast [~~compare~~] current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems; and
 - (C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.
- (5) Economics. The student understands the basic characteristics and benefits of the U.S. [a] free enterprise system. The student is expected to:
- (A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; and
 - (B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.
- (6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:
- (A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and
 - (B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.
- (7) Economics. The student understands the circular-flow model of the economy. The student is expected to:
- (A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and
 - (B) explain how government actions affect the circular-flow model.
- (8) Economics. The student understands types of market structures. The student is expected to:
- (A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and
 - (B) identify regulations that apply to the establishment and operation of various types of market structures.
- (9) Economics. The student understands key economic measurements. The student is expected to:
- (A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and
 - (B) analyze business cycles using key economic indicators.
- (10) Economics. The student understands key components of economic growth. The student is expected to:
- (A) analyze how productivity relates to growth;
 - (B) analyze how technology relates to growth; and
 - (C) analyze how trade relates to growth.

- (11) Economics. The student understands the role of money in an economy. The student is expected to:
- (A) describe the functions of money;
 - (B) describe the characteristics of money, including commodity money, fiat money, and representative money; and
 - (C) analyze ~~examine~~ the positive and negative aspects of barter, currency, and debit cards.
- (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:
- (A) explain the structure of the Federal Reserve System;
 - (B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;
 - (C) explain how the actions of the Federal Reserve System affect the nation's money supply; and
 - (D) describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.
 - ~~(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.~~
- (13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:
- (A) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
 - (B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.
- (14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:
- (A) identify types of taxes at the local, state, and national levels and the economic importance of each;
 - (B) explain the categories of revenues and expenditures in the U.S. federal budget; and
 - (C) analyze the impact of fiscal policy decisions on the economy.
- (15) Personal financial literacy. The student understands types of business ownership. The student is expected to:
- (A) explain the characteristics of sole proprietorships, partnerships, and corporations; and
 - (B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- (16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:
- (A) explain the functions of financial institutions and how they affect households and businesses;
 - (B) explain how the amount of savings in an economy is the basis of capital formation;
 - (C) analyze the role of interest and risk in allocating savings to its most productive use; and

- (D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.
- (17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:
- (A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;
- (B) explain how to begin a savings program;
- (C) demonstrate how to maintain a checking account, including reconciling a bank statement;
- (D) identify the types of loans available to consumers;
- (E) explain the responsibilities and obligations of borrowing money; and
- (F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
- (18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:
- (A) examine ways to avoid and eliminate credit card debt;
- (B) evaluate the costs and benefits of declaring personal bankruptcy;
- (C) evaluate the costs and benefits of buying insurance; and
- (D) evaluate the costs and benefits of charitable giving.
- (19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:
- (A) evaluate the costs and benefits of renting a home versus buying a home; and
- (B) assess the financial aspects of making the transition from renting to home ownership.
- (20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:
- (A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;
- (B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;
- (C) analyze and compare student grant options;
- (D) analyze and compare student loan options, including private and federal loans; and
- (E) research and evaluate various work-study program opportunities.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;
- (C) explain a point of view on an economic issue;

- (D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
- (E) evaluate economic data using charts, tables, graphs, and maps.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) use social studies terminology correctly; and
 - (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

[The provisions of §§113.41-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.]

§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018 [Beginning with School Year 2011-2012].

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught

together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students identify and discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
 - (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights and identify the full text of the first three paragraphs of the Declaration of Independence ;
 - (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and
 - (C) explain discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

- ~~[(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.]~~
- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:
- ~~[(A) identify the major characteristics that define an historical era:]~~
- (A) ~~[(B)]~~ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and
- ~~[(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
- (B) ~~[(D)]~~ explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 [1968-1969] (Martin Luther King Jr. assassination [and U.S. lands on the moon]), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).
- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:
- (A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform ~~[-and the beginnings of Populism] ;~~
- (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth [rise] of entrepreneurship, ~~[free enterprise,]~~ and the pros and cons of big business; and
- (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization ~~[-the Social Gospel, and philanthropy of industrialists; and]~~
- ~~[(D) describe the optimism of the many immigrants who sought a better life in America.]~~
- (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:
- (A) explain why significant events, policies, and individuals , including [such as] the Spanish-American War, U.S. expansionism, ~~[Henry Cabot Lodge,]~~ Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole ~~[-and missionaries]~~ moved the United States into the position of a world power;
- (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
- (C) identify the causes of World War I and reasons for U.S. entry;
- (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing , including the Battle of Argonne Forest ;
- (E) analyze the impact of [significant technological innovations in World War I such as] machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I [that resulted in the stalemate] on the Western Front; and
- (F) analyze major issues [such as isolationism and neutrality] raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles . [-and]
- ~~[(G) analyze significant events such as the Battle of Argonne Forest.]~~

- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) analyze [~~evaluate~~] the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
 - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
 - (C) analyze [~~evaluate~~] the impact of third parties, including the Populist and Progressive parties.
- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
 - (B) analyze the impact of significant individuals such as [~~Clarence Darrow, William Jennings Bryan,~~] Henry Ford, [~~Glenn Curtiss,~~] Marcus Garvey, and Charles A. Lindbergh.
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships [~~and their aggression~~], especially the attack on Pearl Harbor;
 - (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies [~~and domestic industry's rapid mobilization for the war effort~~];
 - ~~[(C) analyze the function of the U.S. Office of War Information;]~~
 - (C) [~~(D)~~] analyze major issues of World War II, including the Holocaust, [~~the~~] the internment of [~~German, Italian, and~~] Japanese Americans as a result of [~~and~~] Executive Order 9066, [~~the~~] and the development of [~~conventional and~~] atomic weapons;
 - (D) [~~(E)~~] analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, [the U.S. military advancement through the Pacific Islands, the Bataan Death March,] the invasion of Normandy, [~~fighting the war on multiple fronts,~~] and the liberation of concentration camps;
 - (E) [~~(F)~~] describe [~~evaluate~~] the military contributions of leaders during World War II, including [~~Omar Bradley,~~] Dwight Eisenhower, Douglas MacArthur, and Chester W. [~~A.~~] Nimitz [~~, George Marshall, and George Patton~~]; [~~and~~]
 - (F) [~~(G)~~] explain issues affecting the home front [~~and how American patriotism inspired exceptional actions by citizens and military personnel~~], including [~~high levels of military enlistment,~~] volunteerism, [~~the~~] the purchase of war bonds, and [~~the~~] Victory Gardens [~~the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers,~~] and opportunities and obstacles for women and ethnic minorities; [~~and~~]
 - (G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.
- (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:

- (A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, ~~the North Atlantic Treaty Organization,~~ the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
- (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), ~~the arms race, the space race,~~ McCarthyism, the arms race, and the space race ~~and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers~~ ;
- (C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;
- (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;
- (E) analyze the major ~~issues and~~ events of the Vietnam War , including the escalation of forces, such as the Tet Offensive, ~~the escalation of forces,~~ Vietnamization, and the fall of Saigon; and
- (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- (9) History. The student understands the impact of the American civil rights movement. The student is expected to:
- (A) trace the historical development of the civil rights movement from the late 1800s through the 21st century ~~in the 19th, 20th, and 21st centuries~~ , including the 13th, 14th, 15th, and 19th amendments ~~and responses to Jim Crow laws~~ ;
- (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
- (C) ~~(B)~~ describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, and women's ~~and other~~ civil rights movements ;
- (D) ~~(C)~~ identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, Hector P. Garcia , and Betty Friedan;
- (E) ~~(D)~~ compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
- (F) ~~(E)~~ discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
- (G) ~~(F)~~ describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act acts of ~~1957 and~~ 1964, and the Voting Rights Act of 1965;
- (H) ~~(G)~~ explain how describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats ~~that~~ sought to maintain the status quo;
- (I) ~~(H)~~ evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- (J) ~~(I)~~ describe how Sweatt v. Painter and litigation such as the landmark cases of Brown v. Board of Education , Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.

- (10) History. The student understands the impact of political, economic, and social factors in the U.S. ~~[role in the world]~~ from the 1970s through 1990. The student is expected to:
- (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;
 - (B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's [Regan's] economic policies [Reaganomics] and Peace Through Strength;
 - ~~[(C) — compare the impact of energy on the American way of life over time;]~~
 - (C) ~~[(D)]~~ describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair [, Marines in Lebanon, and the Iran Hostage Crisis] ;
 - (D) ~~[(E)]~~ describe the causes and key organizations [and individuals] of the conservative resurgence of the 1980s such as [and 1990s, including Phyllis Schlafly, the Contract with America,] the Heritage Foundation and and [] the Moral Majority [, and the National Rifle Association] ; and
 - (E) ~~[(F)]~~ describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic .
- (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, ~~[the Balkans Crisis,]~~ the events surrounding September 11, 2001 [9/11] , and the global War on Terror;
 - (B) identify significant social and political [advocacy organizations, leaders, and] issues such as health care, immigration, and education from different viewpoints across the political spectrum;
 - ~~[(C) — evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;]~~
 - (C) ~~[(D)]~~ analyze the impact of third parties on the 1992 and 2000 presidential elections; and
 - (D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
 - ~~[(E) — discuss the historical significance of the 2008 presidential election; and]~~
 - ~~[(F) — discuss the solvency of long-term entitlement programs such as Social Security and Medicare.]~~
- (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to []
- ~~[(A)]~~ analyze the impact of physical and human geographic factors on [the settlement of the Great Plains,] the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina . [; and]
 - ~~[(B) — identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.]~~
- (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- (B) analyze the causes and effects of changing demographic patterns resulting from ~~[legal- and illegal]~~ immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and ~~[modernization or]~~ the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment; ~~and~~
- (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act . ~~[-and]~~
- ~~[(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.]~~
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;
- (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act ~~[anti-trust acts]~~ , ~~[the]~~ Interstate Commerce Act, and ~~[the]~~ Pure Food and Drug Act;
- (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; ~~and~~
- (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States . ~~[-and]~~
- ~~[(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.]~~
- (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:
- (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;
- (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;
- (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of ~~[European and]~~ Mexican heritage ~~[and others]~~ ;
- (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
- (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
- (17) Economics. The student understands the economic effects of government policies from World War II through the present ~~[and the Cold War]~~ . The student is expected to:

- (A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;
- (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
- (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens ~~[and the private sector]~~ such as the Great Society, affirmative action, and Title IX ~~[to create economic opportunities for citizens and analyze the unintended consequences of each]~~ ; and
- (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).

~~[(18) — Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:]~~

~~[(A) — discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and]~~

~~[(B) — identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.]~~

(18) ~~[(19)]~~ Government. The student understands changes over time in the role of government. The student is expected to:

- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;
- (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001 ~~[(9/11)]~~ ;
- (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; and
- (D) describe ~~[(discuss)]~~ the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 ~~[(and)]~~
- ~~[(E) — evaluate the pros and cons of U.S. participation in international organizations and treaties.]~~

(19) ~~[(20)]~~ Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
- (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

- (20) ~~(21)~~ Government. The student understands the impact of constitutional issues on American society. The student is expected to:
- (A) analyze the effects of landmark U.S. Supreme Court decisions, including ~~[Brown v. Board of Education, and other U.S. Supreme Court decisions such as]~~ Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder ~~[- and White v. Regester]~~ ; and
 - (B) explain ~~[discuss historical reasons]~~ why landmark constitutional amendments have been proposed and ratified from 1877 to the present. ~~[the constitution has been amended; and]~~
 - ~~[(C) — evaluate constitutional change in terms of strict construction versus judicial interpretation.]~~
- (21) ~~(22)~~ Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville . The student is expected to:
- (A) discuss ~~[Alexis de Tocqueville's five]~~ values crucial to America's success as a constitutional republic , including ~~[]~~ liberty, egalitarianism, individualism, populism, and laissez-faire; and
 - (B) describe how the American values ~~[identified by Alexis de Tocqueville]~~ are different and unique from those of other nations . ~~[- and]~~
 - ~~[(C) — describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self evident truths.]~~
- (22) ~~(23)~~ Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights ~~[efforts to expand the democratic process]~~ . The student is expected to:
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
 - (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; ~~[and]~~
 - (C) explain how participation in the democratic process reflects our national identity ~~[ethos]~~ , patriotism, and civic responsibility ; and ~~[as well as our progress to build a "more perfect union."]~~
 - ~~[(D) — summarize the criteria and explain the process for becoming a naturalized citizen of the United States.]~~
- (23) ~~(24)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to : ~~[]~~
- ~~[(A) — describe qualities of effective leadership; and]~~
 - ~~(A) [(B)]~~ evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, ~~[and]~~ ~~[Barry Goldwater,]~~ Sandra Day O'Connor , and Hillary Clinton; and ~~[- and Hillary Clinton]~~ ~~[]~~
 - ~~[(B) — explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.]~~
- (24) ~~(25)~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
- (B) describe ~~both~~ the ~~positive and negative~~ impacts of ~~significant examples of~~ cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; and
- ~~[(C) — identify the impact of popular American culture on the rest of the world over time; and]~~
- (C) ~~[(D)]~~ identify and analyze the global diffusion of American culture through ~~the entertainment industry via~~ various media.
- ~~(25) [(26)]~~ Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
- (A) explain actions taken by people to expand economic opportunities and political rights ~~[including those]~~ for racial, ethnic, gender, and religious groups ~~[minorities as well as women;]~~ in American society;
- (B) describe ~~[discuss]~~ the Americanization movement to assimilate immigrants and American Indians into American culture;
- (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
- (D) identify the ~~political, social, and economic~~ contributions of women such as Rosa Parks, Eleanor Roosevelt, and ~~[Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta,]~~ Sonia Sotomayor ~~[, and Oprah Winfrey]~~ to American society ; ~~and]~~
- ~~[(E) — discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and]~~
- ~~[(E) (F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Roy Benavidez;]~~
- ~~(26) [(27)]~~ Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:
- (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;
- (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine ~~[, including vaccines]~~; and
- (C) describe the effect ~~[understand the impact]~~ of technological ~~[and management]~~ innovations ~~[and their applications]~~ in the workplace ~~[and the resulting productivity enhancements for business and labor]~~ such as assembly line manufacturing and ~~[, time study analysis,]~~ robotics ~~[, computer management, and just in time inventory management]~~.
- ~~(27) [(28)]~~ Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:
- (A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes ~~[those]~~ in transportation and communication ~~[, improve the standard of living in the United States]~~; and

- ~~(B) — explain how space technology and exploration improve the quality of life; and~~
- (B) ~~(C)~~ describe understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- (28) ~~(29)~~ Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) analyze use a variety of both primary and secondary valid sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information and to analyze and answer historical questions;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- ~~(C) — understand how historians interpret the past (historiography) and how their interpretations of history may change over time;~~
- (C) ~~(D)~~ apply use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) ~~(E)~~ evaluate the validity of a source based on language, corroboration with other sources ; and information about the author, including points of view, frames of reference, and historical context; and
- ~~(F) — identify bias in written, oral, and visual material;~~
- (E) ~~(G)~~ identify bias and support with historical evidence a point of view on a social studies issue or event ; and
- ~~(H) — use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons;~~
- (29) ~~(30)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism ; and
- (B) use correct social studies terminology correctly. ~~[to explain historical concepts; and]~~
- ~~(C) — use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate;~~
- (30) ~~(31)~~ Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States ; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- (31) ~~(32)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings . The student is expected to ;
- ~~(A)~~ use a problem-solving and decision-making processes process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ; and

~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.42. World History Studies (One Credit), Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
 - (2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.
 - (3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
 - (4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.
 - (5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the

basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).

- (8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (10) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in world history. The student is expected to:
 - (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;
 - (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;
 - (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions ~~[Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates]~~ and their impact on Asia, Africa, and Europe and ~~[]~~ the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;
 - (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;
 - (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial

Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and

- (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
- (2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:
- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
- (B) identify the characteristics of civilization; and
- (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome [~~including the development of monotheism, Judaism, and Christianity~~];
- (B) explain the impact of the fall of Rome on Western Europe; and
- (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
- (A) explain the development of Roman Catholicism and Eastern Orthodoxy [Christianity] as [~~a unifying~~] social and political factors [~~factor~~] in medieval Europe and the Byzantine Empire;
- ~~[(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;]~~
- ~~[(B) [(C)]~~ describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;
- ~~[(C) [(D)]~~ explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;
- ~~[(D) [(E)]~~ describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
- ~~[(E) [(F)]~~ describe the interactions between Muslim and Hindu societies in South Asia;
- ~~[(F) [(G)]~~ explain how the Crusades, the Black Death, and the Hundred Years' War [~~and the Great Schism~~] contributed to the end of medieval Europe;
- ~~[(G) [(H)]~~ summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
- ~~[(H) [(I)]~~ explain the evolution and expansion [~~development~~] of the slave trade;
- ~~[(I) [(J)]~~ analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
- ~~[(J) [(K)]~~ summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.

- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
 - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
 - (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction [~~European expansion~~] from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
 - (B) explain the impact of the Columbian Exchange [~~on the Americas and Europe~~];
 - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
 - (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
 - (E) explain Ming China's impact on global trade; and
 - (F) explain new economic factors and principles [~~that contributed to the success~~] of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- ~~[(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;]~~
- (A) [~~(B)~~] explain how the Industrial Revolution led to political, economic, and social changes [~~in Europe~~];
 - (B) [~~(C)~~] identify the major political, economic, and social motivations that influenced European imperialism;
 - (C) [~~(D)~~] explain the major characteristics and impact of European imperialism; and
 - (D) [~~(E)~~] explain the effects of free enterprise in the Industrial Revolution.
- (9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:
- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment [~~; the Glorious Revolution, and religion~~];
 - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
 - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and

- (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
- (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
- (C) explain the ~~[political impact of Woodrow Wilson's Fourteen Points and the]~~ political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
- (D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
- (B) explain the responses of governments ~~[in the United States, Germany, and the Soviet Union]~~ to the global depression such as in the United States, Germany, Great Britain, and France .
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
- (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
- (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, ~~[Japanese imperialism,]~~ the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
- (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise ~~[and how it differed from Soviet communism]~~ ;
- (C) identify ~~[the following]~~ major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
- (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; ~~[and]~~
- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and

- (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.
- ~~[(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.]~~
- (14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century ~~[fundamentalism and the subsequent use of terrorism by some of its adherents]~~ . The student is expected to:
- (A) explain the impact of geopolitical influences on ~~[summarize]~~ the development ~~[and impact]~~ of radical Islamic terrorism ~~[fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of terrorist groups al Qaeda]~~ ; ~~[and]~~
- (B) explain the impact of radical Islamic terrorism on global events; and
- (C) ~~[(B)]~~ explain the U.S. response to the events surrounding ~~[terrorism from]~~ September 11, 2001, and other acts of radical Islamic terrorism ~~[to the present]~~ .
- ~~[(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and]~~
- ~~[(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.]~~
- (15) ~~[(16)]~~ Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
- (B) analyze the influence of human and physical geographic factors on major events in world history such as ~~[-including]~~ the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (16) ~~[(17)]~~ Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution ~~[and the Industrial Revolution]~~ ;
- (B) summarize the role of economics in driving political changes as related to ~~[the Neolithic Revolution and]~~ the Industrial Revolution; and
- (C) describe ~~[summarize]~~ the economic ~~[and social]~~ impact of ~~[20th century]~~ globalization.
- (17) ~~[(18)]~~ Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system, including the influence ~~[contributions]~~ of Adam Smith ~~[-especially the influence of his ideas found in *The Wealth of Nations*]~~ ;
- (B) identify the historical origins and characteristics of communism, including the influence ~~[influences]~~ of Karl Marx;
- (C) identify the historical origins and characteristics of socialism;

- (D) identify the historical origins and characteristics of fascism; and
 - (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century . [~~and~~]
 - ~~[(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th century free market economies, compared to communist command communities.]~~
- (18) ~~[(19)]~~ Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
 - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (19) ~~[(20)]~~ Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
- (A) explain the development of democratic-republican government from its beginnings in ~~[the]~~ Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution [~~English Civil War and the Enlightenment~~] ;
 - (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;
 - (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, [~~Thomas Jefferson,~~] and William Blackstone; and
 - (D) explain the significance of the League of Nations and the United Nations.
- (20) ~~[(21)]~~ Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
 - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
 - (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) ~~[(22)]~~ Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times;
 - (B) identify the origins [~~influence~~] of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including [~~that originated from~~] the Judeo-Christian legal tradition and in Greece and Rome;
 - (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union [~~and Armenia~~] ;

- (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
 - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, [~~Oscar Romero, Natan Sharansky,~~] Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
 - (F) identify examples of [~~assess the degree to which~~] American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) [~~23~~] Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
 - (B) [~~(A)~~] describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism [~~, and the development of monotheism~~]; and
 - (C) [~~(B)~~] identify examples of religious influence on various events referenced in the major eras of world history.
- (23) [~~24~~] Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history; and
 - (B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir [~~during major eras of world history~~].
- (24) [~~25~~] Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
 - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
 - (C) explain how the relationship between [~~among~~] Christianity and Humanism [~~, individualism, and growing secularism~~] that began with the Renaissance [~~and how the relationship~~] influenced subsequent political developments; and
 - (D) explain how geopolitical and religious influences have impacted [~~developments in Islam-influenced~~] [~~influences~~] law and government in the Muslim world [~~such as secularism, nationalism, and fundamentalism~~].
- (25) [~~26~~] Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- [(A) ~~identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;~~]
 - (A) [~~(B)~~] analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
 - (B) [~~(C)~~] describe [~~identify~~] examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

- (26) ~~(27)~~ Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, ~~and~~ the Islamic caliphates between 700 and 1200 , and ~~in~~ China from the Tang to Ming dynasties;
 - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
 - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
 - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
 - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) ~~(28)~~ Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing , ~~and~~ steam technology , development ~~in~~ ~~initiating the Industrial Revolution and the role~~ of the factory system , and transportation technology in ~~advancing~~ the Industrial Revolution;
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
 - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
 - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (28) ~~(29)~~ Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
 - (B) explain how historians analyze ~~when examining~~ sources for ~~analyze~~ frame of reference, historical context, and point of view to interpret historical events;
 - (C) analyze ~~explain the differences between primary and secondary sources and~~ ~~examine~~ primary and secondary ~~those~~ sources to determine ~~analyze~~ frame of reference, historical context, and point of view;
 - (D) evaluate the validity of a source based on bias ~~language~~ , corroboration with other sources, and information about the author;
 - ~~(E) identify bias in written, oral, and visual material;~~

~~(E)~~ ~~[(F)]~~ analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and

~~(F)~~ ~~[(G)]~~ construct a thesis on a social studies issue or event supported by evidence . ~~[(H)]~~ ~~use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.~~

~~[(H)]~~ ~~use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.~~

~~(29)~~ Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

~~(A)~~ create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

~~(B)~~ analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

~~(30)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

~~(A)~~ use social studies terminology correctly;

~~(B)~~ use effective written communication skills, including proper citations and avoiding plagiarism; and

~~[(B)]~~ ~~use standard grammar, spelling, sentence structure, and punctuation;~~

~~(C)~~ interpret and create written, oral, and visual presentations of social studies information . ~~[(D)]~~ ~~transfer information from one medium to another.~~

~~[(D)]~~ ~~transfer information from one medium to another.~~

~~(31)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[(A)]~~ ~~use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution .~~

~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~[(B)]~~ ~~use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.~~

~~[(B)]~~ ~~use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.~~

§113.43. World Geography Studies (One Credit), Adopted 2018 [Beginning with School Year 2011-2012] .

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how

components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (c) Knowledge and skills.

- (1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
- (A) analyze ~~[the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including]~~ significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and
 - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
- (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:
- (A) describe the human and physical characteristics of the same regions at different periods of time to analyze ~~[evaluate]~~ relationships between past events and current conditions; and
 - (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders .
- (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:
- (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;
 - (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and
 - (C) describe how ~~[examine the]~~ physical processes such as hurricanes, El Niño, earthquakes, and volcanoes ~~[that]~~ affect the lithosphere, atmosphere, hydrosphere, and biosphere ~~[such as hurricanes, El Niño, earthquakes, and volcanoes]~~ .
- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
 - (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and
 - (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
 - (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the ~~[terms]~~ Human Development Index ~~[less developed, newly industrialized, and more developed]~~ .
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:

- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
 - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) ~~[construct and]~~ analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
 - (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, ~~[push and pull factors and physical geography]~~ affect the routes and flows of human migration;
 - (C) describe trends in world population growth and distribution; and
 - (D) analyze [examine] how [benefits and challenges of] globalization affects ~~[-including]~~ connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
 - (B) ~~[describe the interaction between humans and the physical environment and]~~ analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment ; and
 - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
 - (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
 - (B) classify ~~[where specific]~~ countries ~~[fall]~~ along the economic spectrum between free enterprise and communism;
 - (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and
 - (D) compare global trade patterns over time and analyze [examine] the implications of globalization, including outsourcing and free trade zones.
- (11) Economics. The student understands how geography influences economic activities. The student is expected to:

- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);
 - (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
 - (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
 - (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
- (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
 - (B) compare maps of voting patterns and ~~or~~ political boundaries to make inferences about the distribution of political power.
- (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
- (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
 - (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
 - (C) analyze the human and physical factors that influence ~~the power to~~ control of territories ~~territory~~ and resources, ~~create~~ conflict/war, and ~~impact~~ international ~~political~~ relations of sovereign nations such as China, the United States, Japan, and Russia and ~~international organizations~~ ~~organized nation groups~~ such as the United Nations (UN) and the European Union (EU).
- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at ~~on local, state,~~ national [½] and international levels. The student is expected to:
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at ~~on local, state,~~ national [½] and international levels; and
 - (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
 - (B) describe elements of culture, including language, religion, beliefs ~~and customs~~, institutions, and technologies; and

- ~~[(C) — explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and]~~
- (C) ~~[(D)]~~ describe ~~[compare]~~ life in a variety of urban and rural areas in the world to compare ~~[evaluate]~~ political, economic, social, and environmental changes.
- (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
 - (B) describe central ideas and spatial distribution of major religious traditions ~~[world-religions]~~, including ~~[animism,]~~ Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism ~~[-, and their spatial distribution]~~ ;
 - (C) compare economic, political, or social opportunities in different cultures for ~~[women, ethnic and religious minorities, and other]~~ underrepresented populations such as women and ethnic and religious minorities ; and
 - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.
- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;
 - (B) assess causes and ~~[;]~~ effects ~~[-, and perceptions]~~ of conflicts between groups of people, including modern genocides and terrorism;
 - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
 - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, ~~[U.S.-based fast food franchises, the English]~~ language, foods, technology, or global sports.
- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
 - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and
 - (C) analyze ~~[examine]~~ the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
 - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:

- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
 - (B) identify [~~locate~~] places of contemporary geopolitical significance on a map; [~~and~~]
 - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change; [~~and~~]
 - ~~(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and~~
 - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create [~~design and draw~~] appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
 - (B) generate summaries, generalizations, and thesis statements supported by evidence;
 - (C) use social studies [~~geographic~~] terminology correctly; and
 - ~~(D) use standard grammar, spelling, sentence structure, and punctuation; and~~
 - (D) [(E)] create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
 - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
 - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.44. United States Government (One-Half Credit), Adopted 2018 [~~Beginning with School Year 2011-2012~~].

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of

individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
 - (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence : "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:
- (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;
 - (B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;
 - (C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;
 - (D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;
 - (E) analyze ~~[examine]~~ debates and compromises that impacted the creation of the founding documents; and
 - (F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.
- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:
- (A) describe ~~[give examples of]~~ the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
 - (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- (3) Geography. The student understands how geography can influence U.S. political districts ~~[divisions]~~ and policies. The student is expected to:
- (A) explain ~~[understand]~~ how population shifts affect voting patterns;
 - (B) examine political boundaries to make inferences regarding the distribution of political power; and
 - (C) explain how political districts ~~[divisions]~~ are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.
- ~~[(4) — Geography. The student understands why certain places or regions are important to the United States. The student is expected to:]~~
- ~~[(A) — identify the significance to the United States of the location and key natural resources of selected global places or regions; and]~~
- ~~[(B) — analyze how U.S. foreign policy affects selected places and regions.]~~

- (4) ~~(5)~~ Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, ~~monetary,~~ and regulatory policies influence the economy at the local, state, and national levels; ~~and~~
 - ~~(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;~~
 - (B) ~~(C)~~ compare the role of government in the U.S. free enterprise system and other economic systems; and
 - (C) ~~(D)~~ explain ~~understand~~ how government taxation, expenditures, and regulation can influence the U.S. economy and impact ~~serve as restrictions to~~ private enterprise.
- (5) ~~(6)~~ Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) analyze ~~examine~~ how ~~the U.S. government uses~~ economic and natural resources influence U.S. ~~in~~ foreign policy; and
 - (B) describe ~~understand~~ the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) ~~(7)~~ Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:
- (A) explain the importance of a written constitution;
 - (B) explain ~~evaluate~~ how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
 - (C) analyze how the Federalist Papers such as Number 10 ~~, Number 39,~~ and Number 51 explain the principles of the American constitutional system of government;
 - (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
 - (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
 - (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today. ~~;~~ and
 - ~~(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."~~
- (7) ~~(8)~~ Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:
- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
 - (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
- (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);
- (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- (F) analyze selected issues raised by judicial activism and judicial restraint;
- (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
- (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(8) ~~(9)~~ Government. The student understands the concept of federalism. The student is expected to:

- (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how the U.S. Constitution limits ~~constitutional provisions limit~~ the power of national and state governments.

~~[(D) understand the limits on the national and state governments in the U.S. federal system of government.]~~

(9) ~~(10)~~ Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

- (A) identify ~~compare~~ different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
- (B) explain the process of electing the president of the United States and analyze the Electoral College; and
- (C) analyze the impact of the passage of the 17th Amendment.

(10) ~~(11)~~ Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
- (B) explain the two-party system and evaluate the role of third parties in the United States. [~~and~~]

~~[(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.]~~

(11) ~~(12)~~ Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

- (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
- ~~[(B) — analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and]~~
- (B) ~~[(C)]~~ analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (12) ~~[(13)]~~ Citizenship. The student understands the rights that are protected and secured [guaranteed] by the U.S. Constitution and Bill of Rights. The student is expected to:
- (A) explain [understand] the roles of limited government and the rule of law in the protection of individual rights;
- (B) identify and define the unalienable rights;
- (C) identify the freedoms and rights protected and secured [guaranteed] by each amendment in the Bill of Rights;
- (D) analyze [examine] the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of [phrase—] separation of church and state; [—]
- (E) ~~[(D)]~~ analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;
- (F) ~~[(E)]~~ explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
- (G) ~~[(F)]~~ recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through [—including the Blaine Amendment and] U.S. Supreme Court rulings [—] and analyze the impact on the scope of fundamental rights and federalism.
- (13) ~~[(14)]~~ Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:
- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
- ~~[(A) — explain the difference between personal and civic responsibilities;]~~
- ~~[(B) — evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;]~~
- (B) ~~[(C)]~~ explain [understand] the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
- (C) ~~[(D)]~~ describe [understand] the voter registration process and the criteria for voting in elections.
- (14) ~~[(15)]~~ Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:
- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

- (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
 - (C) describe [~~understand~~] the factors that influence an individual's political attitudes and actions.
- (15) [~~16~~] Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) analyze [~~examine~~] different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and
 - (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
- (16) [~~17~~] Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:
- (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and
 - (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
- (17) [~~18~~] Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:
- (A) explain [~~understand~~] how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and
 - (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.
- (18) [~~19~~] Science, technology, and society. The student understands the impact of advances in science and technology on government [~~and society~~]. The student is expected to:
- (A) describe [~~understand~~] the potential impact [~~on society~~] of recent scientific discoveries and technological innovations on government policy; and
 - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) [~~20~~] Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including [~~electronic~~] technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
 - (C) analyze and defend a point of view on a current political issue;

- (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
 - (E) evaluate government data using charts, tables, graphs, and maps . [~~and~~]
 - ~~[(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (20) [~~(21)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
 - ~~[(B) use standard grammar, spelling, sentence structure, and punctuation;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (B) [~~(D)~~] create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism .
- (21) [~~(22)~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~, in a variety of settings~~] . The student is expected to [∓]
- ~~[(A) use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]~~
 - ~~[(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter D. Other Social Studies Courses

§113.51. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.

- (a) The provisions of §§113.52-113.75 of this subchapter shall be implemented by school districts beginning September 1, 1998.
- (b) The provisions of §§113.76-113.80 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

§113.76. Economics Advanced Studies (One-Half Credit).

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
 - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline;
 - (B) review literature from varied sources from the selected career or discipline;
 - (C) identify a problem, issue, or concern;
 - (D) survey and/or interview professionals to determine the appropriateness of a project; and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.
 - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.
 - (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product;
 - (B) develop a plan for product completion;
 - (C) develop assessment criteria for successful completion of the project;
 - (D) establish the appropriateness of the product for the intended audience;
 - (E) implement the plan for product completion; and

- (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.
- (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings;
 - (B) make arrangements for the presentation of findings to an appropriate audience;
 - (C) present findings, simulating the skills used by professionals;
 - (D) consider feedback received from the audience;
 - (E) reflect on the study and its potential for impact on the field; and
 - (F) reflect on personal learning experiences of the study.

§113.77. Advanced Placement (AP) Microeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Microeconomics is used to meet the required course requirement for state graduation, Macroeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication *Advanced Placement Course in Microeconomics* published by The College Board.

§113.78. Advanced Placement (AP) Macroeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Macroeconomics is used to meet the required course requirement for state graduation, Microeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication *Advanced Placement Course in Macroeconomics* published by The College Board.

§113.79. International Baccalaureate (IB) Economics Standard Level (SL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.80. International Baccalaureate (IB) Economics Higher Level (HL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

Minutes

State Board of Education Committees

November 13 – 15, 2018

**Report of the State Board of Education
Committee of the Full Board
November 13, 2018**

The State Board of Education Committee of the Full Board met at 9:08 a.m. on Tuesday, November 13, 2018, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Geraldine “Tincy” Miller; Georgina C. Pérez; Marisa B. Perez-Diaz; Marty Rowley, vice chair

Public Testimony

The Committee of the Full Board heard public testimony on agenda item #1. Information regarding the individuals who presented public testimony is included in the discussion of that item.

ACTION ITEM

1. Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits

(Second Reading and Final Adoption)

(Board agenda page I-1)

[Official agenda item # 3]

NAME: Debby McCray

AFFILIATION: Self

NAME: Erin Miller

AFFILIATION: Self

NAME: Tom Lucas

AFFILIATION: Women's Airforce Service Pilots

NAME: Barry Brake

AFFILIATION: Self

NAME: Lynn D. Segall

AFFILIATION: Self

NAME: Nicole Hudgens

AFFILIATION: Texas Values

NAME: Ann Hobing

AFFILIATION: National WASP WWII Museum at Avenger Field

NAME: Kara Lehnert

AFFILIATION: Self

NAME: Annisa McCollom
AFFILIATION: Self

NAME: Amy Jo Baker
AFFILIATION: Self

NAME: Sandra Alfonsi
AFFILIATION: Truth in Textbooks

NAME: Mary Castle
AFFILIATION: Texas Values

NAME: Gabrielle Caldwell
AFFILIATION: Self

NAME: Robbie Caldwell
AFFILIATION: Deaf Blind Multi-handicapped Association of Texas (DBMAT)

NAME: Rayford Brown
AFFILIATION: Self

NAME: Karis Heise
AFFILIATION: Self

NAME: Paul Daley
AFFILIATION: Self

NAME: Alex McDonald
AFFILIATION: Texas Coalition for Human Rights

NAME: Snehal Shingavi
AFFILIATION: Self

NAME: Hana Masri
AFFILIATION: Self

NAME: Geneva Might
AFFILIATION: Self

NAME: Shifa Bhatti
AFFILIATION: Self

NAME: Haithem El-Zabri
AFFILIATION: Self

NAME: Jonathan Richie
AFFILIATION: Wall Builders

NAME: Lisa Flores
AFFILIATION: Self

NAME: Jane O'Brien
AFFILIATION: Self

NAME: Charles Kaufman
AFFILIATION: Shalom Austin, Jewish Community Relations Council, Jewish Federations,
B'nai B'rith International

NAME: Roy White
AFFILIATION: Truth in Textbooks

NAME: Jan Barstow
AFFILIATION: Self

NAME: Pat Fry
AFFILIATION: Self

NAME: Linda Litzinger
AFFILIATION: Texans for Special Education Reform

NAME: Sobia Siddiqui
AFFILIATION: Council on American-Islamic Relations (CAIR) Houston

NAME: Gabriel Rivas
AFFILIATION: Self

MOTION: *It was moved by Ms. Perez-Diaz and seconded by Mr. Maynard to recommend that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, with an effective date of August 26, 2019.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mr. Maynard, and carried unanimously to recommend that the State Board of Education amend §113.11(b)(3)(C) to read as follows:*

"identify and use ~~explore~~ geographic tools that aid in determining location, including maps and globes."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.11(b)(2) to read as follows:*

"The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, ~~and~~ Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation. "

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §113.11(b)(13)(A) and §113.12(b)(17)(A) to read as follows:*

"gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance;"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.12(b)(13) to read as follows:*

"Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that ~~and~~ contribute to our national identity. "

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §113.12(b)(16) and amend §113.12(b)(15) to read as follows:*

"Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education add new §113.12(b)(15)(C) to read as follows:*

"identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone to recommend that the State Board of Education amend §113.12(b)(17)(A) to read as follows:*

"gather information about a topic using a variety of valid oral and visual sources such as interviews, music, maps, pictures, symbols, and artifacts with; and"

The motion failed.

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone to recommend that the State Board of Education amend §113.13(b)(4)(A) to read as follows:*

"identify major landforms and bodies of water, including each of the seven continents and each of the five ~~four~~ oceans, on maps and globes; and"

The motion failed.

MOTION AND VOTE: *It was moved by Dr. Ellis and carried to recommend that the State Board of Education amend §113.13(b)(4)(A) to read as follows:*

"identify major landforms and bodies of water, including each of the seven continents and each of the four oceans, on maps and globes; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mrs. Cargill, and carried unanimously to recommend that the State Board of Education amend §113.13(b)(7)(C) to read as follows:*

" trace ~~discuss~~ the development of a product from a natural resource to a finished product."

MOTION: *It was moved by Mr. Rowley to recommend that the State Board of Education amend §113.13(b)(10)(B) to read as follows:*

"identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASP), and Sojourner Truth; and"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education add Navajo Code Talkers to §113.13(b)(10)(B).*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education add World War II Women Airforce Service Pilots (WASP) to §113.13(b)(10)(B) as amended. The motion carried.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.13(b)(11) to read as follows:*

"Citizenship. The student understands important symbols, identifies ~~identifies~~ customs, ~~symbols~~, and celebrations that represent American beliefs and principles that contribute to our national identity. "

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education add new §113.13(b)(11)(D) to read as follows:*

"identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.13(b)(11)(B) to read as follows:*

"sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful"; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §113.14(b)(1)(B) to read as follows:*

"identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and "

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education amend §113.14(b)(9) to read as follows:*

"Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously to recommend that the State Board of Education strike §113.14(b)(10)(C) and add new §113.14(b)(9)(D) to read as follows:*

"identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried to recommend that the State Board of Education reinsert §113.14(b)(9)(A) to read as follows:*

"identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting:"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Mrs. Cargill, and carried to recommend that the State Board of Education amend §113.14(b)(9)(B) to read as follows:*

" identify figures such as Helen Keller and Clara Barton and Ruby Bridges who exemplify good citizenship; and"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.14(b)(9)(B) to read as follows:*

"identify and discuss individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting."

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone to recommend that the State Board of Education amend §113.14(b)(12)(A) to reinsert Juliette Gordon Low. The motion failed.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone to recommend that the State Board of Education amend §113.14(b)(12)(A) to reinsert Ellen Ochoa. The motion failed.*

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone to recommend that the State Board of Education amend §113.14(b)(13)(A) to reinsert Phillis Wheatley. The motion failed.*

MOTION AND VOTE: *It was moved by Mr. Cortez to recommend that the State Board of Education amend §113.14(b)(3)(A) to read as follows:*

"describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;"

The motion failed.

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried to recommend that the State Board of Education amend §113.15(b)(15)(B) to read as follows:*

"explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters and participating in historic preservation and service projects"

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone, seconded by Ms. Hardy, and carried unanimously to recommend that the State Board of Education amend §113.16(b)(16) to read as follows:*

"Citizenship. The student understands important symbols and customs celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. "

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend §113.16(b)(16)(A) to strike "important landmarks such as the White House, and Mount Rushmore" and to amend §113.16(b)(16)(D) to read as follows:*

"explain the significance of the White House, the Statue of Liberty, and Mount Rushmore"

MOTION AND VOTE: *It was moved by Mr. Cortez to recommend that the State Board of Education amend §113.16(b)(4)(D) to strike states' rights.*

The motion failed with 5 members voting Aye and 9 members voting No as follows:

<u>Aye:</u>	Mr. Allen	Ms. Pérez
	Ms. Beltran	Ms. Perez-Diaz
	Mr. Cortez	
<u>No:</u>	Mr. Bradley	Mrs. Melton-Malone
	Mrs. Cargill	Mr. Mercer
	Dr. Ellis	Mrs. Miller
	Ms. Hardy	Mr. Rowley
	Mr. Maynard	

MOTION AND VOTE: *It was moved by Mr. Cortez to recommend that the State Board of Education amend §113.20(b)(8)(B) to strike states' rights.*

The motion failed with 5 members voting Aye and 9 members voting No as follows:

<u>Aye:</u>	Mr. Allen	Ms. Pérez
	Ms. Beltran	Ms. Perez-Diaz
	Mr. Cortez	
<u>No:</u>	Mr. Bradley	Mrs. Melton-Malone
	Mrs. Cargill	Mr. Mercer
	Dr. Ellis	Mrs. Miller
	Ms. Hardy	Mr. Rowley
	Mr. Maynard	

MOTION AND VOTE: *It was moved by Mr. Bradley, seconded by Mr. Mercer, and carried to recommend that the State Board of Education amend §113.20(b)(4)(B) to reinsert Wentworth Cheswell.*

MOTION AND VOTE: *It was moved by Mr. Mercer and carried to recommend that the State Board of Education add new §113.20(b)(3)(C) to read as follows:*

"describe how religion and virtue contributed to the growth of representative government in the American colonies."

MOTION AND VOTE: *It was moved by Ms. Hardy to recommend that the State Board of Education add new §113.20(b)(19)(C) to read as follows:*

"explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;"

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §113.20(b)(26)(A) to read as follows:*

"identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, "Battle Hymn of the Republic," and transcendental literature; and"

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education add new §113.20(b)(29)(D) to read as follows:*

"identify bias and points of view created by ~~from~~ the historical context surrounding an event ~~which influenced the participants;~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend proposed new §113.31(c)(4)(B) to change "compare" to "contrast".*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend proposed new §113.31(c)(5) to add "the U.S." before free enterprise system.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend proposed new §113.31(c)(12)(D) to read as follows:*

"describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time in particular since departing from the gold standard in 1971. ~~analyze the decline in the value of the U.S. dollar, including the abandonment of the gold standard.~~"

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.41(b)(8) to read as follows:*

"Students ~~identify and discuss~~ how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~either met or failed to meet~~ the ideals espoused in the founding documents."

The committee asked staff to make conforming changes to all applicable grades and courses.

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously to recommend that the State Board of Education amend §113.41(c)(20)(A) to reinsert Brown v. Board of Education.*

MOTION AND VOTE: *It was moved by Ms. Hardy to recommend that the State Board of Education add new §113.41(c)(20)(C) to read as follows:*

“evaluate constitutional change in terms of strict construction versus judicial interpretation.”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.41(c)(22) to read as follows:*

“Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. ~~efforts to expand the democratic process.~~”

MOTION AND VOTE: *It was moved by Ms. Beltran to recommend that the State Board of Education amend §113.41(c)(23)(B) to reinsert Hillary Clinton.*

The motion carried with 12 members voting Aye and 2 members voting No as follows:

<u>Aye:</u>	<i>Mr. Allen</i>	<i>Mr. Maynard</i>
	<i>Ms. Beltran</i>	<i>Mrs. Melton-Malone</i>
	<i>Mr. Bradley</i>	<i>Mr. Mercer</i>
	<i>Mrs. Cargill</i>	<i>Ms. Pérez</i>
	<i>Mr. Cortez</i>	<i>Ms. Perez-Diaz</i>
	<i>Dr. Ellis</i>	<i>Mr. Rowley</i>

<u>No:</u>	<i>Ms. Hardy</i>
	<i>Mrs. Miller</i>

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.41(c)(25)(D) to reinsert Eleanor Roosevelt.*

MOTION AND VOTE: *It was moved by Mr. Rowley and seconded by Ms. Beltran to recommend that the State Board of Education strike §113.42(c)(13)(F) and amend to §113.42(c)(13)(E) to read as follows:*

“summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts, including the Arab-Israeli conflict;”

The motion failed with 6 members voting Aye and 8 members voting No as follows:

<u>Aye:</u>	<i>Mr. Allen</i>	<i>Ms. Pérez</i>
	<i>Ms. Beltran</i>	<i>Ms. Perez-Diaz</i>
	<i>Mr. Cortez</i>	<i>Mr. Rowley</i>

<u>No:</u>	<i>Mr. Bradley</i>	<i>Mr. Maynard</i>
	<i>Mrs. Cargill</i>	<i>Mrs. Melton-Malone</i>
	<i>Dr. Ellis</i>	<i>Mr. Mercer</i>
	<i>Ms. Hardy</i>	<i>Mrs. Miller</i>

MOTION AND VOTE: *It was moved by Mr. Maynard and carried to recommend that the State Board of Education amend §113.42(c)(13)(F) to read as follows:*

“discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the State of Israel by the Arab League and a majority of Arab nations.”

Mrs. Bahorich recessed the meeting at 7:37 p.m.

The committee resumed action at 10:35 a.m. on Wednesday, November 14.

MOTION: *It was moved by Ms. Beltran to recommend that the State Board of Education amend §113.42(c)(14)(B) to read as follows:*

“explain the U.S. response to Islamic terrorism ~~from September 11, 2001, to the present.~~

MOTION AND VOTE: *It was moved by Mr. Bradley and carried to recommend that the State Board of Education amend §113.42(c)(14)(B) to read as follows:*

“explain the U.S. response to Islamic terrorism, including the events surrounding September 11, 2001.”

VOTE: *A vote was taken on the original motion to amend §113.42(c)(14)(B) as amended. The motion carried.*

The committee requested that staff make conforming edits to change “9/11” to September 11, 2001.”

MOTION AND VOTE: *It was moved by Ms. Beltran, seconded by Ms. Hardy, and carried, to recommend that the State Board of Education amend §113.42(c)(14)(A) to read as follows:*

“~~summarize the development and impact of~~ discuss the impact of geopolitical influences on the development of radical Islamic fundamentalism terrorism on events in the second half of the 20th century and the early 21st century, including terrorism and the growth of terrorist groups; and”

MOTION AND VOTE: *It was moved by Mr. Rowley and carried to recommend that the State Board of Education add new §113.42(c)(14)(B) to read as follows:*

“discuss the impact of radical Islamic terrorism on global events in the second half of the 20th century and the early 21st century; and”

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Beltran and carried to recommend that the State Board of Education amend §113.42(c)(14) to read as follows:*

“History. The student understands the development and use of radical Islamic fundamentalism terrorism and the subsequent use of terrorism by some of its adherents.”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education strike “Armenia” from §113.42(c)(14)(C) and insert “Armenia” §113.42(c)(14)(D).*

MOTION AND VOTE: *It was moved by Ms. Beltran and carried to recommend that the State Board of Education amend §113.42(c)(24)(D) to read as follows:*

“explain how geopolitical and religious developments in Islam influenced influences have impacted law and government in the Muslim world ~~such as secularism, nationalism, and fundamentalism.~~”

MOTION AND VOTE: *It was moved by Ms. Beltran to recommend that the State Board of Education amend §113.44(c)(1)(C) to strike Moses.*

The motion failed with 5 members voting Aye and 9 members voting No as follows:

Aye: Mr. Allen Ms. Pérez
 Ms. Beltran Ms. Perez-Diaz
 Mr. Cortez

No: Mr. Bradley Mrs. Melton-Malone
 Mrs. Cargill Mr. Mercer
 Dr. Ellis Mrs. Miller
 Ms. Hardy Mr. Rowley
 Mr. Maynard

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §113.44(c)(3) and §113.44(c)(3)(C) by replacing “divisions” with “districts”.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §113.44(c)(6)(F) to read as follows:*

“identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles ~~reflected in the Declaration of Independence and the U.S. Constitution are embodied~~ in the United States today.”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously to recommend that the State Board of Education amend §113.44(c)(8)(D) to read as follows:*

“explain how the U.S. Constitution limits constitutional provisions the power of national and state governments.”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.44(c)(12) to read as follows:*

“Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights ~~guaranteed by the U.S. Constitution.~~”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.44(c)(12)(C) to read as follows:*

“identify the freedoms and rights protected and secured ~~guaranteed~~ by each amendment in the Bill of Rights;”

MOTION: *It was moved by Ms. Perez-Diaz to recommend that the State Board of Education amend §113.44(c)(12)(D) to read as follows:*

“examine the reasons the Founding Fathers addressed religious freedom in America by including the establishment clause and free exercise clause.”

MOTION AND VOTE: *It was moved by Ms. Pérez to recommend that the State Board of Education amend §113.44(c)(12)(D) to replace “examine the reasons why” with “examine how.” The motion failed.*

VOTE: *A vote was taken on the original motion to amend §113.44(c)(12)(D). The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.44(c)(19)(A) to read as follows:*

“trace the historical development of the civil rights movement from the late 1800s through the 21st century in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments and responses to Jim Crow laws;”

MOTION AND VOTE: *It was moved by Ms. Hardy and carried to recommend that the State Board of Education amend §113.41(c)(9)(B) to read as follows:*

“explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting.”

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, as amended with an effective date of August 26, 2019. The vote carried unanimously.*

(Mr. Bradley, Mr. Mercer, and Mrs. Miller were absent for the vote.)

Mrs. Bahorich adjourned the meeting at 7:25 p.m.

**Report of the State Board of Education
Committee of the Full Board
November 14, 2018**

The State Board of Education Committee of the Full Board met at 9:09 a.m. on Wednesday, November 14, 2018, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr.; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine “Tincy” Miller; Georgina C. Pérez; Marisa B. Perez-Diaz; Marty Rowley, vice chair

Public Testimony

The Committee of the Full Board heard public testimony on agenda items #3 and #7. Information regarding the individuals who presented public testimony is included in the discussion of each item.

The Committee of the Full Board considered items in the following order: Item number 1, 2, 3, 4, 7, 5, 6, 8, and 9.

DISCUSSION ITEM

1. Commissioner's Comments
(Board agenda page I-157)

Commissioner of Education Mike Morath briefed the board on public school spending in Texas. He reported on student achievement and attainment and explained how each of the TEA strategic priorities and enablers connect to initiatives being implemented throughout the state. Commissioner Morath gave a high-level overview of the TEA Legislative Appropriations Request and explained the exceptional items for the Safe and Healthy Schools Initiative and the Special Education Services Grants and the funding breakdown for each.

ACTION ITEMS

2. Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021
(Board agenda page I-109)
[Official agenda item #4]

Holland Timmins, executive administrator and chief investment officer, presented an overview of the item and the most recent SBOE action to date, including the preliminary adoption of a 2.75% rate at the board’s September meeting. Mr. Timmins explained the spending impact and commented on the SBOE’s goal to maintain intergenerational equity when setting the distribution rate. He explained on a historical basis the higher-than-projected returns had created a cushion.

Carlos Veintemillas, deputy chief investment officer, presented the Permanent School Fund staff recommendation for a distribution rate of between 2.38% and 2.75%. He discussed the factors that were considered in determining an appropriate distribution rate for the fund as well as an analysis of the board's goal to maintain intergenerational equity. He explained that the board has achieved intergenerational equity and should continue to do so with approval of a payout between 2.38% and 2.75%. At those rates, distribution would be expected at around \$879 million and \$1.014 million annually, respectively.

Rhett Humphries, partner with NEPC, the board's general investment counsel, explained the process by which they arrived at their recommendation and stated that the outcomes across various spending rates and economic environments led them to recommend a rate of up to 2.75%.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education approve the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2020-2021 fiscal biennium of 2.9%.*

3. Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under Proclamation 2019

(Board agenda page I-113)

[Official agenda item #5]

Public testimony was provided by the following individuals:

NAME: Kelly Stuart
AFFILIATION: Collaborative Classroom

NAME: Ian Wright
AFFILIATION: TPS Publishing, Inc.

Kelly Callaway, senior director, instructional materials, presented information supplied by publishers on interoperability and ease of use of materials eligible for adoption and information regarding editorial changes and required corrections.

MOTION AND VOTE: *It was moved by Mrs. Cargill, seconded by Mrs. Melton-Malone, and carried unanimously to recommend that the State Board of Education:*

Require that all publishers make corrections listed in the Report of Required Corrections of Factual Errors and the Proclamation 2019 Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by TPS Publishing, Inc. and Tanglewood Publishing, Inc.

(Mr. Bradley was absent for the vote.)

4. Proposed Amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials

(Board agenda page I-139)
[Official agenda item #6]

Ms. Callaway explained that TEA was requesting the board's approval of minor changes to deadlines in *Proclamation 2020*.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Cortez, and carried unanimously to recommend that the State Board of Education approve proposed amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials as presented by staff.*

(Ms. Beltran and Mr. Bradley were absent for the vote.)

5. Adoption of the Long-Range Plan for Public Education

(Board agenda page I-151)
[Official agenda item #7]

Barbara Cargill, chair for the Long-Range Plan for Education Steering Committee, discussed the final steps in the development of the Long-Range Plan for Education and addressed public comments and committee feedback received.

MOTION: *It was moved by Mrs. Cargill and seconded by Mr. Maynard to recommend that the State Board of Education approve Building a Stronger Texas, Long-Range Plan for Public Education and authorize staff to make grammatical and technical edits as necessary.*

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend page 23 to read as follows:*

“All available ~~current and future~~ forms of communication will be utilized to engage, empower, and connect with all stakeholders.”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend page 29, #1, to read as follows:*

“Educator Preparation Programs (EPPs) collaborate and partner with school districts to align teaching methods and strategies and develop clinical training and practicum experiences to better prepare educators to meet student needs ~~to better align training and practicums to best meet student needs~~ and improve student outcomes.”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend page 29, #3, to read as follows:*

“State policymakers and ~~TEA educators~~ TEA increase overall teacher quality by improving the standards and rigor associated with educator preparation and the state's Educator Preparation Programs (EPPs).”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend page 29, #4, to read as follows:*

“SBEC, SBOE, and TEA have meaningful performance-based accountability processes, standards, and measurable outcomes for educator preparation programs that ensure new/entry-level educators are classroom/school-ready.”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education amend page 29, #5, to read as follows:*

“Education service centers, EPPs, school districts ~~institutions of higher education~~, and community and professional organizations provide timely just-in-time ~~guidance, training, mentoring, and support for new, early career, and veteran educators teachers.~~”

MOTION AND VOTE: *It was moved by Mrs. Cargill and carried unanimously to recommend that the State Board of Education add a quick reference chart at the end of the report that shows which policymaker would carry out each recommendation contained in the Long-Range Plan for Public Education.*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve Building a Stronger Texas, Long-Range Plan for Public Education, as amended, and authorize staff to make grammatical and technical edits necessary. The vote carried unanimously.*

(Mr. Bradley, Mr. Cortez, and Mr. Mercer were absent for the vote.)

6. Legislative Recommendations for the 86th Texas Legislature

(Board agenda page I-155)

[Official agenda item #8]

Hunter Thompson, director of governmental relations, introduced the list of 2019 legislative priorities that were submitted by members of the board. Mr. Thompson also explained the results of the 2017 legislative recommendations that were made by the board. All proposed priorities were discussed and ranked in order of importance.

MOTION AND VOTE: *It was moved by Mrs. Bahorich and carried unanimously to recommend that the State Board of Education approve the board’s legislative recommendations to the 86th Texas Legislature, as amended (Attachment A).*

(Ms. Beltran, Mr. Bradley, and Mr. Cortez were absent for the vote.)

DISCUSSION ITEMS

7. Discussion of Proposed New Cybersecurity Texas Essential Knowledge and Skills

(Board agenda page I-159)

Public testimony was provided by the following individuals:

NAME: Julia Grizzard
AFFILIATION: Representative Diego Bernal’s Office

NAME: Carol Fletcher
AFFILIATION: The University of Texas at Austin STEM Center

NAME: John B. Owen
AFFILIATION: UT STEM Center

NAME: Alexis Harrigan
AFFILIATION: Code.org

NAME: Alexandra Dominguez
AFFILIATION: ExcelinEd in Action

Ms. Martinez explained that a committee was assembled to make recommendations for courses to be included in a cybersecurity pathway. The committee preliminarily recommended two existing Career and Technical Education (CTE) courses, one innovative course, four existing technology applications computer science courses, and one new capstone course to be included as pathway options. Ms. Martinez explained that the committee had developed draft Texas Essential Knowledge and Skills (TEKS) for the innovative course and the new capstone course that will be presented for first reading and filing authorization at the next meeting.

8. Year-end Review from State Board of Education Committees
(Board agenda page I-167)

Mr. Maynard explained that the year-end review discussion was intended to give board members a better understanding of the main issues from other committees and equip them with talking points.

Mrs. Melton-Malone explained that the Committee on Instruction added eight International Baccalaureate (IB) courses to the TEKS and increased the amount of credit available for 17 IB courses. In addition, the committee worked on the Texas Certificate of High School Equivalency, worked extensively on the TEKS, and approved several innovative courses. Most notably, the committee worked on updates to the *Dyslexia Handbook*. Special recognition was given to Mrs. Miller, and a suggestion was made to include a special dedication to her in the handbook.

Mr. Maynard explained that the Committee on School Finance/Permanent School Fund went through a process of setting benchmarks and are working to ensure transparency in this process. Part of the legislation that bifurcated the Permanent School Fund (PSF) allowed them to diversify their portfolio. They have a real estate portfolio and a private equity portfolio, as well as an internationally-managed commodities portfolio. The Bond Guarantee Program allows the PSF to guarantee bonds for school districts and charters, and they are currently guaranteeing about \$87 billion. Of that amount, \$85 billion is for districts and \$1.9 billion is for charters.

Mrs. Cargill explained that the Committee on School Initiatives is most pleased with the *Long-Range Plan for Public Education*, which sets educational goals through the year 2030. This year, 100 entities went through the charter school application process and four new charters were granted. The committee voted to establish the new Principal as Instructional Leader Certificate, which requires authentic and rigorous preparation for new principals and focuses on a performance-based assessment. The committee also established educator standards for the new Prekindergarten-Grade 3 Certificate; voted to allow educational aides to receive their clinical teaching experience while they are on the job; and implemented the legislative requirement for reporting of educator misconduct.

9. Discussion of Pending Litigation
(Board agenda page I-169)

The committee did not discuss pending litigation; therefore, no executive session was held.

Mrs. Bahorich adjourned the meeting at 7:33 p.m.

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ATTACHMENT A

State Board of Education – 2019 Legislative Priorities

Submitted Items for Consideration

1. **New Permanent School Fund Governance Structure:** Address Permanent School Fund governance structure that would:
 - Unify the asset allocation policy and Available School Fund distribution decision making.
 - Limit cash holdings to the amount needed for near term cash calls and other commitments that cannot be met by incoming revenue.
 - Add to the SLB either a public member appointed by the SBOE Chair or an SBOE member appointed by the SBOE chair
 - Require reporting and regular meetings between the SBOE and SLB (Dr. Ellis)

2. **Funding Support – SBOE TEKS and Textbook Adoption Activities:** Ensure sufficient legislative appropriations to increase staffing at the Texas Education Agency, particularly in the curriculum division, to provide adequate personnel to oversee and support the Texas Essential Knowledge and Skills review and implementation process and the textbook adoption process. (Mrs. Cargill)

3. **Instructional Materials:** The SBOE review process include a requirement that a submitted material must align with 100% of the TEKS for the designated standards as compared to the current level of 50%. (Mr. Rowley)

4. **New Initiatives - Family Supports:**
 - **Special Education:** TEA to create a family support call center and an online portal to assist families in navigating the public school systems for students with special needs. TEA consider expanding this to general education students as well.
 - **Safe and Healthy Schools Initiative:** TEA to create an advisory council on family engagement and empowerment to inform all state and local policymakers on best practices on family and school partnerships. (Chair Bahorich)

5. **Support for Texas Commission on Public School Finance:** Address the outdated and inefficient school funding formulas by working to implement the findings of the Texas Commission on Public School Finance. Specifically, the considerations for a new dyslexia allotment and a new dual-language allotment. (Dr. Ellis)

6. **Funding Support – TEA Reading and Mathematics Academies:** Continue financial support for Literacy and Mathematics Academies for first, second, and third grade. (Chair Bahorich)

7. **Funding Support - Regional Education Service Centers:** Legislature shall continue to support the appropriation that funds services through the regional education service centers. (Ms. Perez-Diaz)

8. **New Initiative – Teacher Retention and Salary Improvements:** The legislature and school districts establish and sustain competitive salaries and career paths for educators through innovative compensation plans, induction programs, professional development, mentoring, and administration. (Chair Bahorich)

9. **Funding Support for TEA’s two LAR Exceptional Items – Special Education Supports and Safe and Healthy Schools Initiative.** (Chair Bahorich)

**Report of the State Board of Education
Committee on Instruction
November 15, 2018**

The State Board of Education Committee on Instruction met at 8:10 a.m. on Thursday, November 15, 2018, in Room #1-100 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Sue Melton-Malone, chair; Geraldine Miller, vice chair; Donna Bahorich; Erika Beltran; Georgina C. Pérez

Non-Committee Members Present: Barbara Cargill, Keven Ellis

Public Testimony

The Committee on Instruction heard public testimony on agenda items #2 and #4. Information regarding the individuals who presented public testimony is included in the discussion of each item.

The Committee on Instruction considered items in the following order: Item number 1, 2, 3, 6, 4, and 5.

CONSENT ITEM

1. Ratification of Current Texas Lesson Study Resources

(Board agenda page II-1)

[Consent agenda item #(1)]

Blair Claussen, project manager for the Texas Lesson Study (TXLS) professional development program, explained that this item gave the committee and board an opportunity to consider ratifying the current teacher-designed lesson study resources available on the Texas Gateway.

MOTION AND VOTE: *It was moved by Mrs. Miller, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education ratify the first set of TXLS resources as presented in Attachment A.*

(Ms. Beltran was absent for the vote.)

ACTION ITEMS

2. Approval of Proposed Updates to the *Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014*

(Board agenda page II-5)

[Official agenda item #9]

NAME: Robin Cowsar

AFFILIATION: Self

NAME: Mary Yarus

AFFILIATION: Self

NAME: Libby Grafa
AFFILIATION: Texas Academic Language Therapy Association (ALTA)

NAME: Sally Cain
AFFILIATION: Self

NAME: Robbi Cooper
AFFILIATION: Self

NAME: Stephen Yearout
AFFILIATION: Self

NAME: Rachel Dreiling
AFFILIATION: Self

NAME: Heather Sheffield
AFFILIATION: Self

Monica Martinez, associate commissioner for standards and support services, explained that committee recommendations for updates to the handbook were posted on the TEA website to allow for public review and comment. She further explained that TEA staff finalized the recommendations based on feedback and following review by TEA legal counsel.

MOTION AND VOTE: *It was moved by Mrs. Miller, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education approve proposed updates to Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.*

Mrs. Melton-Malone announced that the 2018 version of the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* will be dedicated to Mrs. Geraldine “Tincy” Miller.

3. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders

(First Reading and Filing Authorization)

(Board agenda page II-11)

[Official agenda item #10]

Shelly Ramos, senior director, curriculum standards and student support, explained that the proposed amendment would allow the first five chapters of the *Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders* to be added as a figure in the rule.

MOTION AND VOTE: *It was moved by Mrs. Miller, seconded by Ms. Beltran, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders.*

4. **Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)**

(First Reading and Filing Authorization)

(Board agenda page II-19)

[Official agenda item #11]

Public testimony was provided by the following individual:

NAME: Jeanette LaFevers

AFFILIATION: International Baccalaureate Organization

Ms. Ramos explained that the proposal would add two International Baccalaureate (IB) courses, IB Film Standard Level (SL), and IB Film Higher Level (HL), to the Texas Essential Knowledge and Skills for fine arts.

MOTION AND VOTE: *It was moved by Mrs. Miller, seconded by Mrs. Bahorich, and carried unanimously to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits).*

5. **Texas Certificate of High School Equivalency**

(Board agenda page II-27)

[Official agenda item #12]

Ms. Martinez explained that the committee and board had the opportunity to consider extending test vendor contracts for the Texas Certificate of High School Equivalency. Ms. Martinez stated that the current three-year contracts expire August 31, 2019, and allow for two one-year extensions. She further stated that the committee could choose to issue a new request for proposals instead of extending existing contracts.

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Miller, and carried unanimously to recommend that the State Board of Education instruct staff to proceed with the extension of existing contracts for the Texas Certificate of High School Equivalency.*

(Mrs. Bahorich was absent for the vote.)

6. Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process

(Board agenda page II-31)

[Official agenda item #13]

Ms. Martinez shared recommendations from staff for adjustments to the process for the review and revision of the Texas Essential Knowledge and Skills (TEKS) based on what they learned from implementation of the new process used to streamline the social studies TEKS.

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Ms. Beltran, and carried unanimously to recommend that the State Board of Education approve amendments to the TEKS review and revision process (Attachment B).*

The meeting of the Committee on Instruction adjourned at 11:42 a.m.

**Report of the State Board of Education
Committee on School Finance/Permanent School Fund
November 15, 2018**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:08 a.m. on Thursday, November 15, 2018, in Room #1-104 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: David Bradley, chair; Tom Maynard, vice chair; Lawrence A. Allen, Jr.; Patricia Hardy; Ken Mercer

Public Testimony

The Committee on School Finance/Permanent School Fund received no presentations of public testimony.

DISCUSSION ITEM

1. Discussion of Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoption by Reference, §109.41, Financial Accountability System Resource Guide

(Board agenda page III-15)

David Marx, director of financial compliance, presented the proposed amendment that would reference the updated *Financial Accountability System Resource Guide* (FASRG) and remove language relating to the commissioner's role in amending the FASRG.

CONSENT ITEM

2. Approval of Costs to Administer the 2018–2019 State-Developed Assessments to Private School Students

(Board agenda page III-1)

[Consent agenda item #(2)]

Julie Guthrie, director of policy and publications, student assessment, explained that this item would allow the board to approve the per-student cost to private schools using state-developed assessments to evaluate their students. She explained that the cost per assessment was determined by dividing the overall cost by the number of students that participated.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Bradley, and carried unanimously to recommend that the State Board of Education approve the recommended per-student costs for administering the state assessments to private school students in 2018–2019.*

DISCUSSION ITEM

3. Review of Permanent School Fund Securities Transactions and the Investment Portfolio (Board agenda page III-23)

Catherine Civileto, deputy executive administrator, provided a summary of the status of the Permanent School Fund (PSF) portfolio. Reports presented to the committee were for the reporting period August and September 2018 unless otherwise noted. Ms. Civileto's report included the current fair market value of the Fund; the asset allocation mix as of September 30, 2018; PSF transactions occurring in the reporting period; revenues and expenditures for the fiscal period beginning September 1 through August 31, 2018; revenues and expenditures for September 2018, the first month of fiscal year 2019; the activity in the securities lending program for the fiscal period beginning September 1 through August 31, 2018; the activity in the securities lending program for September 2018, the first month of fiscal year 2019; the status of transfers from the General Land Office as of September 30, 2018, per approved resolutions; current status of the Bond Guarantee Program and the available capacity in the program; broker commissions on both the internal and external equity portfolios for the period beginning January 1, 2018, through September 30, 2018; fixed income rating changes for the fiscal period September 1, 2017 through August 31, 2018; fixed income ratings for September 2018, the first month of fiscal year 2019; and short-term cash investments.

CONSENT ITEMS

4. Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of August and September 2018

(Board agenda page III-7)
[Consent agenda item #(3)]

MOTION AND VOTE: *Based on the information provided by staff and the recommendation of the executive administrator and chief investment officer and the commissioner of education, the committee, by unanimous consent, recommended that the State Board of Education ratify the purchases and sales for the months of August and September 2018 in the amount of \$849,365,770 and \$932,377,747 respectively (Attachment A).*

5. Proposed Amendments to the Investment Procedures Manual (Board agenda page III-9)

[Consent agenda item #(4)]

Holland Timmins, executive administrator and chief investment office, provided an overview of the amendments made to the investment procedures manual related to Securities and Exchange Commission (SEC) amended rule changes for the Bond Guarantee Program disclosure (SEC Rule 15c2-12).

MOTION AND VOTE: *By unanimous consent, the committee recommended that the State Board of Education approve the amendments to the Investment Procedures Manual as presented by staff.*

DISCUSSION ITEM

6. Update on HB 89

(Board agenda page III-25)

Mr. Timmins called on Chuck Campbell, partner, Jackson Walker LLP and fiduciary counsel, to provide an update regarding House Bill (HB) 89 of the 85th Texas Legislature, 2017, Regular Session, as it relates to state contracts with and investments in companies that boycott Israel.

CONSENT ITEM

7. An Overview of the Permanent School Fund

(Board agenda page III-11)

[Consent agenda item #(5)]

No action or discussion took place.

ACTION ITEM

8. Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo

(Board agenda page III-13)

[Official agenda item #14]

Mr. Maynard introduced the topic and gave an update on the progress of the contest. Five hundred and twenty-one individual art submissions were received by the deadline of November 1, 2018. A committee of five judges consisting of Mr. Maynard, TEA's graphic artist, Catherine Civileto, and two professional graphic designers reviewed all submissions and voted to recommend ten finalists to the State Board of Education for selection of the winner and runner-up on November 16, 2018. TEA legal staff reviewed all ten entries and indicated that one entry is very similar to an image that exists in the public domain. This entry may be eliminated before the final vote. With input from Chris Maska, TEA attorney, and Chuck Campbell the committee developed a plan of action to guide the voting by the State Board of Education on Friday, November 16, 2018. The committee agreed that each of the 15 members will vote using their district numbers by placing notes on their top choices. Each member may vote for two logo submissions in the first round. A logo submission must receive two votes to move forward to the next round. The process will repeat in the next round for all logos not eliminated in the previous round. The two logos receiving the highest number of votes will be designated the winner and runner-up. If a run-off is required, all submissions receiving the most votes will be included therein, and the voting will commence again until two submissions rise to the top.

Upon designating the winner, the runner-up, and an alternate runner up, TEA legal counsel will review the submissions again to ensure that there are no infringement concerns with anything else in the public domain. The winner and runner up will be publicly announced at the February 2019 State Board of Education meeting. The board and TEA staff will work with graphic designers to clean up and adjust the final selections to make them print ready.

DISCUSSION ITEM

9. Report of the Permanent School Fund Executive Administrator and Chief Investment Officer
(Board agenda page III-27)

Mr. Timmins provided the committee an update on the Charter District Reserve Fund.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 10:34 a.m.

**Report of the State Board of Education
Committee on School Initiatives
November 15, 2018**

The State Board of Education Committee on School Initiatives met at 9:01 a.m. on Thursday, November 15, 2018, in Room #1-111 of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Barbara Cargill, chair; Marisa B. Perez-Diaz, vice chair; Ruben Cortez, Jr.; Keven Ellis; Marty Rowley

Public Testimony

The Committee on School Initiatives heard public testimony on agenda item #3. Information regarding the individuals who presented public testimony is included in the discussion of that item.

CONSENT ITEM

1. Recommendation for Appointment to the Boys Ranch Independent School District Board of Trustees

(Board agenda page IV-1)
[Consent agenda item #(6)]

Jeff Cottrill, director, governance and investigations, explained that there is a vacancy on the board at Boys Ranch Independent School District due to the expiration of the term of office for board member Robert Marshall. The Chief Executive Officer (CEO) of Boys Ranch ISD recommended that Robert Marshall continue his role as a board member.

MOTION AND VOTE: *It was moved by Mr. Cortez, seconded by Ms. Perez-Diaz, and carried unanimously to recommend that the State Board of Education approve the reappointment of Robert Marshall to serve a term of office, from November 16, 2018, through November 16, 2020 on the Boys Ranch Independent School District Board of Trustees.*

DISCUSSION ITEM

2. Charter School Open-Enrollment Application Update

(Board agenda page IV-107)

Heather Mauzé, director of charter school administration, presented information on procedures and processes pertaining to the commissioner's Generation Twenty-Four Open-Enrollment Charter School Application. The commissioner's Generation Twenty-Five Open-Enrollment Charter School Application timeline was also discussed. As a point of privilege, Ms. Mauzé expressed appreciation for the contributions to Texas education by Karen Johnson of TEA's legal services division, on the occasion of her upcoming retirement.

ACTION ITEMS

3. **Review of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs**

(Board agenda page IV-11)

[Official agenda item #15]

Public testimony was provided by the following individuals:

NAME: Mark Wiggins
AFFILIATION: Association of Texas Professional Educators

NAME: Patty Quinzi
AFFILIATION: TX – American Federation of Teachers

Tam Jones, director, educator preparation, explained that the proposed amendments would, in response to SBOE rejection, remove the abbreviated pathway for health science and marketing that is required in the Trade and Industrial Workforce Training: Grades 6-12 Certificate.

The proposed amendments would also implement the statutory requirements of Senate Bills (SBs) 7 and 1839 and House Bills (HBs) 1963, 2039, and 3349, 85th Texas Legislature, Regular Session, 2017; would require the curriculum for all certification classes to include instruction regarding appropriate relationships, boundaries, and communication between educators and students; would establish the training requirements for the new Early Childhood: Prekindergarten-Grade 3 Certificate and the abbreviated Trade and Industrial Workforce Training: Grades 6-12 Certificate; and would allow educational aides to receive their clinical teaching experience while performing their instructional duties under the supervision of a certified educator.

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz, seconded by Mr. Rowley, and carried unanimously to recommend that the State Board of Education take no action on the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, with an effective date of 20 days after filing the adoption notice with the Texas Register.*

4. **Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States**

(Board agenda page IV-49)

[Official agenda item #16]

Marilyn Cook, director, educator certification, explained that the proposed amendments would exempt exams in the pilot phase from the five-time limit for exam attempts; would implement the statutory requirement of House Bill 3349 to specify that there is no test attempt/retake limit for the Trade and Industrial Workforce Training Certificate; would add the required exams for issuance of Principal as Instructional Leader certificate and endorsement; would allow organizations approved by the U.S. Department of State to apply for designation of sponsorship to administer an exchange visitor program for the teacher category; would clarify that the employing school district is responsible for determining English language proficiency for educational aides; would identify updated fees for certification purposes; and would outline the process for individuals certified outside the state to qualify for an

exemption from required Texas examinations if they meet requirements specified in Chapter 152 commissioner rules.

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Ms. Perez-Diaz, and carried unanimously to recommend that the State Board of Education take no action on the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States, with an effective date of 20 days after filing the adoption notice with the Texas Register.*

5. Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

(Board agenda page IV-83)

[Official agenda item #17]

Mr. Jones explained that the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and adoption of new 19 TAC Chapter 241, Certification as Principal, would implement the new Principal as Instructional Leader certificate along with a new principal certification assessment; would provide for a new endorsement for Principal as Instructional Leader for individuals who hold a certificate to serve in the role of principal; would allow for the issuance of the Principal as Instructional Leader certificate by successful completion of the piloted exam; would provide that an educator preparation program's accountability rating shall not include a candidate's performance on the piloted Principal as Instructional Leader exam; and would reorganize the chapter, including the current principal standards, to allow for the title to reflect both the proposed new certificate as well as the current principal certificate.

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz and carried unanimously to recommend that the State Board of Education take no action on the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal, with an effective date of 20 days after filing the adoption notice with the Texas Register.*

The meeting of the Committee on School Initiatives adjourned at 10:26 a.m.