

Minutes

State Board of Education

September 14, 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  
September 14, 2018

The State Board of Education met at 9:13 a.m. on Friday, September 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., secretary; 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

**Student Performance**

The student performance was provided by the All-Star Jazz Ensemble of Southwest Independent School District.

**Invocation**

**Pledge of Allegiance**

**Roll Call**

**Approval of Minutes**

State Board of Education, June 15, 2018

**MOTION AND VOTE:** *The State Board of Education unanimously approved the Minutes of the June 15, 2018 meeting of the State Board of Education, as printed.*

**1. Resolutions and Presentations**

**World War I Centennial Commemoration**

*Charles Sadnick, director of history programs at the Texas Historical Commission, introduced the 100 Years/100 Schools initiative to support school Veterans Day recognition and the Texas World War I Centennial.*

**Long-Range Plan for Public Education Steering Committee Resolution**

*The State Board of Education, by unanimous consent, adopted a resolution recognizing Lanet Greenhaw, Adeeb Barqawi, Rikki Bonet, Avery Bullock, Sheri Doss, Stacey Edmonson, David Gardner, Carol Harle, George Kazanas, Reagan Miller, Gonzalo Salazar, Rebecca Shah, and Ruth Lopez Turley for their diligent service; and to thank Donna Bahorich, Barbara Cargill, Tom Maynard, Georgina C. Pérez, and Marty Rowley for their faithful work on the steering committee.*

(ATTACHMENT 1, page 9)

## **Heroes for Children Resolution**

*The State Board of Education, by unanimous consent, adopted a resolution recognizing Rebecca Clawson, Mirthala Vazquez, Elvia Olivarez, Aideded "Ida" Rocha, Michael Deming, Lynne Dozier, David Sincere, Laura Clarke, Jennifer Harris, Russel Richter, Marcos Braz, Marnie Glaser, Rosalinda Martinez, John Gallen, and Sheryl Meek as the 2018 Heroes for Children.*

(ATTACHMENT 2, page 11)

## **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) Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021**

(Board agenda page I-17)  
(Committee of the Full Board)

The State Board of Education approved a percentage distribution rate of 2.75% from the Permanent School Fund to the Available School Fund for the 2020–2021 biennium, as recommended by the Committee of the Full Board.

**(2) Approval of Proposed Timeline to Meet Credit by Examination Provider Requirements**

(Board agenda page II-29)  
(Committee on Instruction)

The State Board of Education approved the proposed timeline submitted by Texas Tech University to meet credit by examination provider requirements in accordance with §74.24 (c)(5), as recommended by the Committee on Instruction.

**(3) Per Capita Apportionment Rate for the 2018–2019 School Year**

(Board agenda page III-1)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education adopted the recommended per capita apportionment rate of \$459.764 for the 2018–2019 school year, as recommended by the Committee on School Finance/Permanent School Fund.

- (4) **Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of May, June, and July 2018**  
(Board agenda page III-3)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education ratified the purchases and sales for the months of May, June, and July 2018, in the amount of \$1,341,584,400 and \$1,424,194,637 respectively, as recommended by the Committee on School Finance/Permanent School Fund.

- (5) **Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund**  
(Board agenda page III-5)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved a distribution to the Available School Fund of approximately \$1.236 million for fiscal year 2019, as recommended by the Committee on School Finance/Permanent School Fund.

- (6) **Decision on Real Estate Investments**  
(Board agenda page III-9)  
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved the recommendation of the Committee on School Finance/Permanent School Fund to execute agreements 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;
- 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;
- 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
- 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.

*(Mrs. Miller recused herself from the vote on item (6).)*

## **COMMITTEE OF THE FULL BOARD**

3. **Adoption of *Long-Range Plan for Public Education***  
(Board agenda page I-1)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve the draft of the Long-Range Plan for Public Education, as amended and recommended by the Committee of the Full Board.*

4. **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)**  
(Second Reading and Final Adoption)  
(Board agenda page I-5)

**MOTION AND VOTE:** *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve for second reading and final adoption 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), with an effective date of July 1, 2019, as amended and recommended by the Committee of the Full Board.*

(ATTACHMENT 3, page 13)

5. **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**  
(First Reading and Filing Authorization)  
(Board agenda page I-21)

**MOTION:** *It was moved by Mr. Rowley that the State Board of Education approve for first reading and filing authorization 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.*

**MOTION AND VOTE:** *It was moved by Mr. Rowley, seconded by Ms. Hardy, and carried unanimously to amend §113.20(b)(18)(C) to read:*

“evaluate the impact of ~~selected~~ landmark Supreme Court decision decisions, including Dred Scott v. Sandford, on life in the United States.”

**MOTION AND VOTE:** *It was moved by Mr. Mercer, seconded by Ms. Hardy, and carried unanimously to amend §113.41(c)(21)(A) to read:*

“discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic, ~~such as~~ including liberty, egalitarianism, individualism, populism, and laissez-faire; and”

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone, seconded by Mrs. Miller, and carried to amend §113.12(b)(2)(A) to read:*

“identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the ~~community~~, state and nation; and”

**VOTE:** *A vote was taken on the motion that the State Board of Education approve for first reading and filing authorization 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 vote carried unanimously.*

### **COMMITTEE ON INSTRUCTION**

**6. Proposed Repeal of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter D, Other Social Studies Courses, §113.69, Other Courses for which Students May Receive Social Studies Credit, and §113.70, Concurrent Enrollment in College Courses**

(Second Reading and Final Adoption)

(Board agenda page II-1)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for second reading and final adoption the proposed repeal of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter D, Other Social Studies Courses, §113.70, Concurrent Enrollment in College Courses; and make an affirmative finding that immediate adoption of the proposed repeal of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter D, Other Social Studies Courses, §113.70, Concurrent Enrollment in College Courses, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register, as recommended by the Committee on Instruction.*

(Mr. Allen was absent for the vote.)

(ATTACHMENT 4, page 19)

**7. Approval of Proposed Updates to the Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014**

(Board agenda page II-9)

The committee took no action; therefore, this item was removed from the State Board of Education agenda.

8. **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-15)

The committee took no action; therefore, this item was removed from the State Board of Education agenda.

9. **Proposed Approval of Innovative Courses**  
(Board agenda page II-23)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for a period of five years the innovative course that does not fall within any of the subject areas of the foundation or enrichment curriculum: IB Theory of Knowledge, as recommended by the Committee on Instruction.*

*(Mr. Allen was absent for the vote.)*

10. **Consideration of Petition for Adoption of Rule Concerning a Requirement for School Uniforms**  
(Board agenda page II-37)

**MOTION AND VOTE:** *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education deny the petition for adoption of a rule requiring all Texas students to wear school uniforms because the State Board of Education does not have jurisdiction or authority to propose or adopt the petitioned rule, as recommended by the Committee on Instruction.*

*(Mr. Allen was absent for the vote.)*

## **COMMITTEE ON SCHOOL INITIATIVES**

11. **Review of 19 TAC Chapter 233, Categories of Classroom Teaching Certificates**  
(Board agenda page IV-1)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 233, Categories of Classroom Teaching Certificates.

12. **Review of Proposed Amendments to 19 TAC Chapter 250, Administration, Subchapter A, Purchasing, §250.1, Historically Underutilized Business (HUB) Program, and Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes**  
(Board agenda page IV-27)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 250, Administration, Subchapter A, Purchasing, §250.1, Historically Underutilized Business (HUB) Program, and Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes.

13. **Review of Proposed Amendments to 19 TAC Chapter 247, Educators' Code of Ethics**  
(Board agenda page IV-35)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 247, Educators' Code of Ethics.

14. **Review of Proposed Amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, Subchapter A, General Provisions, §249.3, Definitions, §249.5, Purpose; Policy Governing Disciplinary Proceedings; and Subchapter B, Enforcement Actions and Guidelines, §249.15, Disciplinary Action by State Board for Educator Certification**

(Board agenda page IV-47)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, Subchapter A, General Provisions, §249.3, Definitions, §249.5, Purpose; Policy Governing Disciplinary Proceedings; and Subchapter B, Enforcement Actions and Guidelines, §249.15, Disciplinary Action by State Board for Educator Certification.

15. **Review of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs**

(Board agenda page IV-65)

**MOTION AND VOTE:** *It was moved by Mrs. Cargill and carried unanimously that the State Board of Education, by an affirmative vote of two-thirds of the members of the board, reject the proposed amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, as recommended by the Committee on School Initiatives.*

## **STATE BOARD OF EDUCATION**

### **Public Testimony**

The State Board of Education received presentations of public testimony, as follows:

NAME: Margaret Davis  
AFFILIATION: Individual  
TOPIC: Graduation Requirements for International Baccalaureate (IB) Students

NAME: Jeanette LaFevers  
AFFILIATION: Individual  
TOPIC: Graduation Requirements for IB Students

NAME: Randy Houchins  
AFFILIATION: Individual  
TOPIC: Math TEKS and the Status of Math Education

**16. Ethics Training**  
(Board agenda page 35)

Chris Maska, ethics senior counsel, legal services, presented the SBOE with its annual ethics training. Ethics statutes and rules that apply to SBOE members were discussed and Mr. Maska responded to general ethics questions by board members.

**REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS**

Committee on Instruction

Mrs. Melton-Malone gave a brief report on the updates to the *Dyslexia Handbook* and shared that it will be ready for final approval at the November 2018 meeting.

Committee on School Finance/Permanent School Fund

Mr. Bradley gave a brief report on the per capita apportionment rate that was recommended by the Committee on School Finance/Permanent School Fund and discussed real estate investments of the PSF. Mr. Bradley also presented a letter signed by all members of the board to be submitted to the School Land Board regarding their decision to allocate \$0 to the PSF/SBOE for the next biennium.

**MOTION AND VOTE:** *It was moved by Mr. Bradley and carried unanimously that the State Board of Education authorize the submission of a letter to the School Land Board to respectfully request that members of the School Land Board reconsider their August 21, 2018 decision not to distribute funds to the Permanent School Fund/SBOE.*

(ATTACHMENT 5, page 21)

Committee on School Initiatives

Mrs. Cargill did not report on Committee of School initiatives discussion items.

**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. Brief reports were made.

The meeting adjourned at 12:55 p.m.

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Ruben Cortez, Jr., Secretary

**RESOLUTION**

**WHEREAS** the State Board of Education is statutorily required to develop a *Long-Range Plan for Public Education*; and

**WHEREAS** State Board of Education members felt it was important to receive input from a diverse group of Texans as they prepared this strategic plan; and

**WHEREAS** the board created a Long-Range Plan of Public Education Steering Committee and issued a statewide call for citizens to serve on the panel; and

**WHEREAS** more than 600 people were nominated to serve on the steering committee; and

**WHEREAS** five State Board of Education members and thirteen stakeholders were chosen to serve on the steering committee; and

**WHEREAS** the steering committee, made up of teachers, administrators, parents, business representatives, higher education officials, students, local school trustees, state agency representatives, and State Board of Education members, met throughout the 2017-2018 school year; and

**WHEREAS** the group worked diligently researching issues and examining the challenges and opportunities facing Texas public schools; and

**WHEREAS** steering committee members helped host community meetings held around the state; and

**WHEREAS** the steering committee ultimately proposed recommendations under broad categories of equity and access; educator recruitment, preparation and retention; student empowerment and engagement; and family empowerment and engagement; now, therefore, be it

**RESOLVED**, That the SBOE does hereby express its gratitude to Lanet Greenhaw, Adeeb Barqawi, Rikki Bonet, Avery Bullock, Sheri Doss, Stacey Edmonson, David Gardner, Carol Harle, George Kazanas, Reagan Miller, Gonzalo Salazar, Rebecca Shah, and Ruth Lopez Turley for their diligent service; and be it further

**RESOLVED**, That the board extends it thanks to State Board members Donna Bahorich, Barbara Cargill, Tom Maynard, Georgina C. Pérez, and Marty Rowley for their faithful work on the steering committee; and be it further

**RESOLVED**, That this resolution be presented to each member of the steering committee and that a copy be included in the permanent records of the State Board of Education.

**WITNESS** our signatures this fourteenth day of September, two thousand and eighteen, in Austin, Texas.

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Donna Bahorich, Chair

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Ruben Cortez, Jr., Secretary

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**RESOLUTION**

**WHEREAS** volunteers provide invaluable support to our Texas public schools through the donation of their time, talent and financial resources; and

**WHEREAS** the State Board of Education has honored outstanding school volunteers with the Heroes for Children award since 1994; and

**WHEREAS** Rebecca Clawson is known as “Superwoman” in the El Paso Independent School District because of her ability to successfully take on so many volunteer projects; and

**WHEREAS** Mirthala Vazquez serves as an important liaison between La Joya ISD and parents and serves on numerous advisory committees; and

**WHEREAS** Elvia Olivarez brings her talents to La Joya ISD to create memorable school events and serves on many advisory committees; and

**WHEREAS** Aidaded “Ida” Rocha created “Ida’s 411” Facebook page to provide information about schools and youth events to parents in Galena Park ISD; and

**WHEREAS** Michael Deming continues his life’s work with children by mentoring Boerne ISD students and helping students improve their reading and math skills; and

**WHEREAS** retired teacher Lynne Dozier now works with the Klein Education Foundation where she has simplified and improved the grant process; and

**WHEREAS** David Sincere models what he was taught as a child by giving back to Fort Bend ISD as a mentor and by hosting community forums and training; and

**WHEREAS** Laura Clarke, an active PTA leader, spearheaded a book drive for Title I schools and organized the Children’s Traveling Closet for Humble ISD; and

**WHEREAS** Jennifer Harris created the Play it Safe East Texas program that has found hidden heart conditions in Pine Tree ISD students and others; and

**WHEREAS** Russel Richter has volunteered in Thrall ISD for more than 30 years, doing anything that needed to be done, including packing boxes, teaching lessons and providing medical care; and

**WHEREAS** Marcos Braz provided the support that allowed Azle ISD to establish the country’s only natural refrigeration program at the high school level; and

**WHEREAS** Marnie Glaser ignited students’ passion for reading and world cultures and enriched the campus environment in Dallas ISD; and

**WHEREAS** Rosalinda Martinez provided keen oversight that helped Fort Worth ISD manage its bond funds and build a needed replacement elementary; and

**WHEREAS** John Gallen continued his education career, now serving as a volunteer mentor who helps students with their reading and raised funds for free books; and

**WHEREAS** Sheryl Meek has provided the musical soundtrack for Spearman ISD for more than 50 years, serving as an accompanist to generations of students; now therefore be it

**RESOLVED**, That the State Board of Education recognizes these outstanding individuals as Heroes for Children.

**WITNESS** our signatures this fourteenth day of September, two thousand eighteen in Austin, Texas.

\_\_\_\_\_  
Donna Bahorich, Chair

\_\_\_\_\_  
Ruben Cortez, Jr., Secretary

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Approved for second reading and final adoption by the State Board of Education on September 14, 2018.  
Not yet filed as adopted with the Texas Register; subject to technical edits by Texas Register editors.

SECOND  
READING  
FINAL  
ADOPTION

ATTACHMENT II  
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 [~~Cortés~~] 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 [~~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 [~~1940s~~] 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 [~~González~~], Marcario García, Hector [~~Héctor~~] P. García, Raul "Roy" Perez [~~Roy~~] Benavidez, [~~and~~] 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" [Willie] Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie [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*, [*Independent School District (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~~ ~~[importance of the]~~ 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 ~~[Americans as Americans]~~ in civic participation within the United States;
  - (B) discuss ways American citizens and immigrants ~~[Americans]~~ 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, ~~and~~ 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 ~~[González]~~ 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, ~~and~~ 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;

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- (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.

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SECOND  
READING  
FINAL  
ADOPTION

**ATTACHMENT II**  
**Text of Proposed Repeal of 19 TAC**

**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**

**Subchapter D. Other Social Studies Courses**

**~~§113.70. Concurrent Enrollment in College Courses.~~**

- ~~(a) — General requirements. Students shall be awarded one-half credit for each semester of successful completion of a college course in which the student is concurrently enrolled while in high school.~~
- ~~(b) — Content requirements. In order for students to receive state graduation credit for concurrent enrollment courses, content requirements must meet or exceed the essential knowledge and skills in a given course.~~

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# State Board of Education

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**Marty Rowley**  
Vice Chair  
Amarillo, District 15

**Ruben Cortez, Jr.**  
Secretary  
Brownsville, District 2



September 14, 2018

Commissioner George P. Bush  
Member Scott Rohrman  
Member Gilbert Burciago  
School Land Board  
1700 N. Congress Ave.  
Austin, TX 78701

Dear Commissioner Bush, Member Rohrman and Member Burciago:

The State Board of Education (SBOE) respectfully requests that members of the State Land Board (SLB) reconsider their August 21, 2018 decision not to distribute funds to the Permanent School Fund (PSF)/SBOE.

The SLB's decision to distribute funding (\$600 million) to the Available School Fund (ASF) and to allocate \$0 to the PSF/SBOE reflects a \$190 million or 24% reduction in total distributions by the SLB from the current biennium. See the attached chart. It is also significant that this will be the first time in 160 + years that the PSF/SBOE fails to receive new funds from Texas lands. We also note that revenues collected by the SLB are at historic high levels given the oil boom in Texas.

We respectfully request the restoration of funding and the transfer of \$500 million to the PSF/SBOE.

When the SBOE appropriately sets a higher distribution rate, there is an increase in funding for instructional materials and technology for each school district in the state. *Please note that your ASF contribution, while benefitting the per capita distribution, does not directly benefit needed instructional materials and technology funding.* This is a particularly important consideration given that the upcoming English and Spanish language arts and reading instructional materials adoptions are the largest call for instructional materials the board approves.

In order to prepare the analysis for a board funding decision on Nov. 13, we require a response by Nov. 1. Failure to allocate the funds will have a direct negative impact on Texas schoolchildren.

<b>Lawrence A. Allen, Jr.</b> Houston, District 4	<b>Erika Beltran</b> Fort Worth, District 13	<b>David Bradley</b> Beaumont, District 7	<b>Barbara Cargill</b> Conroe, District 8	<b>Keven Ellis</b> Lufkin, District 9	<b>Patricia Hardy</b> Fort Worth, District 11
<b>Tom Maynard</b> Florence, District 10	<b>Sue Melton-Malone</b> Robinson, District 14	<b>Ken Mercer</b> San Antonio, District 5	<b>Geraldine "Tiney" Miller</b> Dallas, District 12	<b>Georgina C. Pérez</b> El Paso, District 1	<b>Marisa B. Percz-Diaz</b> Converse, District 3

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SBOE-9/14/2018

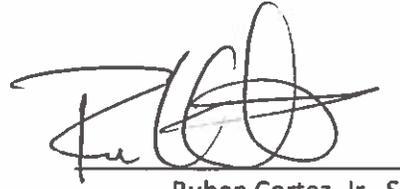
Respectfully,



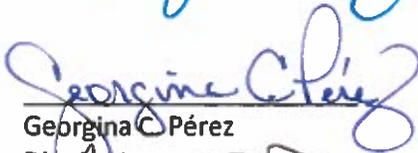
Donna Bahorich  
Chair, State Board of Education



Marty Rowley, Vice Chair  
District 15



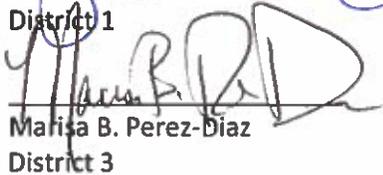
Ruben Cortez, Jr., Secretary  
District 2



Georgina Pérez  
District 1



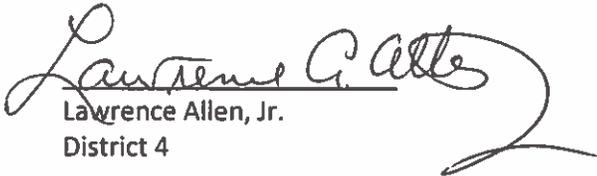
Keven Ellis  
District 9



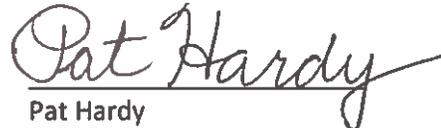
Marisa B. Perez-Diaz  
District 3



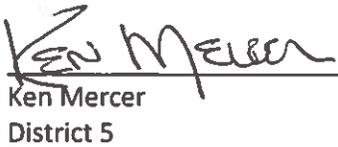
Tom Maynard  
District 10



Lawrence Allen, Jr.  
District 4



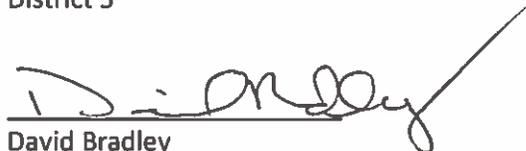
Pat Hardy  
District 11



Ken Mercer  
District 5



Geraldine Miller  
District 12



David Bradley  
District 7



Erika Beltran  
District 13

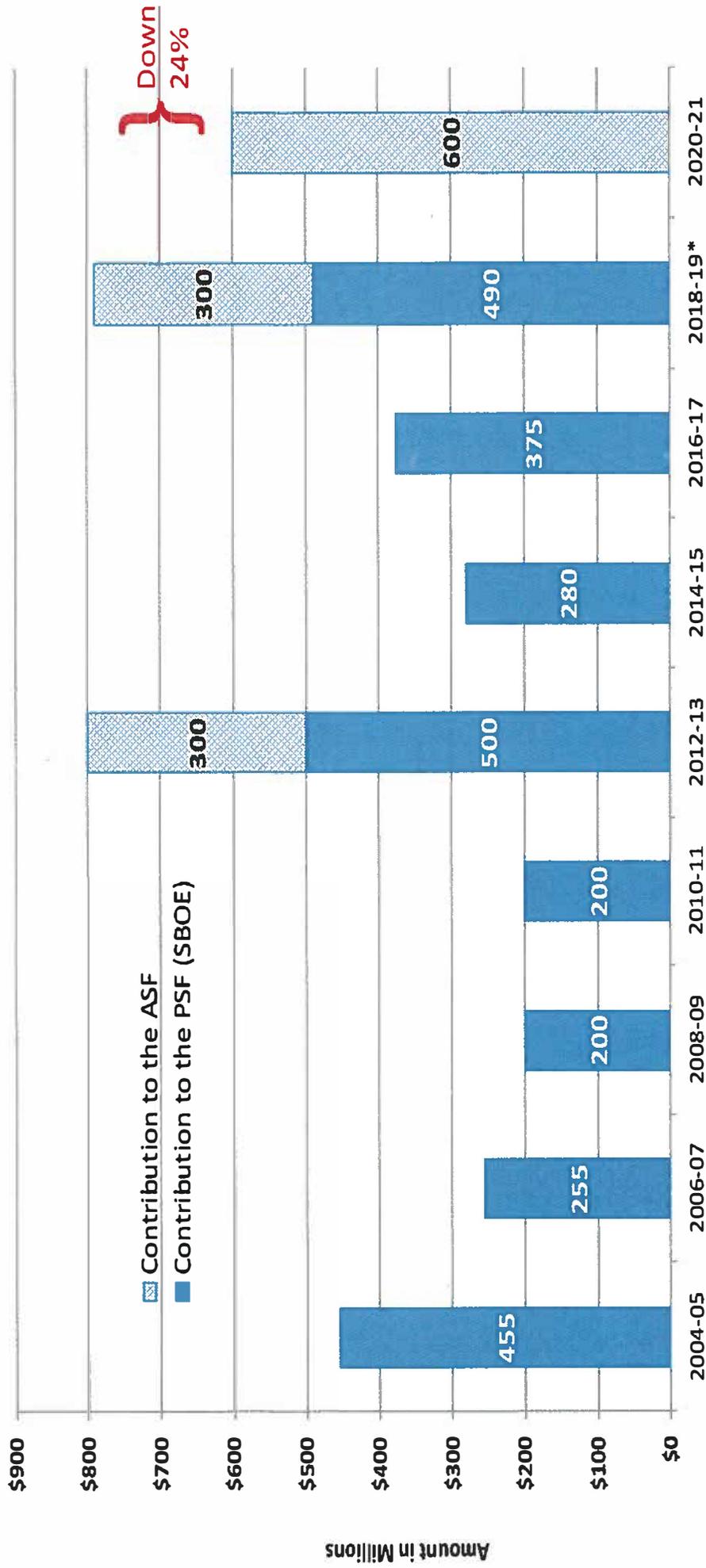


Barbara Cargill  
District 8



Sue Melton-Malone  
District 14

# SLB Contributions to the SBOE and the ASF



\*Projected payments for Fiscal Years 2019, 2020, and 2021 per School Land Board resolutions.

\*Since FY 2009 the School Land Board may retain all revenues from managed real estate assets for reinvestment; and, since FY 2012 the School Land Board may make direct contributions to the Available School Fund of up to \$300 million annually.

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