AGENDA

State Board of Education

April 11, 2025

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE
Vice Chair of the State Board of Education
District 12

WILL HICKMAN
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

LJ FRANCIS, Corpus Christi
District 2

MARISA PEREZ-DIAZ, San Antonio
District 3

STACI CHILDS, Houston
District 4

REBECCA BELL-METEREAU
San Marcos, District 5

JULIE PICKREN, Pearland
District 7

AUDREY YOUNG, Trinity
District 8

KEVEN ELLIS, Lufkin
District 9

TOM MAYNARD, Florence
District 10

BRANDON HALL, Aledo
District 11

TIFFANY CLARK, DeSoto
District 13

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

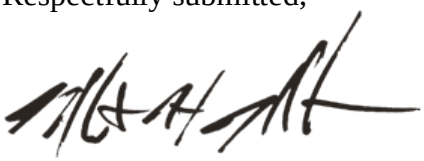
LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

April 11, 2025

State Board of Education
Austin, Texas

I certify that this is the official agenda of the State Board of Education for its meeting on April 7-11, 2025. 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,



Mike Morath
Commissioner of Education

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Barbara Jordan Building
1601 N. Congress Avenue, Austin, Texas 78701

SCHEDULE AND AGENDAS

Committees and Board
State Board of Education, Austin, Texas

Meeting Times
April 7-11, 2025

Monday, April 7, 2025

1:00 p.m. **Committee of the Full Board (Room 2.034)**

Tuesday, April 8, 2025

9:00 a.m. **Committee of the Full Board (Room 2.034)**

Wednesday, April 9, 2025

9:00 a.m. **Committee of the Full Board (Room 2.034)**

Thursday, April 10, 2025

9:00 a.m. **Committee on Instruction (Room 2.029)**

9:00 a.m. **Committee on School Finance/Permanent School Fund (Room 2.034)**

8:00 a.m. **Committee on School Initiatives (Room 2.027)**

1:00 p.m. **Ad Hoc Committee on Social Studies (Room 2.034)**
The Ad Hoc Committee on Social Studies meeting will start upon adjournment of the Board's standing committees but not earlier than 1:00 p.m.

Friday, April 11, 2025

8:45 a.m. **General Meeting (Room 2.034)**

If the Committee of the Full Board does not complete its agenda Monday, it will resume its meeting on Tuesday, Wednesday, Thursday, or Friday. If the Committee of the Full Board does not complete its agenda Tuesday, it will resume its meeting on Wednesday, Thursday, or Friday. If the Committee of the Full Board does not complete its agenda on Wednesday, it will resume its meeting on Thursday or Friday. If the Committee on Instruction does not complete its meeting on Thursday, it will resume its meeting on Friday. If the Committee on School Finance/Permanent School Fund does not complete its agenda Thursday, it will resume its meeting on Friday. If the Committee on School Initiatives does not complete its agenda Thursday, it will resume its meeting on Friday. If the Ad Hoc Committee on Social Studies does not complete its agenda Thursday, it may resume its meeting on Friday.

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.

The SBOE or a committee of the SBOE may conduct a closed meeting on any agenda item 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.

The agenda is online at https://sboe.texas.gov/sboe/agenda/ on the State Board of Education 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
April 7, 2025

1:00 p.m.

COMMITTEE OF THE FULL BOARD – Room 2.034
Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills
(First Reading and Filing Authorization)
(Board agenda page I-1)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025. The proposal would provide the opportunity for the board to establish Texas Essential Knowledge and Skills (TEKS) in employability skills for effective performance in the workplace. The employability skills standards would be required to be taught as a part of each career and technical education (CTE) course. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c), and 28.025(a).

COMMITTEE OF THE FULL BOARD (continued)

2. Adoption of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option
(Adoption of Review)
(Board agenda page I-7)

COMMITTEE - ACTION
SBOE - 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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option. The rules being reviewed address the development and administration of tests, voluntary assessment of private school students, the schedule for the release of tests, and administration and reporting of group-administered achievement tests. Statutory authority for the rule review is Texas Government Code (TGC), §2001.039. Statutory authority for 19 TAC Chapter 101, Subchapters A-C, is Texas Education Code (TEC), §§39.021, 39.022, 39.023, 39.025, 39.032, and 39.033.

3. Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31
(Second Reading and Final Adoption)
(Board agenda page I-12)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31. The proposal would add new Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in Grade 8. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

COMMITTEE OF THE FULL BOARD (continued)

4. Discussion of Pending Litigation **COMMITTEE - DISCUSSION**
(Board agenda page I-31) **SBOE - NO ACTION**

The State Board of Education (SBOE) 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 a room (to be determined) to discuss this item and any litigation arising after the date of posting or reasonably contemplated as of the date of the board meeting.

TUESDAY
April 8, 2025

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Consideration of the Commissioner of Education's Generation 30 High-Performing Entity Charter School Proposals
(Board agenda page I-32)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the Board an opportunity to review the commissioner's proposed Generation 30, Subchapter D, High-Performing Entity charter school scheduled to open in school year 2026-2027. If awarded, the charter school will have an initial five-year term. Statutory authority is the Texas Education Code, §12.101 and §12.1011.

2. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials
(Second Reading and Final Adoption)
(Board agenda page I-34)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials. The proposed new section would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by outlining the local process requirements for a parent to petition for a review of instructional materials. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023; §31.003(a); and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

3. Approval of Local Classroom Review Rubrics — **COMMITTEE - ACTION**, **SBOE - ACTION**
(Board agenda page I-39)

This item provides an opportunity for staff to present the final rubrics related to classroom reviews for approval by the State Board of Education (SBOE). Statutory authority is the Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023 and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

4. Instructional Materials Review and Approval Cycle 2025 Update — **COMMITTEE - DISCUSSION**, **SBOE – NO ACTION**
(Board agenda page I-41)

This item provides an opportunity for staff to present updates on Instructional Materials Review and Approval (IMRA) Cycle 2025. The presentation will include an update on reviewer recruitment and logistics for IMRA reviewer training and review milestones. Statutory authority is the Texas Education Code (TEC), §31.022 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

5. Discussion of Draft Quality Rubrics for Instructional Materials Review and Approval Cycle 2026 — **COMMITTEE - DISCUSSION**, **SBOE – NO ACTION**
(Board agenda page I-43)

This item provides an opportunity for staff to present drafts of the Instructional Materials Review and Approval (IMRA) Cycle 2026 quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school and full-subject, tier-one, instructional materials for fine arts for grades K–12. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

COMMITTEE OF THE FULL BOARD (continued)

6. Discussion of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review
(Board agenda page I-45)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review. The proposed amendment would establish a process regarding approved instructional materials if suitability standards are updated after products have been approved by the board in the Instructional Materials Review and Approval (IMRA) process. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

7. Discussion of Proposed Changes to the Instructional Materials Review and Approval Process
(Board agenda page I-47)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the State Board of Education (SBOE) to discuss proposed changes to the Instructional Materials Review and Approval (IMRA) process. Statutory authority is the Texas Education Code (TEC), §31.003(a) and §31.023 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

WEDNESDAY
April 9, 2025

9:00 a.m.

COMMITTEE OF THE FULL BOARD – Room 2.034

Public testimony – Individual testimony will be taken at the time the related item comes up for committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Commissioner's Comments — **COMMITTEE - DISCUSSION**
(Board agenda page I-48) — **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. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-419, 127.452, and 127.453 — **COMMITTEE - ACTION**
(Second Reading and Final Adoption) — **SBOE - ACTION**
(Board agenda page I-49)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453. The proposal would add new courses and update existing courses that are being moved to this subchapter in the civil engineering, engineering foundations, and mechanical and aerospace design programs of study to ensure the content of the courses remains current and supports relevant and meaningful programs of study. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j), and 28.025(a) and (b-2)(2).

COMMITTEE OF THE FULL BOARD (continued)

3. Proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773
(Second Reading and Final Adoption)
(Board agenda page I-148)

COMMITTEE - ACTION
SBOE - ACTION

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773. The proposed rule action was postponed from the January 2025 meeting and would add new Texas Essential Knowledge and Skills (TEKS) for 18 state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service. Statutory authority is the Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a), (b-2), and (b-17).

COMMITTEE OF THE FULL BOARD (continued)

4. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (Second Reading and Final Adoption)
(Board agenda page I-214)

COMMITTEE - ACTION
SBOE - CONSENT

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students. Statutory authority is the Texas Education Code, §§7.102(c)(4), 28.002(a), and 28.025(b-1).

THURSDAY
April 10, 2025

9:00 a.m.

COMMITTEE ON INSTRUCTION – Room 2.029

Members: Audrey Young, chair; Evelyn Brooks, vice chair; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles. 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 public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education
(Second Reading and Final Adoption)
(Board agenda page II-1)

COMMITTEE - ACTION
SBOE - CONSENT

This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education. The proposed rule actions would repeal career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) in 19 TAC Chapter 130 and move the TEKS to 19 TAC Chapter 127 in order to ensure that all CTE TEKS are in the same chapter in administrative rule. The proposed rule action would also move some existing courses within 19 TAC Chapter 127 to reorganize the chapter. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

COMMITTEE ON INSTRUCTION (continued)

2. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements
(Second Reading and Final Adoption)
(Board agenda page II-19)

COMMITTEE - ACTION
SBOE - CONSENT

This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements. The proposed amendments would reflect changes to a career and technical education (CTE) course to align with recently adopted CTE TEKS and update cross references. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code, §7.102(c)(4) and §28.025(a), (b-2)(2), and (c-1). Statutory authority is the Texas Education Code (TEC), §28.002(f).

3. Consideration of Renewal of Currently Approved Innovative Courses
(Board agenda page II-25)

COMMITTEE – ACTION
SBOE – ACTION

This item presents for consideration the renewal of currently approved innovative courses that are scheduled to expire. Statutory authority is the Texas Education Code (TEC), §28.002(f).

4. Approval of Updates and Substitutions to Approved Instructional Materials
(Board agenda page II-29)

COMMITTEE – ACTION
SBOE – ACTION

This item provides an opportunity for the committee and board to approve or reject update and/or substitution requests received for Instructional Materials Review and Approval (IMRA)-approved products or require that the request(s) be reviewed by IMRA reviewers. Statutory authority is Texas Education Code (TEC), §31.003 and §31.022.

THURSDAY
April 10, 2025

9:00 a.m.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND – Room 2.034

Members: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Keven Ellis; Will Hickman; and Aaron Kinsey. 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 public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules or in the information section of the agenda.

1. Adoption of Review of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract
(Adoption of Review)
(Board agenda page III-1)

COMMITTEE - ACTION
SBOE - ACTION

Texas Government Code, §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The rules being reviewed provide requirements for school districts relating to budgeting, accounting, financial reporting, and auditing; Texas Education Agency (TEA) financial review functions; adoption by reference of the *Financial Accountability System Resource Guide* (FASRG); and the bank bid and proposal forms and the depository contract and surety bond forms. Statutory authority for the rule review is TGC, §2001.039. Statutory authority for 19 TAC Chapter 109 is Texas Education Code (TEC), §§7.102(c)(32), 44.001, 44.002, 44.007, and 44.008, for Subchapter A; TEC, §§7.102(c)(32), 44.001, 44.007, 44.008, 44.010, and 48.104, for Subchapter B; TEC, §§7.055(b)(32), (36), and (37); 7.102(c)(32); 44.001; 44.007(a)-(d); and 44.008(b), for Subchapter C; and TEC, §§7.102(c)(34), 45.206, and 45.208, for Subchapter D.

COMMITTEE ON SCHOOL FINANCE/PERMANENT SHOOL FUND (continued)

2. Report of the State Auditor's Office Related to the Certification of the Bond Guarantee Program for Fiscal Year Ending August 31, 2024
(Board agenda page III-49)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for representatives of the State Auditor's Office (SAO) to make a presentation related to the certification of the Bond Guarantee Program for the fiscal year ending August 31, 2024. Statutory authority is the Texas Constitution, Article VII, §2 and §5; and Texas Education Code (TEC), §45.053(b).

3. Adoption of an Annual Report on the Status of the Bond Guarantee Program
(Board agenda page III-66)

COMMITTEE - ACTION
SBOE – CONSENT

This item provides an opportunity for the committee and board to adopt an annual report on the status of the Bond Guarantee Program. Statutory authority is the Texas Constitution, Article VII, §2 and §5; and Texas Education Code (TEC), §45.053(c).

4. Review the Processes for Consideration of Board Member Nominees for State Board Positions
(Board agenda page III-67)

COMMITTEE - ACTION
SBOE – CONSENT

This item provides an opportunity for the committee and board to review the processes for consideration of board member nominees for state board positions. Statutory authority is the Texas Constitution, Article VII, §2 and §5; Natural Resources Code (NRC), §32.012; and Texas Government Code (TGC), §825.003.

THURSDAY
April 10, 2025

8:00 a.m.

COMMITTEE ON SCHOOL INITIATIVES – Room 2.027

Members: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs; Tiffany Clark; and Brandon Hall. 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 public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Open-Enrollment Charter School Generation 30 Application and Texas Charter School Portfolio Updates **(Board agenda page IV-1)**

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to receive updates regarding the Generation 30 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

2. Approval of 2025-2029 Rule Review Plan for State Board of Education Rules **(Board agenda page IV-2)**

COMMITTEE - ACTION
SBOE - CONSENT

This item presents for approval the Proposed 2025-2029 Rule Review Plan for State Board of Education (SBOE) Rules. 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. Statutory authority is the Texas Government Code (TGC), §2001.039.

COMMITTEE ON SCHOOL INITIATIVES (continued)

3. Review of Adoption of Proposed Amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases
(Board agenda page IV-8)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases. The proposed amendments reflect the results of prior discussions on Chapter 249 by the SBEC, as well as multiple stakeholder engagement sessions. The proposed amendments would amend the contract abandonment mitigating factors; amend the definition of solicitation to add grooming behaviors; update the SBEC's mandatory minimum sanctions; update the SBEC's mailing procedures to allow original petitions and default petitions to be sent via electronic mail; clarify that all notices sent to comply with Texas Government Code, §2001.054, will be sent via certified or registered mail, remove the requirement that exceptions must be filed or an issue is waived; clarify the erroneously issued certificate section to explicitly state that the cancellation of a certificate issued as the result of a Texas Education Agency (TEA) information technology (IT) error will not result in a contested case; and amend the SBEC's definition of abuse to mirror the definition of abuse found in Texas Family Code, Chapter 261, as well as make additional technical edits. The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. Statutory authority for 19 TAC Chapter 249, Subchapters A, B, C, and E, is TEC, §§21.006(a), (b), (b-1), (b-2), (c), (c-1), (c-2), (f), (g), (g-1), and (i); 21.0062; 21.007; 21.009(e); 21.031(a); 21.035; 21.041(a) and (b)(1), (4), (7), and (8); 21.044(a), 21.058; 21.0581; 21.060; 21.065; 21.105(c); 21.160(c); 21.210(c); 22.082; 22.0831; 22.085; 22.087; 22.092; and 22.093; Texas Government Code (TGC), §§411.090, 2001.054(c), 2001.058(e), and 2001.142(a); Texas Family Code (TFC), §261.308(d) and (e) and §261.406(a) and (b); Texas Occupations Code (TOC), §§53.021(a), 53.022–53.025, 53.051, 53.052 and 56.003; and the Every Student Succeeds Act (ESSA), 20 United States Code (U.S.C.) §7926.

COMMITTEE ON SCHOOL INITIATIVES (continued)

4. Review of Adoption of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards
(Board agenda page IV-37)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would repeal the current grade-banded classroom teacher pedagogy standards and replace them with the new Classroom Teacher Pedagogy standards. Statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. Statutory authority for the classroom teacher class certificate structure is TEC, §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

COMMITTEE ON SCHOOL INITIATIVES (continued)

5. Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments
(Board agenda page IV-74)

COMMITTEE - ACTION
SBOE - ACTION

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments. The proposed revisions would provide requirements for school districts to make personnel assignment decisions based on the correlating certification and demonstration of content proficiency requirements. The proposed revisions would also expand the list of certificates appropriate for personnel serving in special education-related assignments and include a section dedicated to requirements for an assignment of Teachers of Students who are Deafblind. Statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 231, Subchapter F, is TEC, §§21.003(a), 21.031(a), 21.041(b)(1) and (2), and 21.064.

6. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-93)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. Statutory authority is the Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

COMMITTEE ON SCHOOL INITIATIVES (continued)

7. Report by the Texas School Safety Center Related to the Statutorily Required Biennial Report
(Board agenda page IV-95)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to receive statutorily required biennial report that includes any findings made by the center regarding school safety and security and the center's functions, budget information, and strategic planning initiatives. Statutory authority is the Texas Education Code (TEC), §§37.2121(e), 37.216, and 37.2161.

8. Update by the Texas Education Agency Office of School Safety and Security
(Board agenda page IV-96)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

This item provides an opportunity for the committee to receive updates on current issues related to the safety and security of public schools. Statutory authority is the Texas Education Code (TEC), §37.1083, and §37.1084.

9. Proposed Amendments to the "Framework for Governance Leadership" Required to be Adopted under Texas Education Code (TEC) §11.159, Member Training and Orientation, and 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, § 61.1, Continuing Education for School Board Members
(Board agenda page IV-97)

COMMITTEE - ACTION
SBOE – CONSENT

This item provides an opportunity for the committee to amend the "Framework for Governance Leadership" required to be adopted under Texas Education Code § 11.159, Member Training and Orientation, and 19 Texas Administrative Code Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, § 61.1, Continuing Education for School Board Members. Statutory authority is the Texas Education Code (TEC), §11.159.

THURSDAY
April 10, 2025

1:00 p.m.

AD HOC COMMITTEE ON SOCIAL STUDIES– Room 2.034

Members: Aaron Kinsey, chair; Marisa Perez-Diaz; Julie Pickren; and Audrey Young. 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 public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules *or in the information section of the agenda.*

1. Public Hearing held on Recommendations for a Texas Essential Knowledge and Skills Framework for Social Studies

(Board agenda page V-1)

COMMITTEE - DISCUSSION
SBOE – NO ACTION

A public hearing before the Ad Hoc Committee on Social Studies Standards Framework is scheduled for Thursday, April 10, 2025. Testimony will be presented regarding recommendations for a framework to guide the organization of the Texas Essential Knowledge and Skills (TEKS) for social studies, including the identification of core content topics that students should know and be able to do in U.S. history, Texas history, world history, geography and civics in Kindergarten - Grade 12. In accordance with State Board of Education (SBOE) operating procedures, oral testimony will be limited to two minutes per person. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a)(1)(D), and 28.002(c).

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
   Public testimony information begins on page VI-9.
   (Board agenda page VI-1)

2. **2021-2025 Rule Review Plan for State Board of Education Rules**
   (Board agenda page VI-25)

   This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

CONSENT AGENDA
STATE BOARD OF EDUCATION
April 11, 2025

(1) Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum
(Second Reading and Final Adoption)

This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students. Statutory authority is the Texas Education Code, §§7.102(c)(4), 28.002(a), and 28.025(b-1).

(Agenda Exhibit) I-214

(2) Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education
(Second Reading and Final Adoption)

This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education. The proposed rule actions would repeal career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) in 19 TAC Chapter 130 and move the TEKS to 19 TAC Chapter 127 in order to ensure that all CTE TEKS are in the same chapter in administrative rule. The proposed rule action would also move some existing courses within 19 TAC Chapter 127 to reorganize the chapter. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

(Agenda Exhibit) II-1

(3) Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements. The proposed amendments would reflect changes to a career and technical education (CTE) course to align with recently adopted CTE TEKS and update cross references. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code, §7.102(c)(4) and §28.025(a), (b-2)(2), and (c-1). Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-19

(4) Adoption of an Annual Report on the Status of the Bond Guarantee Program

This item provides an opportunity for the committee and board to adopt an annual report on the status of the Bond Guarantee Program. Statutory authority is the Texas Constitution, Article VII, §2 and §5; and Texas Education Code (TEC), §45.053(c).

(Agenda Exhibit) III-66

(5) Review the Processes for Consideration of Board Member Nominees for State Board Positions

This item provides an opportunity for the committee and board to review the processes for consideration of board member nominees for state board positions. Statutory authority is the Texas Constitution, Article VII, §2 and §5; Natural Resources Code (NRC), §32.012; and Texas Government Code (TGC), §825.003.

(Agenda Exhibit) III-67

(6) Approval of 2025-2029 Rule Review Plan for State Board of Education Rules

This item presents for approval the Proposed 2025-2029 Rule Review Plan for State Board of Education (SBOE) Rules. 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. Statutory authority is the Texas Government Code (TGC), §2001.039.

(Agenda Exhibit) IV-2

(7) Proposed Amendments to the "Framework for Governance Leadership" Required to be Adopted under Texas Education Code (TEC) §11.159, Member Training and Orientation, and 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members

This item provides an opportunity for the committee to amend the "Framework for Governance Leadership" required to be adopted under Texas Education Code §11.159, Member Training and Orientation, and 19 Texas Administrative Code Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members. Statutory authority is the Texas Education Code (TEC), §11.159.

(Agenda Exhibit) IV-97

OFFICIAL AGENDA

STATE BOARD OF EDUCATION
AUSTIN, TEXAS

April 11, 2025
8:45 a.m.

Barbara Jordan Building, Room 2.034
1601 N. Congress Avenue

Student Performance

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, January 28 & 31, 2025

1. Resolutions

No Resolutions are to be considered.

Public testimony – Individual testimony will be taken at the time the related item comes up for Committee discussion or action. The procedures for public testimony at State Board of Education committee meetings and general board meetings are provided in SBOE Operating Rules 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) 22

COMMITTEE OF THE FULL BOARD

3. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills
(First Reading and Filing Authorization)

This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025. The proposal would provide the opportunity for the board to establish Texas Essential Knowledge and Skills (TEKS) in employability skills for effective performance in the workplace. The employability skills standards would be required to be taught as a part of each career and technical education (CTE) course. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a) and (c), and 28.025(a).

(Agenda Exhibit) I-1

4. Adoption of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option
(Adoption of Review)

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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option. The rules being reviewed address the development and administration of tests, voluntary assessment of private school students, the schedule for the release of tests, and administration and reporting of group-administered achievement tests. Statutory authority for the rule review is Texas Government Code (TGC), §2001.039. Statutory authority for 19 TAC Chapter 101, Subchapters A-C, is Texas Education Code (TEC), §§39.021, 39.022, 39.023, 39.025, 39.032, and 39.033.

(Agenda Exhibit) I-7

5. Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31. The proposal would add new Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in Grade 8. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

(Agenda Exhibit) I-12

6. Consideration of the Commissioner of Education's Generation 30 High-Performing Entity Charter School Proposals

This item provides the Board an opportunity to review the commissioner's proposed Generation 30, Subchapter D, High-Performing Entity charter school scheduled to open in school year 2026-2027. If awarded, the charter school will have an initial five-year term. Statutory authority is the Texas Education Code, §12.101 and §12.1011.

(Agenda Exhibit) I-32

7. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials. The proposed new section would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by outlining the local process requirements for a parent to petition for a review of instructional materials. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023; §31.003(a); and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-34

8. Approval of Local Classroom Review Rubrics

This item provides an opportunity for staff to present the final rubrics related to classroom reviews for approval by the State Board of Education (SBOE). Statutory authority is the Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023 and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

(Agenda Exhibit) I-39

9. Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-419, 127.452, and 127.453
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453. The proposal would add new courses and update existing courses that are being moved to this subchapter in the civil engineering, engineering foundations, and mechanical and aerospace design programs of study to ensure the content of the courses remains current and supports relevant and meaningful programs of study. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j), and 28.025(a) and (b-2)(2).

(Agenda Exhibit) I-49

10. Proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources,§127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773
(Second Reading and Final Adoption)

This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773. The proposed rule action was postponed from the January 2025 meeting and would add new Texas Essential Knowledge and Skills (TEKS) for 18 state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service. Statutory authority is the Texas Education Code, §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a), (b-2), and (b-17).

(Agenda Exhibit) I-148

COMMITTEE ON INSTRUCTION

11. Consideration of Renewal of Currently Approved Innovative Courses

This item presents for consideration the renewal of currently approved innovative courses that are scheduled to expire. Statutory authority is the Texas Education Code (TEC), §28.002(f).

(Agenda Exhibit) II-25

12. Approval of Updates and Substitutions to Approved Instructional Materials

This item provides an opportunity for the committee and board to approve or reject update and/or substitution requests received for Instructional Materials Review and Approval (IMRA)-approved products or require that the request(s) be reviewed by IMRA reviewers. Statutory authority is Texas Education Code (TEC), §31.003 and §31.022.

(Agenda Exhibit) II-29

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

13. Adoption of Review of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract
(Adoption of Review)

Texas Government Code, §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The rules being reviewed provide requirements for school districts relating to budgeting, accounting, financial reporting, and auditing; Texas Education Agency (TEA) financial review functions; adoption by reference of the *Financial Accountability System Resource Guide* (FASRG); and the bank bid and proposal forms and the depository contract and surety bond forms. Statutory authority for the rule review is TGC, §2001.039. Statutory authority for 19 TAC Chapter 109 is Texas Education Code (TEC), §§7.102(c)(32), 44.001, 44.002, 44.007, and 44.008, for Subchapter A; TEC, §§7.102(c)(32), 44.001, 44.007, 44.008, 44.010, and 48.104, for Subchapter B; TEC, §§7.055(b)(32), (36), and (37); 7.102(c)(32); 44.001; 44.007(a)-(d); and 44.008(b), for Subchapter C; and TEC, §§7.102(c)(34), 45.206, and 45.208, for Subchapter D.

(Agenda Exhibit) III-1

COMMITTEE ON SCHOOL INITIATIVES

14. Review of Adoption of Proposed Amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases. The proposed amendments reflect the results of prior discussions on Chapter 249 by the SBEC, as well as multiple stakeholder engagement sessions. The proposed amendments would amend the contract abandonment mitigating factors; amend the definition of solicitation to add grooming behaviors; update the SBEC's mandatory minimum sanctions; update the SBEC's mailing procedures to allow original petitions and default petitions to be sent via electronic mail; clarify that all notices sent to comply with Texas Government Code, §2001.054, will be sent via certified or registered mail, remove the requirement that exceptions must be filed or an issue is waived; clarify the erroneously issued certificate section to explicitly state that the cancellation of a certificate issued as the result of a Texas Education Agency (TEA) information technology (IT) error will not result in a contested case; and amend the SBEC's definition of abuse to mirror the definition of abuse found in Texas Family Code, Chapter 261, as well as make additional technical edits. The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. Statutory authority for 19 TAC Chapter 249, Subchapters A, B, C, and E, is TEC, §§21.006(a), (b), (b-1), (b-2), (c), (c-1), (c-2), (f), (g), (g-1), and (i); 21.0062; 21.007; 21.009(e); 21.031(a); 21.035; 21.041(a) and (b)(1), (4), (7), and (8); 21.044(a), 21.058; 21.0581; 21.060; 21.065; 21.105(c); 21.160(c); 21.210(c); 22.082; 22.0831; 22.085; 22.087; 22.092; and 22.093; Texas Government Code (TGC), §§411.090, 2001.054(c), 2001.058(e), and 2001.142(a); Texas Family Code (TFC), §261.308(d) and (e) and §261.406(a) and (b); Texas Occupations Code (TOC), §§53.021(a), 53.022–53.025, 53.051, 53.052 and 56.003; and the Every Student Succeeds Act (ESSA), 20 United States Code (U.S.C.) §7926.

(Agenda Exhibit) IV-8

15. Review of Adoption of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would repeal the current grade-banded classroom teacher pedagogy standards and replace them with the new Classroom Teacher Pedagogy standards. Statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. Statutory authority for the classroom teacher class certificate structure is TEC, §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

(Agenda Exhibit) IV-37

16. Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments

This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments. The proposed revisions would provide requirements for school districts to make personnel assignment decisions based on the correlating certification and demonstration of content proficiency requirements. The proposed revisions would also expand the list of certificates appropriate for personnel serving in special education-related assignments and include a section dedicated to requirements for an assignment of Teachers of Students who are Deafblind. Statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 231, Subchapter F, is TEC, §§21.003(a), 21.031(a), 21.041(b)(1) and (2), and 21.064.

(Agenda Exhibit) IV-74

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 28, 2025)**
   Public testimony information begins on page VI-9.
   (Board agenda page VI-1)

2. **2021-2025 Rule Review Plan for State Board of Education Rules**
   (Board agenda page VI-25)

   This item outlines the rule review plan for State Board of Education (SBOE) rules during the period of September 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

COMMITTEE OF THE FULL BOARD

Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025
(First Reading and Filing Authorization)

April 11, 2025

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

SUMMARY: This item presents for first reading and filing authorization proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025. The proposal would provide the opportunity for the board to establish Texas Essential Knowledge and Skills (TEKS) in employability skills for effective performance in the workplace. The employability skills standards would be required to be taught as a part of each career and technical education (CTE) course.

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

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 identify by rule 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(a), requires the SBOE to determine by rule 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.

EFFECTIVE DATE: The proposed effective date of the proposed new section 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 2025-2026 school year. The earlier effective date will allow districts to implement new TEKS for employability skills beginning with the 2025-2026 school year.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The CTE TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. CTE TEKS for courses in education and training; health science; and science, technology, and mathematics (STEM) were amended effective April 26, 2022; June 14, 2022; and August 7, 2022. In June 2023, the SBOE adopted new CTE TEKS in occupational safety and health effective September 10, 2023. In November 2023, the SBOE adopted new TEKS for CTE career preparation and entrepreneurship courses to be implemented in the 2024-2025 school year. The SBOE adopted new CTE TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs

of study as well as two STEM courses effective August 1, 2025. The SBOE approved TEKS for 18 state-approved CTE innovative courses for first reading and filing authorization at the November 2024 SBOE meeting. Additionally, the SBOE approved for first reading and filing authorization new CTE TEKS for 20 engineering courses at its January 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject. A full revision of the CTE TEKS was conducted in 2009 and 2014. As part of the 2014 review, the educator review committees recommended the inclusion in the TEKS for all CTE courses a strand in employability skills for effective performance in the workplace. The SBOE approved CTE TEKS with the employability skills strand for courses in the 16 career clusters that existed at that time to be effective August 28, 2017.

Since the 2014 CTE TEKS review, any revisions to the TEKS for CTE courses have included an employability skills strand; however, the employability skills vary across the current 14 CTE career clusters and in some instances vary among courses within the same career cluster. At the January 2025 SBOE meeting, the board discussed the option to develop a universal set of CTE TEKS in employability skills that would be required to be taught as part of each CTE course. The discussion included establishing one set of employability skills standards for courses identified as Level 1 and 2 in a CTE program of study and a second universal set of advanced employability skills standards for courses identified as Level 3 and 4 in a CTE program of study.

Proposed new §127.15, Career and Technical Education Employability Skills, Adopted 2025, identifies standards to be taught as part of each CTE course. The attachment to this item reflects the text of the proposed new employability skills standards.

There are three additional CTE-related items presented for second reading and final adoption as separate items in this agenda:

- Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education;
- Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773; and
- Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453.

This item presents an opportunity for the SBOE to approve new employability skills standards for first reading and filing authorization to be embedded with the TEKS for new and existing CTE courses included in these items.

FISCAL IMPACT: The Texas Education Agency (TEA) has determined that there are no additional costs to state government.

During the first five years the proposal is in effect, there may be fiscal implications for school districts and charter schools to implement the proposed new employability skills standards, which 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. During the first five years the proposed rulemaking would be in effect, it would create a new regulation by requiring school districts to include new employability skills into instruction provided for CTE courses.

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 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 proposed new TEKS would support student learning in skills that are needed for effective performance in the workplace. 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 data or 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 on the proposal begins May 16, 2025, and ends at 5:00 p.m. on June 16, 2025. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in June 2025 in accordance with the SBOE board operating policies and procedures. 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* on May 16, 2025.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025.

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter B. High School

§127.15. Career and Technical Education Employability Skills, Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. These standards may not be offered as a standalone course. These standards shall be offered together with the essential knowledge and skills for career and technical education (CTE) courses in this chapter.

(c) Introduction.

(1) CTE instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The goal of the employability skills standards is to ensure that students develop essential skills for effective performance in the workplace, regardless of the occupation.

(3) These standards are required to be addressed in their entirety as part of each CTE course based on the level of the course in a CTE program of study.

(A) CTE courses identified as Level 1 or Level 2 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(1) of this section.

(B) CTE courses identified as Level 3 or Level 4 courses in a CTE program of study must address the employability skills standards identified in subsection (d)(2) of this section.

(4) 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.

(d) Knowledge and skills.

(1) Employability skills--Levels 1 and 2. In a CTE course identified as a Level 1 or Level 2 course in a CTE program of study, the student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(F) demonstrate respect for differences in the workplace;

(G) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(H) identify consequences relating to discrimination and harassment;

(I) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and

(J) describe the roles and responsibilities of managers.

(2) Employability skills--Levels 3 and 4. In a CTE course identified as a Level 3 or Level 4 course in a CTE program of study, the student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) demonstrate respect for differences in the workplace;

(G) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(H) identify consequences relating to discrimination and harassment;

(I) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(J) compare skills and characteristics of managers and leaders in the workplace.

Adoption of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option (Adoption of Review)

April 11, 2025

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

SUMMARY: Texas Government Code, §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option. The rules being reviewed address the development and administration of tests, voluntary assessment of private school students, the schedule for the release of tests, and administration and reporting of group-administered achievement tests.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 101, Subchapters A-C, is Texas Education Code (TEC), §§39.021, 39.022, 39.023, 39.025, 39.032, and 39.033.

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

TEC, §39.021, requires that the SBOE by rule establish the Texas Essential Knowledge and Skills (TEKS) that all students should learn.

TEC, §39.022, requires that the SBOE by rule create and implement a statewide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement.

TEC, §39.023, requires school districts to administer the Grades 3-8 state-developed assessments and the end-of-course assessments to all eligible students.

TEC, §39.025, requires a student to pass each end-of-course assessment listed in TEC, §39.023(c), only for a course in which the student is enrolled and for which an end-of-course assessment is administered to receive a Texas diploma.

TEC, §39.032, requires the SBOE to adopt rules to implement assessment instrument standards for group-administered achievement tests.

TEC, §39.033, allows for the voluntary assessment of private school students and requires the SBOE to determine the cost of administering the assessment instruments.

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

PREVIOUS BOARD ACTION: The review of 19 TAC Chapter 101, Subchapters A-C, was presented to the Committee of the Full Board for discussion at the January 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The goal of the Texas Assessment Program is to measure and support student progress toward achieving academic success. The primary purpose of the state student assessment program is to provide an accurate measure of student achievement in the areas of mathematics, reading language arts, science, and social studies. Based on the requirements of the TEC, the assessment program evaluates the degree to which students have mastered the state-mandated curriculum, the TEKS.

According to the TEC, the SBOE is responsible for adopting rules related to the general establishment of the assessment program for purposes of accountability. This SBOE requirement is met through the following rules in 19 TAC Chapter 101.

In Subchapter A, §101.1, Scope of Rules; §101.3, Policy; and §101.5, Student Testing Requirements, establish the assessment program and require all students receiving instruction in the TEKS to be assessed.

In Subchapter B, §101.25, Schedule, and §101.27, Administrative Procedures, specify that the commissioner will adopt a schedule for administering the assessments and require uniform administrative procedures. Section 101.31, Private Schools, establishes provisions for the voluntary assessment of private school students. As provided by TEC, §39.033(c), the SBOE approves the per-student costs for private schools that administer state assessments. Section 101.33, Release of Tests, establishes a release test schedule in accordance with TEC, §39.023(e).

In Subchapter C, §101.101, Group-Administered Tests, governs the administration of local option group-administered assessments as authorized under TEC, §39.032.

PUBLIC COMMENTS: TEA filed the notice of proposed review of 19 TAC Chapter 101, Subchapters A-C, with the *Texas Register* following the January 2025 SBOE meeting. The public comment period on the proposed review began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. At the time this item was prepared, no comments had been received regarding this review. Any public comments received will be provided to the SBOE during the April 2025 meeting. The SBOE will take registered oral and written comments on the proposed review at the appropriate committee meeting in April 2025 in accordance with the SBOE board policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Adopt the review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option.

Staff Members Responsible:
Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting
José Ríos, Associate Commissioner of Assessment and Reporting
Julie Cole, Director of Policy and Publications, Student Assessment
Greg Reck, Policy Analyst, Student Assessment

Attachment:
Text of 19 Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option

ATTACHMENT
Text of 19 TAC

Chapter 101. Assessment

Subchapter A. General Provisions

§101.1. Scope of Rules.

(a) The State Board of Education (SBOE) shall:

(1) create and implement the statewide assessment program to ensure the program supports the goals of education as specified in the Texas Education Code (TEC); and

(2) establish goals for the statewide assessment program.

(b) When adopting rules, the SBOE shall maintain the stability of the statewide assessment program to the greatest extent possible in accordance with the TEC, Chapter 39, Subchapter B.

(c) The statewide assessment program consists of the following criterion-referenced tests:

(1) the assessments of academic readiness in English and Spanish for the grades and subjects as specified in the TEC, Chapter 39, Subchapter B;

(2) the alternative assessments of academic readiness for eligible students receiving special education services as specified in the TEC, Chapter 39, Subchapter B;

(3) the assessments required for graduation as specified in the TEC, Chapter 39, Subchapter B; and

(4) the reading proficiency tests in English for eligible limited English proficient students as specified in the TEC, Chapter 39, Subchapter B.

§101.3. Policy.

(a) The goal of the statewide assessment program is to provide all eligible Texas students an appropriate statewide assessment that measures and supports their achievement of the essential knowledge and skills of the state-mandated curriculum.

(b) To maximize its effectiveness for educators and students, the statewide assessment program shall be based on the following quality standards.

(1) Tests shall be aligned to the essential knowledge and skills of the state-mandated curriculum in all subject areas tested.

(2) Tests shall be reliable and valid measures of the essential knowledge and skills and shall be administered in a standardized manner.

(3) Test results at the student, campus, district, regional, and state levels shall be reported in a timely and accurate manner.

§101.5. Student Testing Requirements.

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by the Texas Education Code (TEC), Chapter 39, Subchapter B.

Subchapter B. Implementation of Assessments

§101.25. Schedule.

(a) The commissioner of education shall specify the schedule for testing and field testing that is in compliance with the Texas Education Code (TEC), §39.023(c-3)(1) and (2), and supports reliable and valid assessments.

(b) The superintendent of each school district or chief administrative officer of each charter school and any private school administering the tests as allowed under the TEC, §39.033, shall be responsible for administering tests.

(c) The commissioner of education may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children, as defined in the TEC, §39.029, and who are out of the state.

(d) Participation in University Interscholastic League area, regional, or state competitions is prohibited on any days on which testing is scheduled between Monday and Thursday of the school week in which the primary administration of assessment instruments under the TEC, §39.023(a), (c), or (l), occurs.

Subchapter C. Local Option

§101.101. Group-Administered Tests.

(a) An assessment instrument to which this section is applicable under the Texas Education Code (TEC), §39.032, is defined as any district-commissioned achievement test, either nationally normed or criterion-referenced, that is group administered and reported publicly (e.g., to the local board of trustees) in the aggregate. A test given for a special purpose such as program placement or individual evaluation (e.g., a spelling test, a diagnostic test such as a reading inventory or interim benchmark assessment, or a released statewide assessment instrument) is not included in this definition. The commissioner of education shall provide annually to school districts and charter schools a list of state-approved, norm-referenced group-administered achievement tests that test publishers certify meet the requirements of the TEC, §39.032.

(b) A company or organization scoring a test defined in subsection (a) of this section shall send test results to the school district for verification. The school district shall have 90 days to verify the accuracy of the data and report the results to the school district board of trustees.

(c) State and national averages for an assessment instrument under this section must be computed using data that are not more than eight years old at the time the assessment instrument is administered and that are representative of the group of students to whom the assessment instrument is administered. This eight-year limitation does not apply if only data older than eight years are available for an assessment instrument.

(d) To maintain the security and confidentiality of group-administered achievement tests, school districts and charter schools shall follow the applicable procedures for test security and confidentiality delineated in §101.3031 of this title (relating to Required Test Administration Procedures and Training Activities to Ensure Validity, Reliability, and Security of Assessments).

§101.27. Administrative Procedures.

A school district, charter school, or private school administering the tests required by the Texas Education Code (TEC), Chapter 39, Subchapter B, shall follow procedures specified in the applicable test administration materials.

§101.31. Private Schools.

(a) A private school administering the assessments under the Texas Education Code (TEC), Chapter 39, Subchapter B, shall follow procedures specified in the applicable test administration materials. Each private school shall maintain test security and confidentiality as delineated in the TEC, §39.030.

(b) A private school administering the assessments under the TEC, Chapter 39, Subchapter B, shall reimburse the Texas Education Agency for each assessment administered. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a school district.

(c) A private school administering the assessments under the TEC, Chapter 39, Subchapter B, shall provide to the commissioner of education, as required by law and determined appropriate by the commissioner, academic excellence indicator information described in the TEC, §39.053(c) and §39.301(c). For indicator information defined and collected through the Public Education Information Management System (PEIMS), private schools shall follow the PEIMS Data Standards.

§101.33. Release of Tests.

Beginning in 2009 with the 2008-2009 school year and each subsequent third school year, the Texas Education Agency shall release all test items and answer keys only for primary administration assessment instruments administered under the Texas Education Code, §39.023(a), (b), (c), (d), and (l), and field test items that are at least four years old and that are no longer eligible for inclusion on a subsequent test form.

Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31
(Second Reading and Final Adoption)

April 11, 2025

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

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31. The proposal would add new Texas Essential Knowledge and Skills (TEKS) to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in Grade 8. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.029.

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 identify by rule 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, §28.029, requires school districts and open-enrollment charter schools to develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in Grade 8.

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 sections 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 2025-2026 school year. The earlier effective date will enable districts to begin preparing for implementation of TEKS that support a middle school advanced mathematics program.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. 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 board approved updates to the TEKS and instructional materials review and adoption schedule at the April 2021 meeting. At the April 2023 SBOE meeting, the board approved changes to the TEKS review process, including the addition of a process for selecting work group members. At the June 2024 SBOE meeting, the board approved moving forward with the establishment of TEKS for middle school

advanced mathematics. A discussion item regarding TEKS for middle school advanced mathematics was presented to the Committee of the Full Board at the November 2024 SBOE meeting. At the January 2025 SBOE meeting, the board approved for first reading and filing authorization proposed new 19 TAC §§111.29-111.31.

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.

In 2017, the SBOE significantly revised the process for the review and revision of the TEKS. At the November 2018 meeting, the SBOE approved updates to the 2017 TEKS review and revision process to better clarify the process. The updated process was used for the review of the physical education, health education, and science TEKS.

At the January 2021 meeting, the board held a work session to discuss the timeline for the TEKS review and revision process and associated activities, including updates to State Board for Educator Certification teacher assignment rules and certification exams, adoption of instructional materials, and the completion of the Texas Resource Review. The board discussed potential adjustments to the TEKS and Instructional Materials Review and Adoption Schedule. At the April 2021 meeting, the SBOE approved revisions to the TEKS and Instructional Materials Review and Adoption Schedule.

At the April 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members.

At the April 2024 meeting, TEA staff shared an overview of upcoming interrelated needs for TEKS review and revision and instructional materials review and approval (IMRA) and identified two needs related to mathematics, including options for instructional materials for accelerated learning and establishing TEKS to support middle school advanced mathematics pathways. At the June 2024 meeting, the board approved moving forward with the establishment of TEKS for middle school advanced mathematics and inclusion of advanced mathematics in a future IMRA process.

Applications to serve on the middle school advanced mathematics TEKS work group were collected by TEA in July and August 2024. TEA provided SBOE members with the applications for approval to serve on the work group in late August.

At the September 2024 SBOE meeting, the board directed the work group to present two models for middle school advanced mathematics TEKS. One model was to be based on the importance of keeping the Grade 6 TEKS similar to the current TEKS and to combine the Grade 7 and Grade 8 TEKS into Grade 7. The SBOE gave the work group leeway to analyze models from Barbers Hill Independent School District (ISD), Tomball ISD, and other school districts to develop recommendations for the second model. Additionally, the SBOE directed the work group to recommend one of the two models for the SBOE's further consideration. Work groups convened for two face-to-face meetings to develop recommendations for the proposed TEKS for middle school advanced mathematics in October.

A public hearing was conducted and a discussion item regarding TEKS for middle school advanced mathematics was presented to the Committee of the Full Board at the November 2024 SBOE meeting. At that time, the SBOE selected the second model as the plan for the middle school advanced mathematics programs. The work group met in December 2024 to finalize its recommendations for the second model. At the January 2025 SBOE meeting, the board approved for first reading and filing authorization proposed new 19 TAC §§111.29-111.31.

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

TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no fiscal implications to the state. However, there was a cost to the state of approximately $35,000 to convene work group members who traveled to Austin to draft recommendations for the middle school advanced mathematics TEKS. In addition, there will be implications for TEA if the state develops professional development to help teachers and administrators understand the revised TEKS. Any professional development that is created would be based on whether TEA received an appropriation for professional development in the next biennium.

There may be fiscal implications for school districts and charter schools to implement the proposed new TEKS, which 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: 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would add new regulations by adding new TEKS for middle school advanced mathematics.

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 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 provide TEKS to support middle school advanced mathematics programs designed to enable students to enroll in Algebra I in Grade 8. 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 or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

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 January 2025 SBOE meeting, notice of proposed new §§111.29-111.31 was filed with the Texas Register, initiating the public comment period. The public comment period began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. 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 April 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed new 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31; and
>
> Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31 is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 111. Texas Essential Knowledge and Skills for Mathematics

Subchapter B. Middle School

§111.29. Grade 6, Middle School Advanced Mathematics, Adopted 2025.

(a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2025-2026 school year.

(b) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) To increase the number of students who complete advanced mathematics courses in high school, the middle school advanced mathematics courses are designed to enable students to complete Algebra I by the end of Grade 8.

(4) The primary focal areas in Grade 6, Middle School Advanced Mathematics are numeracy; proportionality; expressions, equations, and relationships; and data science. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop a foundational understanding of functions. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. The use of technology, including graphing tools, is essential in middle school advanced mathematics courses to master algebra readiness skills by bridging conceptual understanding and procedural fluency.

(5) 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) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Numeracy--foundations of rational numbers. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:

(A) classify sets and subsets using a visual representation such as a Venn diagram or a hierarchy to describe relationships between sets of rational numbers;

(B) identify a number, its opposite, and its absolute value;

(C) represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers as proportional relationships;

(D) generate equivalent forms of fractions, decimals, and percents using real-world problems as proportional relationships, including problems that involve money;

(E) use equivalent fractions, decimals, and percents to show equal parts of the same whole as proportional relationships;

(F) locate, compare, and order integers and rational numbers using a number line;

(G) order a set of rational numbers arising from mathematical and real-world contexts; and

(H) use coordinate geometry to identify locations on a plane, including graphing points in all four quadrants using ordered pairs of rational numbers.

(3) Numeracy--operations with rational numbers. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:

(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values;

(B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;

(C) extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$;

(D) represent integer operations with concrete models and connect the actions with the models to standardized algorithms;

(E) add, subtract, multiply, and divide integers fluently;

(F) add, subtract, multiply, and divide rational numbers;

(G) generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization;

(H) balance a check register that includes deposits, withdrawals, and transfers; and

(I) create and organize a financial assets and liabilities record and construct a net worth statement.

(4) Numeracy--applications of percents. The student applies mathematical process standards to solve problems involving percents as proportional relationships. The student is expected to:

(A) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and

(B) calculate the sales tax for a given purchase and calculate income tax for earned wages.

(5) Proportionality--foundations of ratios and rates. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(A) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute;

(B) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients;

(C) represent ratios and percents with concrete models, fractions, and decimals; and

(D) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.

(6) Proportionality--applications of ratios and rates. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

(A) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;

(B) calculate unit rates from rates in mathematical and real-world problems; and

(C) convert within and between measurement systems, including the use of proportions and the use of unit rates.

(7) One-variable expressions, equations, and relationships--foundations of one-variable relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

(A) distinguish between expressions and equations verbally, numerically, and algebraically;

(B) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and

(C) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.

(8) One-variable expressions, equations, and relationships--applications of one-variable relationships. The student applies mathematical process standards to use equations and inequalities to represent situations and solve problems. The student is expected to:

(A) write one-variable, one- and two-step equations and inequalities to represent constraints or conditions within problems;

(B) write corresponding real-world problems given one-variable, one- and two-step equations or inequalities;

(C) represent solutions for one-variable, one- and two-step equations and inequalities on number lines;

(D) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts;

(E) model and solve one-variable, two-step equations and inequalities; and

(F) determine if the given value(s) make(s) one-variable, one- and two-step equations and inequalities true.

(9) Two-variable equations and relationships--foundations of linear relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

(A) identify independent and dependent quantities from tables and graphs;

(B) write an equation that represents the relationship between independent and dependent quantities from a table;

(C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$; and

(D) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships.

(10) Two-variable equations and relationships--applications of proportional relationships. The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.

(11) Geometric expressions, equations, and relationships--foundations of geometric concepts equations. The student applies mathematical process standards to use geometry to represent relationships. The student is expected to:

(A) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes; and

(B) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.

(12) Geometric expressions, equations, and relationships--applications of geometric concepts. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

(A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;

(B) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles where dimensions are positive rational numbers;

(C) solve problems involving the volume of right rectangular prisms and triangular prisms; and

(D) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.

(13) Data science--foundations of measurement and data. The student applies mathematical process standards to represent and analyze data. The student is expected to:

(A) distinguish between situations that yield data with and without variability; and

(B) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots.

(14) Data science--applications of measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze and solve problems. The student is expected to:

(A) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution;

(B) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution;

(C) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots;

(D) solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents;

(E) compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads; and

(F) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.

(15) Personal financial literacy--money management. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) compare the features and costs of a checking account and a debit card offered by different local financial institutions;

(B) identify and explain the advantages and disadvantages of different payment methods, including distinguishing between debit cards and credit cards;

(C) explain why it is important to establish a positive credit history;

(D) describe the information in a credit report and how long it is retained;

(E) describe the value of credit reports to borrowers and to lenders;

(F) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and

(G) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

§111.30. Grade 7, Middle School Advanced Mathematics, Adopted 2025.

(a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2025-2026 school year.

(b) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking,

mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) To increase the number of students who complete advanced mathematics courses in high school, the middle school advanced mathematics courses are designed to enable students to complete Algebra I by the end of Grade 8.

(4) The primary focal areas in Grade 7, Middle School Advanced Mathematics are numeracy; proportionality; expressions, equations, and relationships; and data science. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students continue to develop a foundational understanding of functions. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. The use of technology, including graphing tools, is essential in middle school advanced mathematics courses to master algebra readiness skills by bridging conceptual understanding and procedural fluency.

(5) 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) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Numeracy--foundations of real numbers. The student applies mathematical process standards to represent and use real numbers in a variety of forms. The student is expected to:

(A) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers;

(B) approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line;

(C) convert between standard decimal notation and scientific notation; and

(D) order a set of real numbers arising from mathematical and real-world contexts.

(3) Numeracy--operations with rational numbers. The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. The student is expected to:

(A) add, subtract, multiply, and divide rational numbers fluently; and

(B) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.

(4) Numeracy--applications of percents. The student applies mathematical process standards to represent and solve problems involving percents as proportional relationships. The student is expected to:

(A) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems;

(B) calculate and compare simple interest and compound interest earnings;

(C) analyze and compare monetary incentives, including sales, rebates, and coupons;

(D) solve real-world problems comparing how interest rate and loan length affect the cost of credit;

(E) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator;

(F) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time; and

(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college.

(5) Proportionality--geometric ratios. The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships such as dilations. The student is expected to:

(A) describe π as the ratio of the circumference of a circle to its diameter;

(B) generalize the critical attributes of similarity, including ratios within and between similar shapes;

(C) solve mathematical and real-world problems involving similar shape and scale drawings;

(D) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane; and

(E) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two-dimensional figures on a coordinate plane with the origin as the center of dilation.

(6) Proportionality--probability. The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. The student is expected to:

(A) represent sample spaces for simple and compound events using lists and tree diagrams;

(B) select and use different simulations to represent simple and compound events with and without technology;

(C) make predictions and determine solutions using experimental data for simple and compound events;

(D) make predictions and determine solutions using theoretical probability for simple and compound events;

(E) find the probabilities of a simple event and its complement and describe the relationship between the two;

(F) solve problems using qualitative and quantitative predictions and comparisons from simple experiments; and

(G) determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.

(7) One-variable expressions, equations, and relationships--applications of one-variable relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations. The student is expected to:

(A) represent solutions for one-variable, two-step inequalities on number lines;

(B) model and solve one-variable, two-step inequalities;

(C) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants;

(D) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants; and

(E) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants.

(8) Two-variable equations and relationships--foundations of linear relationships. The student applies mathematical process standards to use proportional and non-proportional relationships to develop foundational concepts of functions. The student is expected to:

(A) determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems;

(B) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$; and

(C) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems.

(9) Two-variable equations and relationships--applications of linear relationships. The student applies mathematical process standards to represent linear relationships using multiple representations.

The student is expected to represent linear proportional and non-proportional relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.

(10) Geometric expressions, equations, and relationships--foundations of geometric concepts. The student applies mathematical process standards to develop geometric relationships and solve problems. The student is expected to:

(A) use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas;

(B) solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net;

(C) describe the volume formula $V = Bh$ of a cylinder in terms of its base area and its height;

(D) model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas;

(E) explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas;

(F) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas;

(G) use models and diagrams to explain the Pythagorean theorem; and

(H) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

(11) Geometric expressions, equations, and relationships--applications of geometric concepts. The student applies mathematical process standards to solve geometric problems. The student is expected to:

(A) determine the circumference and area of circles;

(B) determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles;

(C) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders;

(D) solve problems involving the volume of rectangular pyramids and triangular pyramids;

(E) solve problems involving the volume of cylinders, cones, and spheres;

(F) use the Pythagorean theorem and its converse to solve problems; and

(G) determine the distance between two points on a coordinate plane using the Pythagorean theorem.

(12) Geometric expressions, equations, and relationships--transformations. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane;

(B) differentiate between transformations that preserve congruence and those that do not;

(C) explain the effect of translations, reflections over the *x*- or *y*-axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two-dimensional shapes on a coordinate plane using an algebraic representation; and

(D) model the effect on linear and area measurements of dilated two-dimensional shapes.

(13) Data science--applications of measurement and data. The student applies mathematical process standards to use statistical representations and procedures to analyze and describe data. The student is expected to:

(A) use data from a random sample to make inferences about a population;

(B) compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations;

(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected; and

(D) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points.

(14) Personal financial literacy--money management. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:

(A) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget;

(B) use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby; and

(C) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility.

§111.31. Grade 8, Middle School Advanced Mathematics, Algebra (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. Students shall be awarded one credit that satisfies the Algebra I requirement for high school graduation. This course is recommended for students in Grade 8. Prerequisite: Middle School Advanced Mathematics, Grade 7 or Mathematics, Grade 8.

(c) Introduction.

(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and

evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(3) To increase the number of students who complete advanced mathematics courses in high school, the middle school advanced mathematics courses are designed to enable students to complete Algebra I by the end of Grade 8.

(4) In Grade 8, Middle School Advanced Mathematics, Algebra, students will build on the knowledge and skills for mathematics in Middle School Advanced Mathematics, Grades 6 and 7, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations. The use of technology, including graphing tools, is essential in Middle School Advanced Mathematics, Algebra to bridge conceptual understanding and procedural fluency.

(5) 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.

(d) Knowledge and skills.

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations. The student is expected to:

(A) determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities;

(B) write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points;

(C) write linear equations in two variables given a table of values, a graph, and a verbal description;

(D) write and solve equations involving direct variation;

(E) write the equation of a line that contains a given point and is parallel to a given line;

(F) write the equation of a line that contains a given point and is perpendicular to a given line;

(G) write an equation of a line that is parallel or perpendicular to the *x*- or *y*- axis and determine whether the slope of the line is zero or undefined;

(H) write linear inequalities in two variables given a table of values, a graph, and a verbal description; and

(I) write systems of two linear equations given a table of values, a graph, and a verbal description.

(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:

(A) use similar right triangles to develop an understanding that slope, *m*, given as the rate comparing the change in *y*-values to the change in *x*-values, $(y2 - y1)/ (x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line;

(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship;

(C) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$;

(D) calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems;

(E) use data from a table or graph to determine the rate of change or slope and *y*-intercept in mathematical and real-world problems;

(F) graph linear functions on the coordinate plane and identify key features, including *x*-intercept, *y*-intercept, zeros, and slope, in mathematical and real-world problems;

(G) graph the solution set of linear inequalities in two variables on the coordinate plane;

(H) determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, and $f(bx)$ for specific values of a, b, c, and d;

(I) graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist;

(J) estimate graphically the solutions to systems of two linear equations with two variables in real-world problems; and

(K) graph the solution set of systems of two linear inequalities in two variables on the coordinate plane.

(4) Linear functions, equations, and inequalities. The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data. The student is expected to:

(A) construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data;

(B) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation;

(C) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions;

(D) calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association;

(E) compare and contrast association and causation in real-world problems; and

(F) write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.

(5) Linear functions, equations, and inequalities. The student applies the mathematical process standards to solve, with and without technology, linear equations and evaluate the reasonableness of their solutions. The student is expected to:

(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides;

(B) solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides; and

(C) solve systems of two linear equations with two variables for mathematical and real-world problems.

(6) Quadratic functions and equations. The student applies the mathematical process standards when using properties of quadratic functions to write and represent in multiple ways, with and without technology, quadratic equations. The student is expected to:

(A) determine the domain and range of quadratic functions and represent the domain and range using inequalities;

(B) write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form ($f(x) = a(x - h)^2 + k$), and rewrite the equation from vertex form to standard form ($f(x) = ax^2 + bx + c$); and

(C) write quadratic functions when given real solutions and graphs of their related equations.

(7) Quadratic functions and equations. The student applies the mathematical process standards when using graphs of quadratic functions and their related transformations to represent in multiple ways and determine, with and without technology, the solutions to equations. The student is expected to:

(A) graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry;

(B) describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions; and

(C) determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, and $f(bx)$ for specific values of a, b, c, and d.

(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:

(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula; and

(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.

(9) Exponential functions and equations. The student applies the mathematical process standards when using properties of exponential functions and their related transformations to write, graph, and represent in multiple ways exponential equations and evaluate, with and without technology, the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:

(A) determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities;

(B) interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems;

(C) write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay;

(D) graph exponential functions that model growth and decay and identify key features, including y-intercept and asymptote, in mathematical and real-world problems; and

(E) write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems.

(10) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite in equivalent forms and perform operations on polynomial expressions. The student is expected to:

(A) add and subtract polynomials of degree one and degree two;

(B) multiply polynomials of degree one and degree two;

(C) determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend;

(D) rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property;

(E) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two; and

(F) decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial.

(11) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms. The student is expected to:

(A) simplify numerical radical expressions involving square roots; and

(B) simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.

(12) Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to write, solve, analyze, and evaluate equations, relations, and functions. The student is expected to:

(A) identify functions using sets of ordered pairs and mappings;

(B) decide whether relations represented verbally, tabularly, graphically, and symbolically define a function;

(C) evaluate functions, expressed in function notation, given one or more elements in their domains;

(D) identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes;

(E) write a formula for the n^{th} term of arithmetic and geometric sequences, given the value of several of their terms; and

(F) solve mathematic and scientific formulas, and other literal equations, for a specified variable.

Discussion of Pending Litigation

April 9, 2025

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

SUMMARY: The State Board of Education (SBOE) 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 a room (to be determined) to discuss this item.

Cases to be discussed may include:

> *Book People, INC. VBK, INC d/b/a Blue Willow Bookshop, American Booksellers Association, Association of American Publishers, Authors Guild, INC., Comic Book Legal Defense Fund v. Martha Wong in her official capacity as chair of the Texas State Library and Archives Commission, Keven Ellis in his official capacity as chair of the Texas Board of Education, Mike Morath in his official capacity as Commissioner of Education;* in the United States District Court for the Western District of Texas, Austin Division, Case No. 1:23-cv-858; and
>
> any 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.

BACKGROUND INFORMATION AND JUSTIFICATION: At every regularly scheduled meeting, the SBOE has the opportunity to be apprised of pending litigation as the need arises. The SBOE may also receive continued briefing on procedural developments.

Staff Member Responsible:
Von Byer, General Counsel, Legal Services

Consideration of the Commissioner of Education's Generation 30 High-Performing Entity Charter School Proposal

April 11, 2025

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

SUMMARY: This item provides the committee and board an opportunity to review and take action or no action on the commissioner's proposal for a Generation 30 High-Performing Entity (HPE) charter school scheduled to open in the 2026-2027 school year. If awarded, the charter will have an initial five-year term.

STATUTORY AUTHORITY: Texas Education Code (TEC), §12.101, and §12.1011.

TEC, §12.101 requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting, vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect.

TEC, §12.1011 authorizes the commissioner to grant a charter for an open-enrollment charter school that is an eligible entity as determined by the commissioner in accordance with commissioner rule, has performed at a level of performance comparable to performance under the highest or second highest performance rating category under Subchapter C, Chapter 39.

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

PREVIOUS BOARD ACTION: Annually, within 90 days of the commissioner's notification of his intent to grant open-enrollment charter school(s), the SBOE has an opportunity to formally consider the commissioner's proposals and to take action or take no action. At the June 2024 meeting, the SBOE took into consideration the five applicants recommended by the commissioner of education for charter award. The SBOE voted to take no action on the following four charter applicants: Pathway Academy (Big Spring), The Texas Girls School (Austin), Unparalleled Preparatory Academy (Manor), and Infinite Minds (Arlington). The SBOE voted to veto one of the charter applicants: Visionary STEM Academy (Terrell).

This is the first proposal of a High-Performing Entity (HPE) Subchapter D Open-Enrollment Charter School by the commissioner.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, §12.101 grants the commissioner the authority to award up to 305 open-enrollment charters to eligible entities that: are considered capable of carrying out the responsibilities of the charter, are likely to operate a school of high quality, have been proposed by the commissioner, and are not vetoed by a majority of the SBOE members present and voting.

TEC, §12.1011 permits the commissioner to grant a charter for an open-enrollment charter school to an applicant that is an eligible high-performing entity. It establishes that eligible entities are non-profit organizations that propose to operate the charter school program of a charter operator

that operates one or more charter school in another state and with which the eligible entity is affiliated or entities that have operated one or more charter schools established under TEC Chapter 12 Subchapter C or E. Both types of entities must also have performed or have equivalent academic performance of the highest or second highest performance rating category under TEC Chapter 39, Subchapter C.

Prior to the charter school award cycle, the commissioner adopted the Generation 30 Open-Enrollment Charter High-Performing Entity Instructions and Guidance and Request for Application document, establishing the timeline and procedures for the application cycle, the contents of the application, and the criteria by which charter schools would be awarded to eligible entities.

One application was submitted by the December 20, 2024 deadline, and after eligibility and completion checks by Texas Education Agency (TEA) staff, the application advanced to the data analysis and eligibility review. The applicant met the requirement of equivalent performance of the highest or second highest performance rating on Domain 1: Student Achievement. The applicant then moved forward to the due diligence period. During this period, TEA staff visited existing schools of the affiliated operator and held meetings with both the proposed applicant team and their current authorizers. Subsequent to the commissioner's proposal, SBOE members were then invited to meet and ask questions of the proposed applicant.

MOTION TO BE CONSIDERED: The State Board of Education:

> Review and take no action on the commissioner's proposed Generation 30 High-Performing Entity (HPE) Subchapter D Open-Enrollment Charter School to open in the 2026-2027 school year.

Staff Members Responsible:
Kelvey Oeser, Deputy Commissioner, Educator, and System Support
Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy

Separate Exhibit:
Commissioner of Education's Generation 30 High-Performing Entity Open-Enrollment Charter School proposal
(to be provided at the April 2025 SBOE meeting)

Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials (Second Reading and Final Adoption)

April 11, 2025

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

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials. The proposed new section would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by outlining the local process requirements for a parent to petition for a review of instructional materials. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023; §31.003(a); and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the board of trustees of each school district to establish a process by which a parent may request an instructional material review under TEC, §31.0252, for a subject area in the grade level in which the student is enrolled and allows the State Board of Education (SBOE) to adopt rules to implement this section.

TEC, §31.003(a), permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the Texas Education Agency (TEA) to develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements described by TEC, §31.0252(a)(2).

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 section 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 2025-2026 school year. The earlier effective date would allow for the rule to apply to the 2025-2026 school year.

PREVIOUS BOARD ACTION: A discussion item on the local review of classroom instructional materials rubric and proposed new §67.69 was presented to the Committee of the Full Board during the November 2024 SBOE meeting. At the January 2025 SBOE meeting, the board approved for first reading and filing authorization proposed new §67.69.

BACKGROUND INFORMATION AND JUSTIFICATION: HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including adding a provision for local classroom reviews of instructional materials.

HB 1605, 88th Texas Legislature, Regular Session, 2023, established new TEC, §31.0252, Local Review of Classroom Instructional Materials, which requires that TEA develop standards in consultation with stakeholders, including educators, by which a school district is authorized to conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under TEC, §28.002(a)(1), to determine the degree to which the material corresponds with the instructional materials adopted by the school district or campus and meets the level of rigor of the essential knowledge and skills adopted under TEC, §28.002, for the grade level in which it is being used.

TEC, §31.0252, also requires the agency to develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements.

At the June 2023 SBOE meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and begin discussing preliminary decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at https://tea.texas.gov/about-tea/leadership/state-board-of-education/sboe-2023/sboe-2023-june/sboe-hb1605-working-session-slidedeck-062223.pdf.

At the November 2024 SBOE meeting, TEA staff presented to the Committee of the Full Board for discussion the local classroom review rubrics and considerations for the proposed rule.

Proposed new §67.69 would clarify the conditions under which a local review of classroom instructional materials would be conducted.

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

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would create a new regulation regarding the process for local reviews of classroom instructional materials conducted by school districts.

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 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 define the requirements for a school district's process for parent petitions for instructional material review. 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: No changes have been made to this section since published as proposed.

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 January 2025 SBOE meeting, notice of proposed new §67.69 was filed with the Texas Register, initiating the public comment period. The public comment period began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. 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 April 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials; and

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports
Shay Wise-Garland, Director, District Leadership Supports

Attachment:
Text of Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter C. Local Operations

§67.69. Local Review of Classroom Instructional Materials.

(a) School districts and open-enrollment charter schools must establish a process by which a parent of a student may request an instructional material review under Texas Education Code, §31.0252, for a subject area in the grade level in which the student is enrolled. This process shall:

(1) establish minimum requirements for a parent's petition to the school district board of trustees for a local review of classroom instructional materials, including submission guidelines and timelines for the petition. The process must align to the statewide submission window of September 1 through the last instructional day for students. The process must require that the board consider such petitions at the regular board meeting that allows proper posting immediately following submission of the petition provided that it is submitted by the prescribed submission deadline;

(2) require parent petitions to include the student assignment, grade level, content area, campus name, and teacher name to complete the local review process; and

(3) establish an appeal process for parents if a petition for a local review is denied by the school district board of trustees, detailing steps for submitting an appeal, the criteria for reviewing the appeal, and the timelines for a final decision.

(b) A school district or open-enrollment charter school is requested to notify the State Board of Education member(s) representing the district or charter school, at the member's state email address as listed on the SBOE.Texas.gov website, within one week of a decision to approve a parent request for local classroom review and one week after receiving the final report.

Approval of Local Classroom Review Rubrics

April 11, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for staff to present the final rubrics related to classroom reviews for approval by the State Board of Education (SBOE).

STATUTORY AUTHORITY: Texas Education Code (TEC), §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023 and §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §26.0061, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the board of trustees of each school district shall establish a process by which a parent may request an instructional material review under Section 31.0252 for a subject area in the grade level in which the student is enrolled and allows the SBOE to adopt rules to implement this section.

TEC, §31.0252, as added by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the Texas Education Agency (TEA) to develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements described by TEC, §31.0252(a)(2).

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

PREVIOUS BOARD ACTION: A discussion item regarding new 19 TAC §67.69 was presented to the Committee of the Full Board (COFB) at the November 2024 SBOE meeting. Staff presented draft rubrics related to classroom reviews to the COFB for discussion at the January 2025 SBOE meeting. Additionally, the board approved new §67.69 for first reading and filing authorization at the January 2025 SOBE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including adding a provision for local classroom reviews of instructional materials.

Section 24 of the bill established new TEC, §31.0252. Local Review of Classroom Instructional Materials. This section requires that the agency develop standards in consultation with stakeholders, including educators, by which a school district is authorized to conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material (1) corresponds with the instructional materials adopted by the school district or campus; and (2) meets the level of rigor of the knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

This section also requires the agency to develop a rubric, approved by SBOE, to determine if reviewed instructional material complies with the rigor requirements.

At the June 2023 SBOE meeting, the Committee of the Full Board held a work session to receive an overview presentation on HB 1605 from the commissioner of education and begin discussing preliminary

decisions and next steps. The June 2023 SBOE HB 1605 Work Session Presentation shared during the work session is available on the TEA website at June 2023 SBOE HB 1605 Work Session Slides.

At the November 2024 SBOE meeting staff presented the local classroom review rubrics and considerations for proposed rule as a discussion item for the board.

The proposed rubrics will be used to conduct local classroom reviews and must be approved by the SBOE per TEC, §31.0252.

At the January 2025 SBOE meeting staff presented the draft rubrics for local classroom reviews and explained that this was an opportunity for the board to offer feedback before staff brings the rubrics back for approval at the April 2025 SBOE meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve rubrics related to classroom reviews.

Staff Members Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports
Shay Wise-Garland, Director, District Leadership Supports

Separate Exhibits:
I: Local Classroom Review Quality Rubric, Mathematics K–12

II: Local Classroom Review Quality Rubric, ELAR K–3 Foundational Literacy Skills

III: Local Classroom Review Quality Rubric, ELAR K–3 Reading Comprehension

IV: Local Classroom Review Quality Rubric, ELAR 4–8 Reading Comprehension

(all separate exhibits to be provided in advance of the April 2025 SBOE meeting)

Instructional Materials Review and Approval Cycle 2025 Update

April 11, 2025

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

SUMMARY: This item provides an opportunity for staff to present updates on Instructional Materials Review and Approval (IMRA) Cycle 2025. The presentation will include an update on reviewer recruitment and logistics for IMRA reviewer training and review milestones.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.022 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the State Board of Education (SBOE) to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

PREVIOUS BOARD ACTION: At the August–September 2023 meeting, the Committee of the Full Board discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

At the February 2024 meeting, the board approved IMRA Quality Rubrics aligned to K–3 and 4–8 English language arts and reading, K–3 and 4–6 Spanish language arts and reading, and K–12 mathematics.

At the June 2024 meeting, the Committee of the Full Board discussed a multi-year timeline for IMRA cycles including the development of quality rubrics.

The Committee of the Full Board also discussed IMRA Cycle 2025 draft rubrics and the after-action report where there were findings for some improvements to the existing quality rubrics at the September 2024 meeting.

At the November 2024 meeting, the State Board of Education approved the quality rubric for supplemental math for the Instructional Materials Review and Approval (IMRA) process and the quality rubrics, as presented by staff, for the Instructional Materials Review and Approval (IMRA) process.

At the January 2025 meeting, staff presented updates on IMRA Cycle 2025. The presentation included a preliminary list of materials for review and an overview of the instructional materials market landscape. The board, by majority vote, required certain instructional materials to be reviewed in IMRA Cycle 2025.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revises TEC, Chapter 31, including several provisions under SBOE authority.

HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE approved materials.

TEC, 31.002 as amended by HB 1605, 88 Regular Session, 2023, expanded the definition of instructional materials to include full-subject, tier-one; partial-subject, tier-one; and supplemental instructional materials.

TEC, 31.023(a)(1)(B) requires that any process developed for the review of instructional materials includes a process for the agency to review materials if the State Board of Education requests by a majority vote that the material be reviewed by the agency.

TEC, 31.023(a)(1) requires the agency to establish, in consultation with and with the approval of the State Board of Education, a process for the annual review of instructional materials by the agency. This process must include a process for the agency to select instructional materials for review.

The Instructional Materials Review and Approval (IMRA) Process was approved by the SBOE on February 2, 2024. Step 16 of that process outlines the prioritization protocol for the agency to apply when total programs to review exceed agency capacity for reviews. That protocol was applied and now the final list is being shared back to the SBOE for their information.

Staff Members Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports
Amie Phillips, Director, Instructional Materials Review and Approval

Separate Exhibit:
Slide Presentation IMRA Cycle 2025 Update
(to be provided in advance of the April 2025 SBOE meeting)

Discussion of Draft Quality Rubrics for Instructional Materials Review and Approval Cycle 2026

April 8, 2025

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

SUMMARY: This item provides an opportunity for staff to present drafts of the Instructional Materials Review and Approval (IMRA) Cycle 2026 quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school and full-subject, tier-one, instructional materials for fine arts for grades K–12.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023 as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

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

PREVIOUS BOARD ACTION: At the August–September 2023 meeting, the Committee of the Full Board discussed the IMRA process and discussed the approach to developing the quality rubric criteria and process.

At the February 2024 meeting, the board approved IMRA Quality Rubrics aligned to K–3 and 4–8 English language arts and reading, K–3 and 4–6 Spanish language arts and reading, and K–12 mathematics.

At the June 2024 meeting, the Committee of the Full Board discussed a multi-year timeline for IMRA cycles including the development of quality rubrics.

At the September 2024 meeting, the Committee of the Full Board had the opportunity to review and provide feedback on the draft IMRA rubrics for supplemental math materials that, if approved, will be used in IMRA Cycle 2025.

At the November 2024 meeting, the Committee of the Full Board had the opportunity to review proposed changes to the draft rubrics for the IMRA Cycle 2025.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revises TEC, Chapter 31, including several provisions under SBOE authority. HB 1605 also added a new provision to TEC, Chapter 48, to provide additional funding to school districts and charter schools that adopt and implement SBOE approved materials.

TEC, 31.002 as amended by HB 1605, 88 Regular Session, 2023, expanded the definition of instructional materials to include full-subject, tier-one; partial-subject, tier-one; and supplemental instructional materials.

PUBLIC BENEFIT AND COST TO PERSONS: The proposal would benefit the public through adding clarity to the instructional materials quality review and approval process resulting from the implementation of House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023. There is no anticipated economic cost to persons who are required to comply with the proposal.

PUBLIC COMMENTS: A summary of public feedback will be presented to the board at a future SBOE meeting.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibits:
I. Draft Quality Rubric(s), Full Subject, Tier-One, Career and Technical Education
II. Draft Quality Rubrics, Full Subject, Tier One, Instruction Materials for Fine Arts for grades K-12

(separate exhibits to be provided in advance of the April 2025 SBOE meeting)

Discussion of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review

April 8, 2025

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

SUMMARY: This item provides an opportunity for the committee to discuss a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review. The proposed amendment would establish a process regarding approved instructional materials if suitability standards are updated after products have been approved by the board in the instructional materials review and approval (IMRA) process.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023, as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the SBOE to review instructional materials that have been provided to the board by the Texas Education Agency (TEA) under TEC, §31.023.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

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

FUTURE ACTION EXPECTED: The proposed amendment to §67.21 will be presented for first reading and filing authorization at a future meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. In addition, the bill added requirements related to adoption of essential knowledge and skills in TEC, Chapter 28.

At the January-February 2024 meeting, the SBOE approved 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.21, Proclamations, Public Notice, and Requests for Instructional Materials for Review; §67.23, Requirements for Publisher Participation in Instructional Materials Review and Approval (IMRA); and §67.25, Consideration and Approval of Instructional Materials by the State Board of Education, and Subchapter D, Duties of Publishers and Manufacturers, §67.81, Instructional Materials Contracts, and §67.83, Publisher Parent

Portal, for second reading and final adoption. At that time, the board expressed a desire to clarify the rules related to the list of approved instructional materials outlined in TEC, §31.022.

At the September 2024 meeting, the SBOE approved new §67.43 for second reading and final adoption. The section clarifies the conditions under which the SBOE can remove instructional materials from the lists of approved and rejected instructional materials and outlines the timeline for these decisions and their impact on school district procurement.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibit:
Considerations for Discussion of Proposed Amendment to 19 TAC §67.21
(to be provided at the April 2025 SBOE meeting)

Discussion of Proposed Changes to the Instructional Materials Review and Approval Process

April 8, 2025

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

SUMMARY: This item provides an opportunity for the State Board of Education (SBOE) to discuss proposed changes to the Instructional Materials Review and Approval (IMRA) process.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003(a) and §31.023 as amended by House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §31.003(a), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023, requires the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by the Texas Education Agency (TEA). In conducting a review under this section, TEA must use a rubric that it developed in consultation with and approved by the SBOE.

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

PREVIOUS BOARD ACTION: At its January 2025 meeting, the board adopted 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct.

BACKGROUND INFORMATION AND JUSTIFICATION: TEC, Chapter 31, addresses instructional materials in public education and permits the SBOE to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials. HB 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority. These revisions required the commissioner of education to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials.

At its January-February 2024 meeting, the board adopted the IMRA Process and procedures, as amended.

At its September 2024 meeting staff presented part one of an after-action report which summarized the IMRA process to date, described observations of the process, and outlined recommendations for improvements to the process.

At its January 2025 meeting staff presented part two of an after-action report which summarized the IMRA process for Cycle 2024 in its entirety and outlined recommendations for improvements to the process. The board also adopted new rules related to IMRA reviewer eligibility and appointment; training; duties; and conduct.

Staff Member Responsible:
Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Separate Exhibit:
IMRA Process Changes for Discussion
(to be provided at the April 2025 SBOE meeting)

Commissioner's Comments

April 9, 2025

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 JUSTIFICATION: On an as needed basis, the board will be briefed on significant public education issues and events.

Staff Member Responsible:
Cari Christman, Deputy Associate Commissioner, State Board of Education

Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453
(Second Reading and Final Adoption)

April 11, 2025

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

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453. The proposal would add new courses and update existing courses that are being moved to this subchapter in the civil engineering, engineering foundations, and mechanical and aerospace design programs of study to ensure the content of the courses remains current and supports relevant and meaningful programs of study.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), and (j); and 28.025(a) and (b-2)(2).

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 identify by rule 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(j), allows the SBOE to require by rule laboratory instruction in secondary science courses and require a specific amount or percentage of time in a secondary science course that must be laboratory instruction.

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

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a career and technical education (CTE) course designated by the SBOE as containing substantially similar and rigorous content.

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 sections is August 1, 2025. 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 2025-2026

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

PREVIOUS BOARD ACTION: The SBOE adopted the Texas Essential Knowledge and Skills (TEKS) for all subjects effective September 1, 1998. The CTE TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. CTE TEKS for courses in education and training; health science; and science, technology, and mathematics (STEM) were amended effective April 26, 2022; June 14, 2022; and August 7, 2022. In November 2023, the SBOE adopted new TEKS for CTE career preparation and entrepreneurship courses to be implemented in the 2024-2025 school year. The SBOE adopted new CTE TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses effective August 1, 2025. A discussion item regarding proposed new TEKS for courses in engineering programs of study was presented to the Committee of the Full Board at the November 2024 SBOE meeting. At the January 2025 meeting, the SBOE approved for first reading and filing authorization proposed new 19 TAC §§127.402-127.419, 127.452, and 127.453.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

During the November 2022 meeting, the SBOE approved a timeline for the review of CTE courses for 2022-2025. Also at the meeting, the SBOE approved a specific process to be used in the review and revision of the CTE TEKS. The CTE-specific process largely follows the process for TEKS review for other subject areas but was adjusted to account for differences specific to CTE. The 2022-2025 CTE cycle identified two reviews, beginning with the winter 2023 review of a small group of courses in career preparation and entrepreneurship. An abbreviated version of the new CTE TEKS review process was used for the winter 2023 review. The second review in the 2022-2025 CTE TEKS review cycle began in summer 2023. The complete CTE TEKS review process was used for the summer 2023 CTE TEKS review.

Texas Education Agency (TEA) staff began a CTE TEKS review process for engineering in December 2023. Applications to serve on the engineering 2024 CTE TEKS review work groups were collected by TEA from December 2023 through April 2024. TEA staff provided SBOE members with batches of applications for approval to serve on a CTE work group in February, March, and April 2024. Work groups convened to develop recommendations for the CTE courses in May, June, July, and August 2024. Additionally, work groups met for a final time in December 2024 to address feedback from the SBOE and to finalize their recommendations for the new standards.

The proposal would ensure the standards for engineering support relevant and meaningful programs of study. The attachment to this item reflects the text of the proposed new TEKS.

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

TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no fiscal implications to the state. However, in fiscal year 2024 there was a cost to the state of approximately $100,000 to convene work group members who traveled to Austin to draft recommendations for the CTE TEKS in engineering. In addition, there will be implications for TEA if the state develops professional development to help teachers and administrators understand the revised TEKS. Any professional

development that is created would be based on whether TEA received an appropriation for professional development in the next biennium.

There may be fiscal implications for school districts and charter schools to implement the proposed new TEKS, which 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: 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would create new regulations by adding new CTE TEKS required to be taught by school districts and charter schools offering the courses.

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 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 better align the TEKS and add additional course options for students to support relevant and meaningful programs of study. 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 or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

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 January 2025 SBOE meeting, notice of proposed new §§127.402-127.419, 127.452, and 127.453 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. 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 April 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453; and
>
> Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453 is necessary and shall have an effective date of August 1, 2025. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter I. Engineering [~~Health Science~~]

§127.402. Engineering Design Process (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 9 and 10. Prerequisite: Algebra I. Recommended prerequisite: Principles of Applied Engineering. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Engineering Design Process is an engineering course applicable to all engineering fields. Students use an iterative engineering design process to solve problems, make decisions, and manage a project. Professional practices are addressed, including development of a problem statement, maintenance of documentation, use of an engineering notebook, research, project management, internal and external communication, and creation of technical drawings and prototypes. The student delivers a professional presentation detailing the experience of working through each step of the engineering design process.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(F) identify and discuss the importance of professionalism, standards of conduct, and ethics as defined by the Texas Engineering Practice Act and rules concerning the practice of engineering and surveying;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and

(K) describe the roles and responsibilities of managers.

(2) The student understands there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:

(A) explain the importance of defining an engineering problem as an initial step in the engineering design process;

(B) describe the research stage of the engineering design process;

(C) define and discuss the roles of ideation and conceptualization in innovation and problem solving;

(D) explain the criteria for selecting an idea or concept for detailed prototype design, development, and testing;

(E) explain the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;

(F) describe the relevance of experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;

(G) explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and

(H) explain the purpose of effective communication throughout the entirety of the engineering design process to various audiences.

(3) The student explores and develops skills to solve problems, make decisions, and manage a project. The student is expected to:

(A) discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;

(B) identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;

(C) define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;

(D) identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and

(E) identify strategies to solve problems and describe how problem solving is utilized to accomplish personal and team objectives.

(4) The student understands the foundations of occupational safety and health. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(C) identify and explain the appropriate use of types of personal protective equipment used in industry;

(D) demonstrate safe practices for preventing or reducing slips, trips, and falls in the workplace;

(E) describe types of risks of and control methods to prevent electrical hazards in the workplace; and

(F) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace.

(5) The student understands the value of maintaining documentation using an engineering notebook. The student is expected to:

(A) explain the purpose and legal value of maintaining an engineering notebook as intellectual property;

(B) describe the proper implementation of an engineering notebook, including notebook type, documentation, signatures, adding external materials, sealing, and dating;

(C) create and maintain an engineering notebook by recording ideas, notes, decisions, findings, deficiencies, and corrections throughout the entire design process; and

(D) communicate progress during the engineering design process at regular intervals using various methods such as written reports, informal presentations, and formal presentations.

(6) The student understands how to conduct research in the engineering design process. The student is expected to:

(A) describe the advantages and disadvantages of emerging technologies and practices in the research process;

(B) explain the importance of identifying and synthesizing information from a variety of sources in the research process;

(C) explain the ethical acquisition and use of digital information;

(D) demonstrate use and citation of source material ethically and appropriately;

(E) define and discuss intellectual property laws such as patent, copyright, and trade secret law and their role in protecting proprietary information in the research process; and

(F) identify limitations in information and research such as outdated, conflicting, proprietary, or limited access.

(7) The student understands the process of creating and refining a problem statement in the engineering design process. The student is expected to:

(A) explain the essential components of a problem statement such as who the problem affects, when it is a problem, where the problem happens, and the magnitude of the problem;

(B) describe different methods for creating and refining a problem statement such as questioning, observation, and client needs;

(C) create a problem statement that is concise, specific, and measurable;

(D) collect, analyze, and interpret information relevant to a problem statement;

(E) modify a problem statement based on information acquired from using processes or various analysis tools such as fishbone charts, root-cause analysis, 80-20 rule, heat maps, survey results, and end-user input;

(F) explain the purpose of a technical document such as a design brief or design basis that compiles the objectives, constraints, data, alternatives, and design solutions in the engineering design process; and

(G) compile a technical document that includes a problem statement, constraints, resources, budget, timeline, deliverables, and solution criteria such as quality, risk, and extent to which problem is solved.

(8) The student understands the importance of conceptualizing a solution in the engineering design process. The student is expected to:

(A) discuss the importance of creativity in engineering, innovation, and problem solving;

(B) explain and use various techniques for idea generation such as brainstorming, mapping, storyboarding, sketching, questioning, reverse engineering, and natural solutions to create solution concepts;

(C) explain the similarities and differences between designing a solution in the classroom versus designing a solution in the real world;

(D) analyze and evaluate solutions using the established criteria;

(E) explain the importance of capturing client feedback to refine solution concepts; and

(F) explain and use various techniques for gathering end-user input such as focus groups, interviews, and surveys to refine solution concepts.

(9) The student creates technical drawings in the engineering design process. The student is expected to:

(A) explain the role of freehand sketching, freehand modeling, technical drawing, and technical modeling in the development of a prototype or solution;

(B) create nontechnical representations such as sketches, drawings, or models of a solution with relevant annotations;

(C) develop a technical model of the solution using a nontechnical representation of a solution; and

(D) create technical drawings, including single-view projections, multi-view projections, and orthographic views, using industry standards.

(10) The student creates prototypes in the engineering design process. The student is expected to:

(A) identify different types of prototypes and explain the role of a prototype in the development of a solution;

(B) identify and describe the steps needed to produce a prototype;

(C) identify and use appropriate tools, equipment, machines, and materials to produce a prototype; and

(D) present a prototype using presentation software.

(11) The student tests and evaluates a prototype or solution using experiments, data, and end-user feedback. The student is expected to:

(A) explain the purpose of conducting tests on a prototype or solution;

(B) design appropriate protocols for testing a prototype or solution;

(C) analyze, evaluate, and critique a prototype or solution by using observational testing, experimental testing, empirical evidence, and statistical analysis;

(D) collect end-user feedback using appropriate protocols such as focus groups, interviews, and surveys to evaluate a prototype or solution; and

(E) identify the successes and failures of a prototype or solution based on the criteria established in the testing protocols and technical document to determine next steps in the engineering design process.

(12) The student understands the iterative nature of the engineering design process to develop a solution. The student is expected to:

(A) analyze design flaws of a prototype or solution using various tools such as fishbone charts, root-cause analysis, 80-20 rule, heat maps, survey results, and end-user feedback;

(B) iterate steps of the design process, as necessary, to improve and optimize a solution; and

(C) evaluate the potential impact of a solution on the original problem identified during the design process.

(13) The student prepares and delivers a professional presentation detailing the experience of working through each step of the engineering design process to create a viable solution. The student is expected to:

(A) prepare and deliver a presentation detailing the experience of working through each step of the engineering design process to create a viable solution;

(B) solicit and evaluate feedback on implementation of the design process and the presentation; and

(C) present learning experiences such as essential skills gained, areas of personal growth, and challenges encountered throughout the design process.

§127.403. Programming for Engineers (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. Prerequisite: Algebra I and Principles of Applied Engineering, Physics for Engineering, Introduction to Computer-Aided Design and Drafting, or Introduction to Engineering Design. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Programming for Engineers focus on understanding, writing, evaluating, and troubleshooting code to solve engineering problems. Students use the engineering process and computational thinking to write computer programs for real-world solutions. Students explore autonomous systems, sensors, and careers to integrate computational thinking within their engineering mindset. Students spend at least 40% of the instructional time completing hands-on, real-world projects.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Computational thinking--foundations. The student explores the core concepts of computational thinking related to engineering solutions, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

(A) decompose real-world engineering problems into structured parts by using visual representation;

(B) analyze and use industry-specific symbols, patterns, and sequences found in visual representations such as flow-charts, pseudocode, concept maps, or other representations of data;

(C) define and practice abstraction in the context of writing a program to solve an engineering problem;

(D) design a plan using visual representation to document a problem, possible solutions, and an expected timeline for the development of a coded engineering solution;

(E) analyze different techniques used in debugging and apply them to an algorithm;

(F) analyze the benefits of using iteration such as code and sequence repetition in algorithms, including loops and functions;

(G) define and analyze Boolean expressions;

(H) define and analyze conditional statements;

(I) write code that uses conditional statements such as (if), (then), (while), and (else);

(J) compare the differences between scripting and programming languages such as interpretation versus compiling; and

(K) identify and demonstrate when to use a compiler and editor for programming design.

(5) Computational thinking--applications. The student applies the fundamentals of programming within the context of engineering. The student is expected to:

(A) analyze how programming parallels iterative design within the engineering design process such as problem solving and critical thinking illustrated in an engineering notebook;

(B) modify previously written code and implement the modified code to develop improved programs;

(C) solve an engineering problem by creating block-based or text-based programs that include sequences, functions, loops, conditionals, and events;

(D) identify and label variables that relate to a program or algorithm;

(E) manipulate and rename variables and describe different data types;

(F) write comments while coding programs for engineering solutions to enhance readability and functionality such as descriptive identifiers, internal comments, white space, spacing, punctuation, indentation, and standardized programming style;

(G) write code that uses comparison operators such as greater than, less than, equal to, and modulus to perform mathematical computations;

(H) write code that uses strings to sort different data types such as Boolean operators, floats, and integers; and

(I) perform user testing on code to assess and improve a program.

(6) The student understands physical computing systems to integrate input and output functions in engineering concepts. The student is expected to:

(A) write programming to process data and control physical devices for efficient and optimized solutions;

(B) apply coding to demonstrate the correct operation of the output device such as motors, video displays, speakers, rapid prototype machines, and lights;

(C) apply coding to demonstrate the correct operation of the input device such as buttons, sensors, and switches;

(D) apply critical problem-solving skills to troubleshoot any errors and miscommunication such as wiring, code, and physical hardware;

(E) apply basic circuit theory as it pertains to ground and power systems for diagramming input and output devices and use tools such as a multimeters, microcontrollers, sensors, and LEDs; and

(F) use script writing to develop engineering solutions such as automatic data collecting, data analysis, programmable logic controllers, power system programming, robotics, and scripting for commercial engineering related software.

(7) The student understands the roles of sensors and programming sensors in engineering. The student is expected to:

(A) describe how sensors were used in the past and are used currently in real-world engineered products, including innovative applications for sensors;

(B) identify the proper input sensors to measure light, distance, sound, and color such as photoresistors, thermistors, sonar, switches, and buttons;

(C) identify the specifications of sensors and other input devices used in engineering problems, including units of measurement, upper limits, lower limits, and errors;

(D) select the proper sensor and defend the choice in developing a solution to an engineering problem;

(E) write code that will control sensors and accurately collect relevant information pertaining to the function of sensors;

(F) debug, asses, and test code to evaluate and improve sensor performance; and

(G) document the steps of sensor integration in an engineering notebook using flowcharts or technical drawings.

(8) The student understands how automation plays a role in engineering and manufacturing. The student is excepted to:

(A) research and explain how automated machines are used in engineering and manufacturing;

(B) research and explain different job roles and required level of education in the field of automation;

(C) compare the roles of engineers, technicians, and technologists in automation;

(D) describe the role of safety and ethics related to the use of automation within engineering; and

(E) convert a manual mechanical system to an automated system using code and hardware.

(9) The student uses appropriate tools and demonstrates safe work habits. The student is expected to:

(A) demonstrate lab safety as prescribed by the instructor in compliance with local, state, and federal regulations;

(B) recognize the classification of hazardous materials and wastes;

(C) dispose of hazardous materials and wastes appropriately;

(D) describe the implications of negligent or improper maintenance of tools in engineering solutions;

(E) demonstrate the use of precision measuring instruments;

(F) analyze a circuit design and identify specific areas where quality, reliability, and safety features can be implemented; and

(G) identify governmental and organizational regulations for health and safety in the workplace related to electronics.

§127.404. Engineering Design and Presentation I (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I and at least one credit in a course from the Engineering Career Cluster. Recommended prerequisite: Principles of Applied Engineering. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Engineering Design and Presentation I demonstrate knowledge and skills of the design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Through implementation of the design process, students transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and learn what is required to gain and maintain employment in these areas.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student understands the value of maintaining documentation using an engineering notebook. The student is expected to:

(A) explain the legal value of maintaining an engineering notebook as intellectual property;

(B) describe the proper implementation of an engineering notebook, including notebook type, documentation, signatures, adding external materials, sealing, and dating; and

(C) create and maintain an engineering notebook by recording ideas, notes, decisions, findings, and corrections.

(4) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(5) The student gains knowledge of and demonstrates the skills necessary for success in the engineering workplace. The student is expected to:

(A) describe and compare the roles of an industry technician, engineering technologist, and engineer;

(B) identify educational requirements and career opportunities for engineers, engineering technologists, and industry technicians;

(C) research and describe various engineering disciplines such as mechanical, civil, aerospace, biomedical, chemical civil, computer, electrical, petroleum, and other related and emerging fields;

(D) investigate and describe the requirements of engineering licensure and industry-based certifications;

(E) investigate and describe elements of teamwork critical for success in the engineering and technology industries such as communication, active listening, and time management;

(F) research and describe industry standards and governmental regulations such as health and safety and environmental regulations applicable to a design problem; and

(G) analyze and discuss ethical issues related to engineering and technology.

(6) The student understands the roles and responsibilities of individual team members, how successful teams function, and how to constructively contribute to the team. The student is expected to:

(A) describe the various roles and responsibilities of a project team;

(B) identify the strengths of individual team members to assign roles and distribute tasks within a team; and

(C) describe and demonstrate appropriate behaviors such as active listening and clear communication while serving as a team leader and member on projects.

(7) The student practices safe and proper work habits. The student is expected to:

(A) identify and explain the appropriate use of types of personal protective equipment used in industry;

(B) explain and comply with safety guidelines and procedures as described in relevant manuals, instructions, and regulations;

(C) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(D) describe the various types of electrical hazards in the workplace and the risks associated with electrical hazards;

(E) describe the various control methods to prevent electrical hazards in the workplace;

(F) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and explain how emergency plans and Safety Data Sheets are used to make decisions in the workplace;

(G) describe the appropriate disposal of selected hazardous materials and wastes;

(H) perform routine maintenance on selected tools, equipment, and machines;

(I) demonstrate proper handling, use, and storage of tools and materials; and

(J) research and describe the consequences of negligent or improper equipment maintenance.

(8) The student understands how visual and spatial reasoning applies to engineering design. The student is expected to:

(A) describe and compare characteristics and dimensional changes of two-dimensional (2D) and three-dimensional (3D) figures;

(B) draw and manipulate geometric shapes in three dimensions;

(C) create 2D views of a 3D object; and

(D) explain the symmetry of figures through the proportionate transformation of objects.

(9) The student uses sketching and computer-aided design and drafting (CADD) to represent 3D objects in a 2D format needed for manufacturing an object. The student is expected to:

(A) use single and multi-view projections to represent 3D objects in a 2D format;

(B) use appropriate line types in engineering drawings to represent 3D objects in a 2D format;

(C) use orthographic and pictorial views to represent 3D objects in a 2D format;

(D) use auxiliary views to represent 3D objects in a 2D format;

(E) use section views to represent 3D objects in a 2D format;

(F) prepare and revise annotated multi-dimensional production drawings in computer-aided design and drafting to industry standards;

(G) apply best practices for file structure and management to efficiently retrieve and edit files;

(H) use advanced dimensioning techniques, including annotation scale; and

(I) construct and use CADD drawings to develop a model or prototype for presentation.

(10) The student designs products using appropriate engineering design processes and techniques. The student is expected to:

(A) design product components using a variety of technologies;

(B) research and analyze the applications of different types of CADD software for various engineering problems;

(C) create and interpret engineering drawings using industry standards;

(D) describe how quality, reliability, and safety can be designed into specific products;

(E) identify specific requirements of users with special needs and modify a product design to accommodate users with special needs;

(F) research and explain the patenting process and analyze opportunities for potential patents related to a project; and

(G) use multiple software applications for concept presentations.

(11) The student builds a prototype(s) using the appropriate tools, materials, and techniques. The student is expected to:

(A) identify and describe the steps needed to produce a prototype;

(B) identify and use appropriate tools, equipment, machines, and materials to produce the prototype;

(C) present the prototype and explain how the prototype meets the project requirements; and

(D) evaluate the successes and failures of the prototype(s) in the context of an iterative design process.

(12) The student creates justifiable solutions to open-ended real-world problems using engineering design practices and processes. The student is expected to:

(A) identify and define an engineering problem;

(B) formulate goals, objectives, and requirements to solve an engineering problem;

(C) investigate and select appropriate materials for a particular product to be designed;

(D) explain the importance of manufacturability and maintainability when designing a product;

(E) determine design constraints such as personnel, resources, funding, feasibility, and time associated with an engineering problem;

(F) identify requirements, including health, safety, social, environmental, ethical, regulatory, and legal constraints, defining an engineering problem;

(G) identify alternative solutions to a problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;

(H) test and evaluate proposed solutions using engineering practices such as experiments, simulations, statistical analysis, and critical design review; and

(I) select and justify a preferred solution to a problem using structured techniques such as a decision tree, design matrix, or cost-benefit analysis.

(13) The student presents a solution derived through the engineering design process. The student is expected to:

(A) present the solution in a professional manner;

(B) solicit and evaluate feedback on the solution and presentation; and

(C) present learning experiences, including essential skills gained, areas of personal growth, challenges, and solutions, encountered throughout the design process.

§127.405. Engineering Design and Presentation II (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Algebra I, Geometry, and Principles of Applied Engineering or Engineering Design and Presentation I. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course demonstrate advanced knowledge and skills of a system design process as it applies to engineering fields and project management using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students expand on the use of a variety of computer hardware and software applications to complete assignments and projects. Through implementation of a system design process, students transfer advanced academic skills to component designs and engineering systems. Emphasis is placed on transdisciplinary and integrative approaches using skills from ideation, prototyping, and project management methods.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how interested parties impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule, influence an engineering design, and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) The student practices safe and proper work habits. The student is expected to:

(A) identify and explain the appropriate use of types of personal protective equipment used in industry;

(B) explain and comply with safety guidelines and procedures as described in relevant manuals, instructions, and regulations;

(C) explain the importance of lock out tag out (LOTO) procedures in preventing the release of hazardous energy;

(D) explain the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(E) describe the various types of electrical hazards in the workplace and the risks associated with electrical hazards;

(F) describe the various control methods to prevent electrical hazards in the workplace;

(G) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and explain how health and safety resources are used to make decisions in the workplace;

(H) describe the appropriate disposal of selected hazardous materials and wastes;

(I) perform routine maintenance on selected tools, equipment, and machines;

(J) handle, use, and store tools and materials correctly; and

(K) research and describe the consequences of negligent or improper equipment maintenance.

(5) The student demonstrates the roles and responsibilities of individual team members, how successful teams function, and how to constructively contribute to the team. The student is expected to:

(A) demonstrate the various roles and responsibilities of a project team;

(B) create a plan to improve team member's skillsets based on strengths of individual team members;

(C) demonstrate appropriate behaviors of a successful team such as active listening, development of consensus, and clear communication while serving as a team leader and member on projects; and

(D) describe and demonstrate the roles and responsibilities specific to team leaders such as assigning roles and responsibilities, facilitating decision making, tracking progress, and soliciting and providing timely feedback to team members.

(6) The student uses and documents engineering design processes. The student is expected to:

(A) use idea generation techniques such as brainstorming, sketching, rapid prototyping, and mind mapping during conceptual stages and for resolving problems of an engineering project;

(B) analyze and evaluate solution constraints;

(C) develop or improve a solution using evidence-based decision-making;

(D) compare solutions using analysis tools such as a decision matrix or paired comparison analysis;

(E) create and maintain an organized engineering notebook to record findings and corrections, including deficiencies in the design process and decisions throughout the entire design process; and

(F) develop an engineering notebook or portfolio to record and justify the final design, construction, and manipulation of finished projects.

(7) The student understands how systems impact the design, integration, and management of engineering solutions. The student is expected to:

(A) analyze and document systems such as electrical, mechanical, or information processes within a product or design concept in engineering;

(B) explain ethical reverse engineering;

(C) reverse engineer a multi-system product and explain how the systems work together; and

(D) modify a system design to meet a newly identified need or to improve performance.

(8) The student demonstrates proficiency using computer-aided design and drafting (CADD) software as part of the engineering design process. The student is expected to:

(A) research and explain the features and benefits of different types of CADD software applications for use in design systems and problem solving;

(B) identify and describe industry graphic standards such as American National Standards Institute (ANSI) and International Organization for Standardization (ISO) standards;

(C) create drawings that meet industry standards using CADD software;

(D) customize CADD software user interface options such as buttons, tabs, and ribbons to match different digital work environments;

(E) prepare and use advanced views such as auxiliary, section, and break-away using CADD software;

(F) draw detailed parts, assembly diagrams, and sub-assembly diagrams using CADD software;

(G) indicate tolerances and standard fittings using appropriate library functions within CADD software;

(H) setup and apply annotation styles by defining fonts, dimension styles, and leader lines using CADD software;

(I) identify and incorporate the use of advanced layout techniques and viewports using paper-space and modeling areas using CADD software;

(J) create and use layers to organize objects in drawings using CADD software;

(K) create and use custom templates using CADD software for advanced project management;

(L) use advanced polar tracking and blocking techniques using CADD software to increase drawing efficiency;

(M) create drawings that incorporate external referencing using CADD software;

(N) create and render objects using parametric modeling tools within CADD software; and

(O) model individual parts or assemblies and produce rendered or animated output using CADD software.

(9) The student builds a prototype using the appropriate tools, materials, and techniques. The student is expected to:

(A) delineate and implement the steps such as defining the problem and generating concepts needed to produce a prototype;

(B) develop a prototype safely using tools, equipment, machines, or precision measuring instruments;

(C) select and justify the use of materials for prototyping and manufacturing;

(D) describe how design quality concepts, including performance, usability, accessibility, reliability, and safe use, affect prototype development;

(E) document quality-control requirements in the design and production of a prototype;

(F) evaluate prototype quality and performance to meet design criteria;

(G) fabricate a prototype using a systems engineering approach to compare the actual prototype performance to the required performance; and

(H) present a prototype and explain how the prototype meets the project requirements.

(10) The student creates justifiable solutions to open-ended real-world problems within a multitude of engineering disciplines using engineering design practices and processes. The student is expected to:

(A) identify and define a multi-system engineering problem requiring a complex solution from different engineering disciplines such as aerospace, biomedical, chemical, civil, electrical, industrial, mechanical, petroleum, robotics, or structural engineering;

(B) formulate and document goals, objectives, and requirements to solve a multi-system engineering problem;

(C) determine the design constraints such as materials, personnel, resources, funding, manufacturability, feasibility, and time associated with a multi-system engineering problem;

(D) identify parameters, including health, safety, social, environmental, ethical, regulatory, and legal constraints, defining a multi-system engineering problem;

(E) identify or create alternative solutions to a multi-system engineering problem using a variety of techniques such as brainstorming, reverse engineering, and researching engineered and natural solutions;

(F) test and evaluate proposed multi-system engineering solutions using tools such as models, prototypes, and mockups and methods such as simulations, critical design review, statistical analysis, and experiments; and

(G) select and justify a preferred solution to a multi-system engineering problem using a structured technique such as a decision tree, design matrix, or cost-benefit analysis.

(11) The student presents a solution derived through the engineering design process. The student is expected to:

(A) develop and deliver a presentation describing the solution to a multi-system engineering problem in a professional manner to an appropriate audience such as peers, educators, potential clients, potential employers, community members, or engineering professionals;

(B) solicit and evaluate feedback from the audience on the multi-system engineering solution and presentation; and

(C) present learning experiences, including essential skills gained, areas of personal growth, challenges, and solutions encountered throughout the design process for a multi-system engineering solution.

§127.406. Engineering Design and Problem Solving (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisites: Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the Engineering Career Cluster. Recommended prerequisites or corequisites: Engineering Science, Chemistry, Physics, or Physics for Engineering. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) The Engineering Design and Problem Solving course extends students' problem solving skills by identifying needs and then devising solutions using scientific and engineering practices. Students apply prior knowledge to develop a multi-system product or solution for a complex problem. Students demonstrate project management skills by collaborating as part of a team, conducting research, and analyzing data that culminates in a comprehensive report and presentation. Technical drawings, models, and prototypes are created using the appropriate tools, materials, and techniques. Structured decision-making processes are used to select and justify a preferred, multi-system solution to an authentic problem. Students develop, implement, and document repeated trials of experiments and tests using scientific and engineering practices to determine whether a prototype meets design requirements.

(4) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are

outside the realm of science because they deal with phenomena that are not currently scientifically testable.

(5) Scientific hypotheses and theories. Students are expected to know that:

(A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(6) Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(7) Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide a tool for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(10) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as dial caliper, micrometer, protractor, compass, scale rulers, multimeter, and circuit components;

(E) collect quantitative data using the International System of Units (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of various scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field.

(6) The student understands how to implement an engineering design process to develop a multi-system product or solution for a complex problem. The student is expected to:

(A) implement the stages of an engineering design process to construct a model of a multi-system product or solution;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, affect stages of the engineering design process;

(C) explain how interested parties affect an engineering design process; and

(D) discuss how lessons learned from failure is often an essential component of the engineering design process.

(7) The student explores and implements the methods and aspects of project management for complex, multi-phase, multi-system projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) create a resource-loaded project schedule for an engineering project;

(D) maintain a resource-loaded project schedule for the life of an engineering project;

(E) develop and implement a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(F) describe how project requirements, constraints, and deliverables affect the project schedule and influence and are influenced by an engineering design;

(G) create a budget that includes materials, equipment, and labor for an engineering project;

(H) describe the importance of management of change (MOC) and how MOC applies throughout the life of an engineering project;

(I) create and implement a project management plan for an engineering project; and

(J) describe how techniques such as Monte Carlo simulation, risk matrices, and tornado diagrams are used to evaluate risk.

(8) The student conducts research and analyzes data to create a problem statement in the engineering design process. The student is expected to:

(A) create an organized engineering notebook to record research and findings for an engineering project;

(B) select an open-ended real-world problem that can be solved using scientific and engineering practices and the engineering design process;

(C) collect, organize, analyze, and summarize scientific and technical articles, data, and information to support the development of a problem statement;

(D) define and use relevant scientific and engineering vocabulary as it relates to the problem statement;

(E) evaluate information from sources for quality, accuracy, completeness, and reliability and conduct additional research as appropriate in the context of an iterative design process; and

(F) create a problem statement that is concise, specific, and measurable.

(9) The student identifies potential solutions and uses structured techniques to select and justify a preferred solution using scientific and engineering practices and the engineering design process. The student is expected to:

(A) identify or create alternative solutions to a problem using a variety of techniques such as sketching, brainstorming, reverse engineering, and researching engineered and natural solutions;

(B) select a preferred solution to a problem by applying structured techniques such as a decision tree, design matrix, or cost-benefit analysis;

(C) evaluate whether the preferred solution meets the requirements of the problem statement in the context of an iterative design process;

(D) identify material properties that are important to the solution design such as physical, mechanical, chemical, electrical, and magnetic properties and explain how material properties affect material selection;

(E) explain how different engineering solutions can have significantly different effects on individuals, society, and the natural world; and

(F) document concepts, solutions, findings, and structured decision-making techniques in the engineering notebook.

(10) The student creates technical drawings, models, and prototypes using the appropriate tools, materials, and techniques. The student is expected to:

(A) determine and explain the type of technical drawing that best represents the solution;

(B) create a technical drawing(s) that includes dimensions, scale, views, annotations, tolerances, legends, symbols, and material specifications;

(C) create a mathematical or physical model(s) to make predictions, identify limitations, and optimize design criteria;

(D) create a prototype for testing;

(E) evaluate the successes and failures of the prototype(s) in the context of an iterative design process; and

(F) revise technical drawings, models, and prototype(s) as the solution evolves to better meet objectives.

(11) The student develops, implements, and documents repeated trials of experiments and tests using scientific and engineering practices to determine whether a prototype meets design requirements. The student is expected to:

(A) design and conduct experiments and tests to determine whether the prototype meets the requirements of the problem statement;

(B) document and evaluate quantitative and qualitative data obtained through experiments and tests of the prototype in the engineering notebook;

(C) create and analyze charts, data tables, or graphs to organize information collected during experiments on the prototype;

(D) determine acceptable limits of error in data from experiments and tests of the prototype;

(E) explain the purpose of regression analysis as a method to model and investigate relationships between independent and dependent variables from experiments and tests of the prototype;

(F) identify linear and nonlinear relationships in data and situations where regression is appropriate;

(G) identify sources of random error and systematic error and differentiate between both types of error from experiments and tests of the prototype; and

(H) evaluate and determine whether the prototype meets the requirements of the problem statement by analysis of data collected in the context of an iterative design process.

(12) The student develops and presents a comprehensive report that describes the problem, research and information collected and analyzed, concepts and solutions considered, prototypes developed and tested, and final results. The student is expected to:

(A) create and present the comprehensive report in a professional manner to an appropriate audience such as peers, educators, potential clients, potential employers, community members, or engineering professionals;

(B) solicit and evaluate feedback from the audience on the comprehensive report and presentation;

(C) present learning experiences such as essential skills gained, areas of personal growth, and challenges and solutions encountered throughout the design process; and

(D) predict the local and global impacts or risks of an engineering solution to segments of the society such as the economy or the environment.

§127.407. Environmental Engineering (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisites: At least one credit in a course from the Engineering or Energy Career Cluster. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) In Environmental Engineering, students research, develop, and design solutions related to water, land, and energy problems, with consideration to ethics and regulations. Using technology and the engineering design process, students devise innovative solutions to address current and future engineering challenges.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations, organizations that foster leadership and career development in the profession such as student chapters of related professional associations, and work-based experiences.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Engineering ethics. The student applies ethical consideration to analyze resilient engineered systems. The student is expected to:

(A) compare the Texas Engineering Practices Act to the code of ethics of other engineering societies such as the American Society of Civil Engineers and the National Society of Professional Engineers to explain how engineers demonstrate the responsibility they have to serve the public interest, their clients, and the profession with a high degree of honesty, integrity, and accountability;

(B) research the New London school explosion and explain how this event led to the development of the Texas Engineering Practice Act and other regulations such as odorization of natural gas;

(C) evaluate and explain an engineering ethical dilemma between environmental considerations and the needs and wants of society; and

(D) explain how engineering solutions can have significantly different impacts on an individual, society, and the natural world.

(5) Models. The student builds a model using the appropriate tools, materials, and techniques. The student is expected to:

(A) identify and describe the steps needed to produce a model of a system such as hydrological, watershed management, or geospatial analysis models;

(B) identify advantages and limitations of models such as size, scale, properties, and materials;

(C) identify and use appropriate tools, equipment, and materials to produce a model;

(D) describe the use of a model to accurately represent the key aspects of a physical system, including the identification of constraints such as cost, time, or expertise, that may influence the selection of a model;

(E) develop a design proposal using a variety of media to produce a model; and

(F) evaluate the successes and failures of a model in the context of an iterative design process.

(6) Critical and creative problem-solving. The student examines environmental challenges and gathers assumptions to synthesize a meaningful, well-defined problem and ideates multiple solutions. The student is expected to:

(A) collect, analyze, and interpret information relevant to an environmental engineering problem;

(B) document a design process according to best practices in an engineering notebook;

(C) identify and define visual, functional, and design requirements with realistic constraints against which solution alternatives can be evaluated;

(D) list potential appropriate criteria for a defined problem that may impact the success of a design solution such as economic, environmental, ethical, health and safety, technical feasibility, and design;

(E) represent concepts using a variety of visual tools such as sketches, graphs, and charts to communicate the details of an idea;

(F) develop, design, and test alternatives to generate valid quantitative data to inform decision making and demonstrate solutions; and

(G) explain why there are often multiple viable solutions.

(7) Critical and creative problem-solving. The student selects the optimal design solution for real-world environmental problems based on engineering judgement. The student is expected to:

(A) evaluate competing solutions paths using a decision matrix to compare solutions based on design criteria;

(B) formulate a risk analysis matrix using a spreadsheet to evaluate threats and opportunities, including cost, time, and environmental impacts;

(C) identify data needed to address an environmental engineering research question and the appropriate tools necessary to collect, record, analyze, and evaluate the data; and

(D) evaluate evidence and arguments to identify deficiencies, limitations, and biases for appropriate next steps in the pursuit of a better solution.

(8) Engineering tools and technology. The student uses a variety of techniques to measure and report quantities appropriate for an environmental analysis. The student is expected to:

(A) research and determine appropriate units of measure, including acres, miles, and hectares, for environmental analysis;

(B) measure and estimate a large-scale area such as a wetland, streamline, or floodplain using maps or digital resources;

(C) perform dimensional analysis and unit conversions to transform data to units appropriate for a particular purpose or model; and

(D) select and effectively use appropriate tools for accurately measuring specific volumes.

(9) Water resources. The student analyzes environmental factors related to safe drinking water. The student is expected to:

(A) research and describe the Texas State Water Plan, including the sources of water, floodplain management, and recycling;

(B) analyze the relationship between population growth and water resources;

(C) describe how human health is affected by the quality of drinking water sources;

(D) describe and compare the most common sources of drinking water such as desalination, aquifers, surface water, and reclaimed water in developed and developing countries;

(E) explain the characteristics of potable water;

(F) describe common sources of drinking water contamination, including stormwater runoff;

(G) explain contaminant cycling through an ecosystem; and

(H) describe the infrastructure components of private wells and public drinking water systems.

(10) Water quality. The student evaluates water quality and uses a variety of chemical and biological assays to describe water quality. The student is expected to:

(A) research and describe Environmental Protection Agency (EPA) and Texas Commission on Environmental Quality (TCEQ) surface water quality standards for rivers, lakes, and estuaries;

(B) research and describe annual water quality compliance reports and compare water quality between the different reports;

(C) explain how water quality is quantitatively measured using chemical and biologically based testing processes;

(D) perform and analyze a culture assay to detect coliform in water;

(E) collect a water sample and determine water turbidity and pH;

(F) outline the stages of treatment that a typical septic system and modern sewage treatment plant use to treat sewage water;

(G) explain the role of bacteria in wastewater treatment;

(H) research and describe emerging contaminants such as microplastics and pharmaceuticals in water;

(I) describe the interacting roles of bacteria, protozoa, and rotifers in a wastewater treatment ecosystem;

(J) describe and provide examples of how physical, chemical, and biological processes work in the process of purifying contaminated water;

(K) explain how plants remove nitrates from contaminated water;

(L) use the engineering design process to design, build, and test a water filtration system;

(M) design and perform an experiment to use phytoremediation to remove contaminants from water; and

(N) design and conduct a scientific experiment to test a variable affecting the bacteria's ability to decompose oil.

(11) Energy. The student demonstrates a working knowledge of various sources of energy and their environmental and economic impact. The student is expected to:

(A) explain the differences between and cost of renewable and non-renewable sources of energy and provide examples of each;

(B) identify and measure the amount and types of energy that students use in their daily lives;

(C) compare the fuel efficiency of various fuel sources;

(D) analyze the results of software simulations and models that vary the amounts and types of energy used to predict future energy needs;

(E) perform a full life cycle assessment (LCA) of material and energy sources; and

(F) identify the variables and the methods for completing an LCA.

(12) Engineering resilient systems. The student understands the environmental impacts to infrastructure systems and the need to support system performance with resilient solutions. The student is expected to:

(A) describe mitigation techniques and their associated costs for air pollutants and greenhouse gas emissions;

(B) analyze the impact on humans of naturally occurring extreme weather events such as flooding, hurricanes, tornadoes, and thunderstorms;

(C) research and explain how engineering design can be more resilient to environmental impacts to limit additional impacts to the natural environment; and

(D) research and explain elements of natural environmental resilience.

(13) Land management. The student understands land management and land management practices. The student is expected to:

(A) explain the value of a healthy ecosystem and the impact of biodiversity on the environment;

(B) research and explain ecological value of the land such as direct products and provisioning, regulating, supporting, and cultural services;

(C) identify land conservation and preservation restorative measures using industry practice standards such as the United States Department of Agriculture (USDA) National Resources Conservation Services (NRCS) Conservation Practice Standards for a given land area;

(D) research changes in land use and land cover over time using geospatial tools;

(E) analyze and report environmental impacts due to changes in land use such as urbanization over time; and

(F) explain the role of protected areas and lands to safeguard natural ecosystems.

(14) Waste management. The student understands the role and importance of waste management. The student is expected to:

(A) analyze the impacts of reduction, reuse, and recycling in waste management;

(B) explain the impact of individual practices of waste reduction on resource management;

(C) explain the capture and use of methane gas from landfills;

(D) analyze the waste breakdown cycle of various waste products that enter landfills; and

(E) research and describe hazardous waste products and impacts on the environment, including long-term storage needs and pollution.

(15) Regulations. The student understands the role of national and local standards and regulations in environmental design. The student is expected to:

(A) research and describe the functions of the EPA and U.S. Fish and Wildlife Service;

(B) research and describe the functions of the TCEQ and the Texas Parks and Wildlife Department; and

(C) describe the relationship between the National Environmental Policy Act, the EPA, and TCEQ.

(16) Future challenges in environmental engineering. The student discusses and analyzes some of the persistent environmental engineering challenges to sustain growing populations and the natural environment and improve quality of life. The student is expected to:

(A) explain why some environmental engineering challenges are persistent such as providing access to clean water, energy, sanitation, and health to growing populations;

(B) create a solution to a current challenge to meet the needs of society without compromising the ability to meet the needs of the future;

(C) identify principles that help guide development of solutions with considerations for sustainable development to include people and the planet; and

(D) describe the life cycle of a product or service and identify energy consumption, wastes, and emissions that are produced in the process.

§127.408. Fluid Mechanics (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Engineering Career Cluster and Physics or Chemistry. Recommended prerequisite or corequisite: Algebra II. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Fluid Mechanics investigate the behavior and properties of fluids, including liquids and gasses. Through hands-on experiments, simulations, and real-world examples, students learn about concepts such as viscosity, pressure, buoyancy, and flow dynamics. Students explore how fluids interact with solid objects, understanding phenomena like lift and drag, which are critical to the operation of ships, airplanes, and vehicles. Students engage in case studies and problem-solving activities to gain insights into how fluid mechanics shape our everyday lives, technological advancements, and industrial applications. This course prepares students to progress in careers in engineering and scientific disciplines such as aerospace, mechanical, civil, chemical, materials, and physics.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as dial calipers, protractors, scale rulers, tape measures, load cells, micrometers, scales, tensiometer, multimeter, and thermometers;

(E) collect quantitative data using the System International (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of various scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field.

(6) The student explains the application of fluids in historical and modern applications. The student is expected to:

(A) describe the efficient storage and transportation of fluids, including gravity flow and natural phenomena such as aqueducts, water towers, winds, and currents;

(B) explain the use of fluids in power generation and power transmission such as hydraulics, pneumatics, pumps, compressors, and turbomachinery; and

(C) explain the impact of lift and drag on a moving object.

(7) The student describes basic concepts of fluid mechanics. The student is expected to:

(A) differentiate and compare the properties that distinguish a solid from a fluid;

(B) define the characteristics of a fluid and identify different types of fluids, including gasses, liquids, Newtonian, and non-Newtonian;

(C) define and list examples of compressible and incompressible fluids;

(D) explain the properties of fluids, including density, specific weight, specific gravity, viscosity, and compressibility;

(E) describe methods to measure and calculate the density, specific weight, specific gravity, viscosity, and compressibility of a Newtonian fluid;

(F) calculate density, specific weight, and specific gravity for a variety of fluids from measured data;

(G) explain the appropriate use of material reference frames and spatial reference frames, including boundary conditions, control surfaces, and control volumes;

(H) identify and explain the variables in the ideal gas law and apply the ideal gas law to constructed problems;

(I) explain the laws of conservation of energy and conservation of mass, including the algebraic version of Reynold's Transport theorem; and

(J) identify appropriate boundary conditions, including no-slip and ambient pressure boundary conditions in fluid flow.

(8) The student demonstrates an understanding of pressure and hydrostatics and calculates values in a variety of systems. The student is expected to:

(A) describe the relationship between force, area, and pressure;

(B) calculate force proportionalities in hydraulic and pneumatic cylinders using Pascal's law and explain the impact of the cylinders' diameter on the resultant force;

(C) differentiate between atmospheric pressure, gauge pressure, and absolute pressure;

(D) describe the working principles of a pressure gauge and measure fluid pressure using dial gauges and manometers;

(E) calculate the buoyant force of floating and submerged objects according to Archimedes' principle; and

(F) define and calculate hydrostatic pressure.

(9) The student demonstrates an understanding of fluid flows in steady-state pipes, channels, and free jets. The student is expected to:

(A) compare developing, fully developed, and steady-state Newtonian fluid flows in pipes and channels;

(B) compare fluid flow profiles, including uniform and parabolic;

(C) describe experimental measurements of fluid flow field lines, including stream, streak, and pathlines;

(D) calculate volumetric flow rate in a steady state system using the continuity equation and conservation of mass;

(E) explain how Bernoulli's equation relates to the total energy of a steady-state system;

(F) calculate unknown variables in varying conditions, including changes in height, velocity, and cross-sectional area of a steady state system using Bernoulli's equation and the conservation of energy;

(G) derive Torricelli's equation from Bernoulli's equation and calculate the exit velocity and mass flow rates of free jets;

(H) calculate fluid flows in pipes, channels, and free jets using the Reynolds Transport theorem and conservation of mass; and

(I) calculate the resultant force of a free jet at the outlet based on the density of the fluid, cross-sectional area, pressure, and velocity of the fluid.

(10) The student demonstrates an understanding of the effects of an object moving through a fluid. The student is expected to:

(A) differentiate turbulent and laminar flows;

(B) calculate the Reynolds number of given flows to determine if the flows are turbulent or laminar;

(C) define lift and drag as applied to fluid flows;

(D) explain the relationship between viscosity and shear force in a fluid flow;

(E) explain the variables of lift and drag formulas and how the variables relate to fluid flow; and

(F) design an experiment to measure the drag coefficient for a solid body in a fluid flow.

(11) The student understands compressible flow and the relationship between sound transmission through a fluid and fluid compression. The student is expected to:

(A) differentiate between compressible and incompressible fluids and explain the effect of compressibility on the speed of sound through a fluid;

(B) explain how density impacts the speed of sound through a fluid;

(C) calculate and use the Mach number to model a fluid as compressible or incompressible; and

(D) explain the effects on fluid, including shock waves, when the sound barrier is broken.

(12) The student designs and analyzes fluid systems. The student is expected to:

(A) explain the function of weirs in an open channel and describe an application of weirs such as flow control or flow measurement;

(B) calculate the fluid flow in open channels with different shapes, slopes, and weirs;

(C) design an application of hydrostatics using the principle of buoyancy such as a boat, submarine, floating dock, or hot air balloon;

(D) analyze and design a fluid device such as a clepsydra, water tower, pressure regulator, or nozzle using the principles of fluid dynamics;

(E) describe applications and processes of different types of pumps, including centrifugal pumps, peristaltic pumps, gear pumps, and positive displacement pumps;

(F) describe the operation of a centrifugal pump and explain the data presented in a pump curve, including head, flow rate, efficiency, and power;

(G) design a hydraulics system with components, including hydraulic fluid, pump, reservoir, motor, cylinders, valves, and flow controllers;

(H) identify and compare different types of turbomachines, including pumps and turbines;

(I) describe and differentiate the applications of turbomachines, including pumps and turbines; and

(J) explain the concept of tribology and identify the associated variables of tribology such as film thicknesses and pressures.

§127.409. Mechanics of Materials (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: at least one credit from the Engineering Career Cluster and Physics. Prerequisite or corequisite: Algebra II. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for the successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Mechanics of Materials describe the mechanical behavior of engineering materials, including metals, ceramics, polymers, composites, welds, and adhesives, and the applications of load, deformation, stress and strain relationships for deformable bodies, and mechanical elements relevant to engineers. The course includes axially loaded members, buckling of columns, torsional members, beams, and failure.

(4) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not scientifically testable.

(5) Scientific hypotheses and theories. Students are expected to know that:

(A) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(B) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(6) Scientific inquiry. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, comparative, or experimental. The method chosen should be appropriate to the question being asked. Student learning for different types of investigations include descriptive investigations, which involve collecting data and recording observations without making comparisons; comparative investigations, which involve collecting data with variables that are manipulated to compare results; and experimental investigations, which involve processes similar to comparative investigations but in which a control is identified.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models.

(7) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).

(8) Science consists of recurring themes and making connections between overarching concepts. Recurring themes include systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. These patterns help to make predictions that can be scientifically tested, while models allow for boundary specification and provide tools for understanding the ideas presented. Students should analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(9) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(10) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:

(A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;

(B) apply scientific practices to plan and conduct descriptive, comparative, and experimental investigations and use engineering practices to design solutions to problems;

(C) use appropriate safety equipment and practices during laboratory, classroom, and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use appropriate tools such as dial calipers, protractors, scale rulers, tape measures, load cells, micrometers, scales, tensometers, multimeters, and thermometers;

(E) collect quantitative data using the System International (SI) and United States customary units and qualitative data as evidence;

(F) organize quantitative and qualitative data using spreadsheets, engineering notebooks, graphs, and charts;

(G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and

(H) distinguish between scientific hypotheses, theories, and laws.

(3) The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:

(A) identify advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying significant statistical features, patterns, sources of error, and limitations;

(C) use mathematical calculations to assess quantitative relationships in data; and

(D) evaluate experimental and engineering designs.

(4) The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:

(A) develop explanations and propose solutions supported by data and models and consistent with scientific ideas, principles, and theories;

(B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and

(C) engage respectfully in scientific argumentation using applied scientific explanations and empirical evidence.

(5) The student knows the contributions of scientists and engineers and recognizes the importance of scientific research and innovation on society. The student is expected to:

(A) analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing to encourage critical thinking by the student;

(B) relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of various scientists and engineers as related to the content; and

(C) research and explore resources such as museums, libraries, professional organizations, private companies, online platforms, and mentors employed in a science, technology, engineering, and mathematics (STEM) field.

(6) The student examines the historical developments that led to the field of mechanics of materials and material science. The student is expected to:

(A) describe the contribution to the field of mechanics by historical scientists such as Pascal, Galileo, Euler, Navier, Lame, Poisson, Hooke, and Young;

(B) describe key historical advancements related to the development of different materials such as bronze, iron, steel, Damascus steel, and Roman concrete;

(C) explain how materials have influenced historical events and products such as the steel in the Titanic, the space race, and smartphones;

(D) evaluate and explain the impact of modern development of materials to manufacturing such as composites, nanotechnology, semi-conductors, and alloys and the effects of processes on materials such as subtractive manufacturing, additive manufacturing, and welding; and

(E) describe the development of shapes in architectural structures such as columns, arches, domes, keystones, and suspension bridges.

(7) The student identifies and measures different properties of an object. The student is expected to:

(A) classify properties of an object as geometric, structural, or material;

(B) identify and describe the application of tools, including rulers, calipers, micrometers, weighing scales, tensile testers (tensometers), and thermometers;

(C) measure common properties of materials, including length, width, height, and mass;

(D) measure and observe intrinsic properties of materials such as hardness, thermal conductivity, and impact resistance;

(E) calculate density, cross-sectional area, specific gravity, thermal expansion, modulus of elasticity, Poisson's ratio, bulk modulus, yield, and ultimate stress using data from a table or graph;

(F) differentiate material properties, including ductility, malleability, resilience, toughness, and reflectivity;

(G) classify material properties as geometric (extrinsic), material (intrinsic), or structural; and

(H) classify types of materials, including metals and alloys, polymers, ceramics, biomaterials, composites, and semiconductors.

(8) The student understands various manifestations of forces acting on solids. The student is expected to:

(A) illustrate forces, including axial, radial, normal, torsional, and shear and identify different units such as newtons, pounds, and kips used in force measurement;

(B) explain force intensity of distributed forces, including forces distributed over a line, area, and volume;

(C) calculate and simplify multiple loads to a single combined load;

(D) distinguish between normal forces and shear forces; and

(E) identify and calculate different types of stress, including axial stress, shear stress, and bending stress.

(9) The student evaluates the effect of temperature on the properties of a material. The student is expected to:

(A) describe engineering applications of thermo-mechanical properties such as thermometers, thermocouples, thermistors, thermostatic valves and controllers, and fuses;

(B) explain the atomic origin of thermal expansion resulting in measurable effects such as building height change and material distortion;

(C) describe potential failure modes due to thermal expansion for kinematically constrained structures;

(D) explain how to accommodate thermal expansion in construction such as buckling of railroad rails, U-runs in piping, and expansion joints; and

(E) explain the effect of temperature on the mechanical properties of materials, including modulus of elasticity, yield strength, ductility, and toughness.

(10) The student determines the material properties from different mechanical material tests and how they are graphically represented. The student is expected to:

(A) describe a tensile test, the various possible shapes of tensile testing specimens, and tensile test measurements, including force, elongation, and change in thickness;

(B) analyze data from a tensile test to calculate engineering stress and strain for various materials such as aluminum, brass, cast iron, steel, and nylon at significantly different temperatures;

(C) plot engineering stress and strain on a two-dimensional graph;

(D) identify regions of a stress-strain curve, including elastic deformation, plastic deformation, resilience, strain hardening, fracture, and tension toughness;

(E) estimate the values from a stress-strain curve, including 0.2% offset, modulus of elasticity, yield stress, ultimate stress, resilience, and tension toughness;

(F) compare and explain differences in testing plots based on differences in specimen geometry and material;

(G) compare different types of material testing, including compression tests, tensile tests, and three-point bending tests;

(H) analyze testing results from compression and three-point bending tests with different specimen geometries, including length, cross-sectional shape, and cross-sectional area; and

(I) describe modern mechanical testing such as digital image correlation, thermography, acoustic emission, and x-ray diffraction.

(11) The student analyzes the impact of the cross-sectional geometry on the second moment of area for beams and shafts. The student is expected to:

(A) calculate the area and the second moment of area for primitive shapes, including rectangles, triangles, circles, and semi-circles;

(B) explain the parallel-axis theorem and use the parallel axis theorem to calculate the second moment of area for complex shapes;

(C) calculate area, centroid, and second moment of area for complex shapes composed of primitive shapes such as an H-beam, square tubes, round tubes, and angle iron; and

(D) hypothesize the best cross-sectional shape for different types of loads such as tension, compression, torsion, bending, and combinations of these loads.

(12) The student represents point and distributed forces on a sketch and calculates the maximum deflection and factor of safety of bars, cables, columns, beams, and shafts using algebraic equations. The student is expected to:

(A) describe the consequences of stresses such as elastic deformation, plastic deformation, and fracture on solid objects with mass;

(B) calculate the maximum deflection of various homogenous prismatic beams, including simply supported, cantilever, and overhang beams, using algebraic formulas;

(C) calculate the factor of safety of various homogenous prismatic beams, including simply supported, cantilever, overhang beams, and columns, using algebraic formulas;

(D) analyze the impact of cross-sectional area and length on the potential for various homogenous prismatic columns to buckle under load;

(E) explain the impact of and the reason for using a tapered object in structural applications; and

(F) describe why pre-stress is used in applications such as shot-peening, tempered glass, wheel spokes, flatbed trailers, and bridges.

(13) Students demonstrate an understanding of stress, strain, and displacement fields throughout a structure, including bars and beams. The student is expected to:

(A) identify compression and tension regions in a bent beam;

(B) describe the kinematics of a bent member, including elongation due to tension, shortening due to compression, the neutral axis, and the linear displacement profile; and

(C) identify regions of compression and tension in digital image correlation data.

(14) The student understands that the mechanics of materials are required to analyze a multi-member structure for strength and stability in real-world applications. The student is expected to:

(A) compare permanent and non-permanent joints, including welding, brazing, soldering, adhesives, bolting, screwing, and riveting joints;

(B) analyze a bolted connection for pre-stress, load, factor of safety, grade, size, yield stress, and applied torque; and

(C) design a structure to support a specified load with materials of adequate properties, size, and geometry and with an appropriate factor of safety.

§127.410. Statics (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: at least one credit in a course from the Engineering Career Cluster and Physics. Prerequisite or corequisite: Algebra II.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Statics is a gateway course into most engineering majors such as aerospace, mechanical, civil, and biomedical engineering. Students learn the elements of statics that include the forces in structures that are in equilibrium and usually not moving. This includes forces calculated in two dimensions, free-body diagrams, distributed loads, centroids, and friction as applied to cables, trusses, beams, machines, gears, and mechanisms. Students explore scenarios where objects remain stationary, emphasizing the importance of balance and stability in engineering design. This course not only equips students with theoretical knowledge but also empowers them with practical skills that are indispensable in real-world engineering scenarios.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student describes milestones in structural design and construction throughout history. The student is expected to:

(A) research and evaluate the significance of pioneering structures such as the Eiffel Tower, pyramids, Roman aqueducts, ferris wheel, Sydney Opera House, and St. Louis Bridge to the field of structural design;

(B) analyze how locally available materials and technology have impacted the construction of structures through time;

(C) identify the contributions of structural design pioneers such as Archimedes, Leonardo DaVinci, Galileo, René Descartes, and Albert of Saxony; and

(D) identify careers that use the field of statics and predict the future application of statics.

(3) The student measures and converts units in the System International (SI) units and United States (US) customary systems of measurement. The student is expected to:

(A) measure objects using different units of measurement such as feet, inches, centimeters, meters, pounds force, Newtons, slugs, and kilograms in decimal and fractional measurements;

(B) apply prefixes to units of measure and convert between units in U.S. customary and SI systems such as kilograms and kips; and

(C) identify physical examples of different units of measurement, including one Newton, one pound, and one kip.

(4) The student develops an understanding of point and distributed forces and moments, including torque and couples and their respective units. The student is expected to:

(A) explain how Newton's third law of motion applies to static systems;

(B) explain the purpose and operation of mechanical components, including gears, sprockets, pulleys, and simple machines;

(C) explain how mechanical components, including gears, sprockets, pulley systems, and simple machines, are used in mechanisms;

(D) explain distributed loads and simplify distributed loads to point loads;

(E) compare a two-dimensional distributed load applied over a line to a distributed load applied over an area and a volume;

(F) calculate and use applicable units for forces, torque, distances, and mechanical advantages related to levers, gears, and pulleys;

(G) define and calculate the efficiency of mechanical systems; and

(H) identify and explain couples in a static system.

(5) The student applies vector algebra to calculate the equivalent force and moment vectors. The student is expected to:

(A) differentiate between scalar and vector quantities;

(B) identify properties of a vector, including magnitude and direction;

(C) convert forces represented graphically to vector notation;

(D) represent a force vector in its horizontal and vertical components;

(E) calculate resultant vectors from multiple vectors using a strategy, including vector addition and the parallelogram rule;

(F) simplify free-body diagrams by using strategies, including the principle of transmissibility, couples, and the summation of moments;

(G) calculate moments of a rigid body system using strategies, including multiplying force by the perpendicular distance to a specified axis and the right-hand rule;

(H) calculate moments from component forces using Varignon's principle; and

(I) apply equivalent transformation to simplify external loads in a structural system.

(6) The student locates and applies the geometric centroid and the center of mass of homogenous and heterogeneous objects. The student is expected to:

(A) explain the difference between geometric centroid and center of mass;

(B) locate the geometric centroid of simple and complex shapes using the composite parts method; and

(C) locate the center of mass for two-dimensional and three-dimensional homogeneous and heterogeneous objects.

(7) The student determines the stability of simple and complex objects with a variety of applied forces. The student is expected to:

(A) identify potential pivot points at which objects could potentially rotate leading to a tip-over;

(B) determine the stability of simple and complex objects with only frictional force using the relative location of the center of mass and the object pivot point;

(C) calculate the stability of simple and complex objects with external forces applied at different locations on the object and a reaction force caused by friction; and

(D) describe how the friction reaction forces when combined with applied forces at different locations affect the stability of an object and how to stabilize systems subject to tipping.

(8) The student differentiates supports, including fixed, pin, and roller supports, for structures. The student is expected to:

(A) define and compare the applications of different structural supports, including fixed, pin, and roller supports, and describe which support is utilized in a cantilevered beam;

(B) explain the degrees of freedom for fixed, pin, and roller supports;

(C) describe how fixed, pin, and roller supports affect a structural system; and

(D) describe and sketch the different reaction forces and moments for structural supports, including fixed, pin, and roller supports.

(9) The student constructs free-body diagrams of particles and rigid bodies around various supports and determines the reaction forces of the static body. The student is expected to:

(A) sketch a complete free-body diagram that includes applied and reaction forces for a structure;

(B) define static equilibrium;

(C) formulate translational and rotational static equilibrium equations into a system of algebraic equations; and

(D) solve for unknown forces in a structure using equations of equilibrium.

(10) The student analyzes statically determinant plane trusses. The student is expected to:

(A) test if a plane truss is statically determinant;

(B) apply the method of sections and method of joints to calculate the internal forces of a statically determinant plane truss;

(C) explain the difference between tension and compression forces;

(D) describe capabilities of members, including beams, cables, ropes, bars, and columns, to bear tension, compression, or both tension and compression;

(E) identify internal members as being in tension or compression, the members bearing the maximum loads, and the member most likely to fail; and

(F) design structures such as bridges, tensegrity structures, or trusses to support external loads.

(11) The student recognizes the limitations of a two-dimensional model. The student is expected to:

(A) identify the differences between a two-dimensional and three-dimensional system;

(B) explain the implications of adding a third dimension to a structure and how a two-dimensional analysis is insufficient to model a three-dimensional structure; and

(C) describe how a third dimension can cause instability in a structure.

§127.411. Mechanical Design I (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I and at least one credit in a course from the Engineering Career Cluster. Recommended corequisite: Geometry. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Mechanical Design I demonstrate knowledge and skills associated with design and manufacture of mechanical systems. Fundamental mechanisms are introduced such as

gears, belts, threaded elements, and four-bar mechanisms. Basic manufacturing processes such as stamping, injection molding, casting, machining, and assembly are explored through reverse engineering. The mechanisms encountered through reverse engineering enable the exploration of product functionality. Students compare engineering choices made for components, materials, and manufacturing processes. Emphasis is placed on team collaboration and professional documentation.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Collaboration. The student develops teamwork skills. The student is expected to:

(A) discuss principles of critique such as describing, analyzing, interpreting, and evaluating;

(B) identify and demonstrate teamwork skills such as sensemaking where a team member recognizes another team member who requires additional clarity and then addresses the team member by providing clarity;

(C) identify methods for structuring projects such as Gantt charts, work breakdown structure, Agile, and critical path method; and

(D) discuss the importance of contributing to positive and productive group dynamics to enhance teamwork.

(5) Documentation. The student documents information gathered and interpretation developed throughout engineering processes. The student is expected to:

(A) create documents such as executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages aligned with professional industry standards;

(B) select the document format to communicate essential information to identified stakeholders; and

(C) explain and justify the structure and sequence of how information is presented in engineering documents.

(6) Applications for mechanical design. The student examines domestic, commercial, and industrial applications of mechanical design. The student is expected to:

(A) explain applications of mechanical design in various industries, including medical, aeronautical, automotive, naval, and robotics industries;

(B) research and identify commercial applications for mechanical design such as heating and cooling systems and robotics; and

(C) identify and discuss household items that are impacted by mechanical design such as environmental controls, refrigerators, washing machines, and clothes dryers.

(7) Mechanisms. The student investigates and understands mechanisms that convert motion such as gears, belts, threaded elements, linkages, or linear actuators. The student is expected to:

(A) create virtual models of physical mechanisms using appropriate tools;

(B) predict how different inputs affect the motion of a mechanism such as gears and linkages and compare the predictions with physical models;

(C) classify mechanisms into different types such as gears, belts, threaded elements, linkages, or linear actuators; and

(D) explain how changes in the dimensions of a mechanism influence the relationship between input and output.

(8) Reverse engineering. The student systematically disassembles and analyzes a system to identify the concepts involved in function and manufacture. The student is expected to:

(A) use appropriate simple tools and methods to disassemble consumer products such as can openers, mixers, or drills;

(B) document the reverse engineering process using appropriate documentation tools and methods;

(C) identify mechanisms of a product such as drive systems and gears and how their function contributes to the overall function of the product;

(D) identify elements of a product such as housings, covers, and controls and how their attributes contribute to the product;

(E) use appropriate measurement tools and methods to capture and document information about the sub-assemblies and components in a product;

(F) identify and evaluate the choice of particular materials in the elements of a product;

(G) identify and evaluate the choice of the process used to manufacture the element of a product; and

(H) identify and evaluate the choice of the process to assemble a product.

(9) Manufacturing. The student identifies different manufacturing processes such as stamping, injection molding, casting, sintering, and machining and assembly. The student is expected to:

(A) explain and compare common manufacturing processes such as stamping, casting, injection molding, and machining;

(B) identify and describe stamping manufacturing process elements such as press, tool, and blank and process steps such as shearing, bending, and perforating;

(C) identify and describe injection molding elements such as hopper, heater, platen, and mold and process steps such as heating and injecting;

(D) identify and describe casting elements such as mold, furnace, parting plane, sprue, and gate and process steps such as heating, pouring, cooling, and removal;

(E) identify and describe sintering elements such as mold, furnace, binder, and powder and process steps such as heating, pressing, cooling, and post-processing;

(F) identify and describe material removal elements such as workpiece, tool, jigs, and fixtures; the machine used such as mill, lathe, or drill; and process steps such as holding, locating, and cutting;

(G) identify and describe assembly process elements such as jigs and fixtures, tolerances, fasteners, and tools and related process steps such as locating, holding, joining, and automating; and

(H) identify and explain which material types are appropriate for manufacturing processes such as stamping, injection molding, casting, sintering, material removal, and assembly.

(10) Assembly. The student explores the assembly process. The student is expected to:

(A) explain the purposes of joining methods such as welding, adhesive bonding, fastening, riveting, and snap fitting;

(B) evaluate the choice of joining methods found in a consumer product and generate requirements based on the evaluation; and

(C) compare different assembly strategies such as assembly line, automation versus manual, or batch versus pull.

(11) Design. The student applies appropriate professional design tools. The student is expected to:

(A) define industry relevant terminology, including Failure Modes Effects Analysis (FMEA), Design for Manufacturing (DFM), Design for Assembly (DFA), Lean Manufacturing, Design of Experiments (DOE), benchmarking, reverse engineering, and Life Cycle Analysis (LCA);

(B) use design tools such as FMEA, Quality Functional Deployment (QFD), root cause analysis, five whys, or decision matrices to extract information about a reverse engineered product;

(C) develop an engineering requirements list to justify the selection of materials, processes, parts, and features from a reverse engineered product;

(D) identify opportunities for manufacturing and assembly improvement from a reverse engineered consumer product; and

(E) design and conduct tests to collect information needed to understand the engineers' design decisions, including material, manufacturing process, and mechanism choices, during a reverse engineering project.

(12) Key concepts. The student understands key concepts of mechanical engineering. The student is expected to:

(A) define heat transfer concepts such as conduction, convection, or radiation;

(B) define thermodynamic concepts such as systems boundary, conservation, or entropy;

(C) define mechanics of materials concepts such as strain, stress, elasticity, brittleness, or fatigue;

(D) define dynamics concepts such as vibrations, dampening, or spring coefficients;

(E) define material concepts such as strength, hardness, metallics, polymers, or ceramics;

(F) define fluids concepts such as mass flow rate, viscosity, compressibility, turbulence, or boundary layer;

(G) define statics concepts such as free body diagrams, force, torque, moment, or equilibrium;

(H) define controls concepts such as open loop, closed loop, or systems modeling; and

(I) identify and use engineering computational tools such as computer-aided design (CAD), finite element analysis (FEA), or computational fluid dynamics (CFD).

§127.412. Mechanical Design II (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Mechanical Design I. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Mechanical Design II demonstrate knowledge and skills associated with the design development and validation of a prototype solution to meet a given set of requirements. Students identify project stakeholders; manage projects; evolve requirements; model system solutions; develop, test, and refine prototypes; and validate project solutions. Emphasis is placed on budget management, professional documentation, conducting project status updates, critiquing design reviews, and team collaboration.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Collaboration. The student develops teamwork skills. The student is expected to:

(A) explain and apply sensemaking skills such as recognizing team members who require additional clarity and addressing team members to provide clarity;

(B) apply methods such as Gantt charts, work breakdown structure, Agile, and critical path method to structure a project;

(C) apply principles of critique within the team such as describing, analyzing, interpreting, and evaluating;

(D) develop and present action plans to positively support the team's work relationships;

(E) explain and model how to provide an effective critique of team members on topics such as team performance, test performance, project development, or presentation;

(F) explain and model how to provide an effective critique of other teams on topics such as presentation, problem definition, schedule, and solution justification;

(G) analyze and evaluate critique received from team members and other teams; and

(H) develop a design review presentation to provide status and solicit feedback on the design problem and solution.

(5) Documentation. The student documents information gathered and interpretations developed throughout the applied engineering process. The student is expected to:

(A) generate documents such as executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages by applying professional standards and templates;

(B) select the appropriate document format for the information being communicated based on the audience;

(C) explain and justify the structure and sequence of how the information is presented in the engineering documents;

(D) create assembly and user manuals for peer review; and

(E) generate a final design report that focuses on the project scope and solution with appendices to capture all relevant design information such as the design process used, requirements compliance matrix, concept reports, and test reports.

(6) Project management. The student reviews and applies basic project management strategies following a proposal-justification-approval process for each significant model considered. The student is expected to:

(A) generate a project management plan that includes time and deliverable estimates;

(B) review and update periodically the project management plan based on appropriate industry standard practices such as stage-gate and Agile Project Management; team structure and formation; and project modeling such as flow charts, Gantt charts, Program Evaluation Review Technique (PERT), critical path method, and work breakdown structures;

(C) create model or test proposals for review; and

(D) compare project management approaches such as stage-gate and Agile.

(7) Stakeholder. The student understands how to engage stakeholders, including end user, consumer, fabricator, maintenance, the design team, and other engineers. The student is expected to:

(A) describe how an engineer's professional responsibility applies to stakeholders;

(B) develop a journey map or equivalent tool to model how the stakeholder interacts with the product; and

(C) explain the importance of maintaining engagement with the stakeholder throughout the project.

(8) Design requirements. The student understands the importance of the role of requirements in the mechanical engineering design process. The student is expected to:

(A) identify and solicit stakeholder requirements;

(B) generate, refine, and document product and project requirements throughout the project;

(C) document requirements in correct format with appropriate standards such as National Aeronautics and Space Administration (NASA), military, and International Council on Systems Engineering (INCOSE);

(D) verify that each requirement can be associated to at least one stakeholder;

(E) verify that each stakeholder can be associated to at least one requirement;

(F) discuss the importance of the relation between requirements and respective stakeholders;

(G) analyze how key mechanical design concepts such as heat transfer, mechanics of materials, statics, or fluids impact the design process, design requirements, and design decisions; and

(H) explain how requirements drive the project.

(9) System modeling. The student generates multiple abstract models of mechanical systems using representations such as schematic diagramming and function structure modeling. The student is expected to:

(A) create models of various mechanical system concepts;

(B) compare different models against the appropriate requirements;

(C) extract new system requirements from the models;

(D) create models to communicate engineering design solutions to stakeholders for a project;

(E) discuss conservation principles of energy, matter, and motion; and

(F) apply conservation principles throughout the system model.

(10) Design space modeling. The student models conceptual design spaces using morphological matrices. The student is expected to:

(A) select the key requirements for the problem;

(B) generate multiple means to address each key requirement to populate a morphological matrix;

(C) generate multiple integrated solutions by selecting means from each requirement for further modeling and refinement; and

(D) calculate the total number of possible solutions captured in the generated morphological matrix.

(11) Concept generation. The student generates multiple systematic concepts using appropriate ideation tools. The student is expected to:

(A) explain the rules of ideation tools such as brainstorming, 6-3-5, Gallery Method, C-Sketch, and concept mapping;

(B) apply ideation tools to generate multiple concepts for a problem; and

(C) compare the ideation tools based on the rules, number of people, representation, and purpose.

(12) Concept pruning. The student prunes sets of concepts using design tools such as decision matrices, pair-wise comparison, and pro-con lists. The student is expected to:

(A) use and explain absolute or relative decision matrices to prune a set of concepts;

(B) use and explain pair-wise comparisons to prune a set of concepts;

(C) use and explain pro-con lists to prune a set of concepts;

(D) explain why it is important to use multiple pruning tools in design; and

(E) explain why the pruning tools are not for selecting concepts.

(13) Prototyping and testing. The student fabricates multiple physical prototypes ranging from parts to subsystems to final integrated prototypes to gather information needed to support mechanical engineering design decision making. The student is expected to:

(A) develop prototyping proposals that include cost, time, and effort estimates; desired information; and testing plans;

(B) use appropriate tools and materials to fabricate prototypes;

(C) evaluate and execute testing plans for each prototype to gather information or check requirement satisfaction;

(D) extract and document new requirements from prototyping and testing; and

(E) justify the purpose for each physical or virtual model constructed against the cost of making the model.

(14) Embodiment and refinement. The student refines design solutions by selecting and sizing components appropriately. Students justify material choices based on the requirements defined. The student is expected to:

(A) construct geometric models and drawings to represent designed system;

(B) justify and use appropriate analytical and simulation tools to correlate the changes in parameters of the models with changes in the performance of the modeled system;

(C) justify design decisions using requirements such as functionality, cost, performance, or time;

(D) use appropriate tools and materials to fabricate a final prototype;

(E) develop final product documents such as bill of materials, assembly models, user manual, and assembly instructions; and

(F) explain the evolution of requirements between earlier and final prototypes.

(15) Solution validation. The student tests and verifies requirements throughout the project. The student understands the importance of discovering new requirements through testing and simulation. The student is expected to:

(A) analyze information gained from testing and simulation to document new or refined requirements;

(B) document simulations or tests using an appropriate report template;

(C) design and execute simulations or tests to validate functional requirements are met;

(D) explain why engineering design processes are iterative; and

(E) discuss how continuous improvement and design iteration are related.

(16) Budget. The student plans, monitors, and updates project budgets throughout the design project. The student is expected to:

(A) create budgets for initial project costs such as raw materials, purchased parts, salvaged parts, hardware, taxes, shipping, and handling categories;

(B) create a Bill of Materials cost report for the final build;

(C) compare and explain any differences between the final product build cost and the project budget;

(D) monitor and update the project budget throughout the duration of the project;

(E) prepare budget status reports that include explanations of spenddown rates and changes to the budget; and

(F) explain the importance of budget tracking in design projects.

§127.413. Aerospace Design I (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I and at least one credit in a course from the Engineering Career Cluster. Recommended corequisite: Geometry. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Aerospace Design I demonstrate knowledge and skills associated with the design evolution and emerging trends of aircraft and aerospace systems. Fundamental concepts such as forces of flight, structures, aerodynamics, propulsion, stability and control, and orbital mechanics are introduced as related to design decisions for atmospheric and space flight. These concepts are related to mission requirements and solution approaches.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Collaboration. The student engages in multiple team projects and activities. The student is expected to:

(A) discuss principles of critique such as describing, analyzing, interpreting, and evaluating;

(B) identify and demonstrate teamwork skills such as sensemaking where a team member recognizes another team member who requires additional clarity and then addresses the team member by providing clarity;

(C) identify methods for structuring projects such as Gantt charts, work breakdown structure, Agile, and critical path method; and

(D) discuss the importance of contributing to positive and productive group dynamics to enhance teamwork.

(5) Documentation. The student documents information and interpretation developed throughout engineering processes. The student is expected to:

(A) use professional standards and templates to generate documents such as executive summaries, test reports, failure documents, system black box models, engineering notebooks, and drawing packages;

(B) select the document format to communicate essential information for identified stakeholders; and

(C) explain and justify the structure and sequence of how the information is presented in the engineering documents.

(6) History of flight. The student understands the history and evolution of human flight, including flight within and outside the Earth's atmosphere. The student is expected to:

(A) identify and discuss successes and failures in human efforts to fly prior to powered flight;

(B) research and discuss innovations in aircraft prior to the jet age and explain how world events impacted these innovations;

(C) research and discuss innovations in aircraft after the beginning of the jet age and explain how world events impacted these innovations;

(D) research and discuss innovations in rockets prior to human spaceflight and explain how world events impacted these innovations;

(E) research and discuss innovations in rockets after the first human spaceflight and explain how world events impacted these innovations; and

(F) discuss the history of regulation of aircraft and the role of the Federal Aviation Administration (FAA).

(7) Introduction to aircraft. The student explains the FAA categories for aircraft and categorizes the different types of aircraft such as airplanes, rotorcraft, lighter-than-air or aerostats, glider, powered-lift, powered parachutes, weight-shift aircraft, ground-effect vehicles (GEV), air-cushion vehicles (ACV), and rockets. The student is expected to:

(A) identify and describe classes of aircraft such as single-engine land (SEL), gyroplane, powered-lift, and glider using the FAA categories;

(B) categorize aircraft by attributes such as piston engine, turboprop, powered or unpowered, and drones or piloted;

(C) compare aircraft categories and use cases for each category; and

(D) research and discuss emerging trends in aircraft such as airships, rotary powered aircraft, and alternative energy powered aircraft.

(8) Atmospheric flight. The student identifies and relates the three axes of an aircraft, the four forces of flight, and the components used for stability and control of the aircraft. The student is expected to:

(A) explain the relationships between atmospheric temperature, pressure, density, and altitude;

(B) identify and describe the motion about the three axes of an aircraft, including yaw, pitch, and roll;

(C) identify and describe ways to control motion about the three axes;

(D) identify and explain the four forces acting on aerospace vehicles in flight, including lift, drag, thrust, and weight;

(E) explain the relationship between weight, mass, gravity, and acceleration and identify their corresponding units such as pounds-force, pound-mass, kilogram, and Newton;

(F) discuss the difference between g-force and weight;

(G) draw the forces of flight for a straight and level flight and a level banked turn;

(H) identify different ways to control the forces that change the pitch, roll, and yaw of an aircraft;

(I) identify and explain the major fixed and movable components of various aircraft to enable stability and control within the atmosphere; and

(J) define and discuss aerodynamics as a subset of aerospace.

(9) Lift and drag. The student explains how lift and drag are generated by an aircraft and how they change during flight. The student is expected to:

(A) explain how an airfoil generates lift;

(B) explain how the angle of attack (AoA) influences lift;

(C) explain how to interpret a "Lift Coefficient (CL) versus AoA" chart;

(D) define and discuss stall for an airfoil;

(E) explain the types of drag, including profile/form, skin friction, interference, trim, and induced;

(F) explain how the AoA influences drag;

(G) explain how to interpret a "Drag Coefficient (CD) versus AoA" chart;

(H) explain how changes in drag during flight impact performance such as range, altitude, and power requirements;

(I) define and discuss Lift-to-Drag (L/D) ratio;

(J) explain how to interpret an L/D chart;

(K) identify the maximum L/D ratio from a chart to determine the optimal glide speed for maximum range;

(L) research and discuss other systems that use airfoils such as windmills, fans, and propelling aircraft; and

(M) explain how a plane can fly without engine power and in some cases can gain altitude to stay aloft for extended time and distance.

(10) Weight and balance. The student recognizes that components have mass, weight, and location resulting in moments that are balanced by control surfaces. The student is expected to:

(A) identify and calculate moments created by the forces of flight;

(B) define and discuss center of gravity (CG);

(C) define and discuss center of pressure (CP);

(D) explain how the locations of the CP and CG influence the stability of an aircraft; and

(E) create a model of an aircraft with variable configurations for CG and CP to determine stability of an aircraft.

(11) Computerized design tools. The student understands that computerized technology is available for design and analysis. The student is expected to:

(A) identify engineering computational tools such as computer-aided design (CAD), finite element analysis (FEA), or computational fluid dynamics (CFD); and

(B) explain the applications of engineering computational tools used in mechanical design.

(12) Mission requirements. The student understands how mission requirements influence the type and form of aircraft. The student is expected to:

(A) analyze a mission to generate a list of atmospheric mission requirements such as payload, range, cruise, take-off length, landing length, climb gradient, altitude, and land or sea;

(B) analyze a mission to generate a list of space mission requirements such as payload, altitude, vibration sensitivity, launch conditions, environmental conditions, and recovery;

(C) explain how the mission requirements are interrelated;

(D) discuss how the mission requirements relate to the aircraft and spacecraft categories;

(E) discuss how mission requirements relate to the overall aircraft design; and

(F) interpret a mission profile and explain how it impacts mission requirements.

(13) Propulsion. The student explains and evaluates different types of propulsion systems such as piston engine, turboprop, jet, and rocket. The student is expected to:

(A) identify and explain how a piston powered aircraft delivers thrust with respect to altitude limits and speed limitations;

(B) identify and explain how a turboprop powered aircraft delivers thrust with respect to design requirements such as cost, operation cost, reliability, power, altitude limits, and speed limitations;

(C) identify and explain how a jet powered aircraft delivers thrust with respect to design requirements such as cost, operation cost, reliability, power, altitude limits, and speed limitations;

(D) explore and explain how a rocket engine is different from a jet engine;

(E) research and discuss the applications for solid-fuel rockets; and

(F) research and discuss the applications for liquid-fuel rockets.

(14) Material selection. The student explains why a particular material is used in an aircraft application, taking into account cost, density, strength, and mission requirements. The student is expected to:

(A) research and discuss material classes used in aerospace design such as woods, composites, metals, and plastics;

(B) explain why specific materials might have been chosen for components on different aircraft;

(C) discuss methods for manufacturing aircraft components such as landing gears, wings, fuselage, or canopies;

(D) explain the impact of material and manufacturing costs on design decisions; and

(E) explain how material requirements relate to mission requirements.

(15) Aerospace structures. The student explains and compares and contrasts types of structures such as truss, semi-monocoque, monocoque. The student is expected to:

(A) identify and discuss truss, semi-monocoque, and monocoque structures;

(B) explain why different structure types are used in various aircraft categories;

(C) discuss how mission requirements impact the selection of the structural types for an aircraft;

(D) identify structural components in the fuselage such as stringers, bulkheads, and skin;

(E) identify structural components in the wings and empennage such as ribs, spars, stringers, and skin; and

(F) compare structures used in atmospheric flight and space flight.

(16) Space flight and orbital mechanics. The student knows properties of orbital mechanics as they relate to space flight and the impact of the space environment on design. The student is expected to:

(A) identify and describe orbits based on the six Keplerian Elements;

(B) explain how changes in Keplerian Elements change the orbit;

(C) explain how mission requirements determine specific orbit types;

(D) describe the unique environmental conditions of operating in space for human or autonomous missions;

(E) research and discuss methods to reach and recover a spacecraft from space; and

(F) research and discuss emerging trends in space flight.

(17) Alternate applications for aerospace design. The student examines alternate applications for aerospace design in various industries, including the automotive, naval, and other commercial industries. The student is expected to:

(A) research and discuss how aerospace engineers contribute to automotive and naval applications to improve performance;

(B) research and identify commercial applications for aerospace design such as heating and cooling systems, building design, and wind turbines; and

(C) identify and discuss items at home that are impacted by aerodynamics such as fans, convection ovens, and heating and cooling systems.

(18) Aircraft systems. The student explores and discusses other aircraft systems such as navigation, communication, entertainment, flight control, actuation, energy storage and management, and propulsion. The student is expected to:

(A) explain basic functionality for aircraft systems such as navigation, communication, entertainment, flight control, and propulsion; and

(B) research and discuss different implementations for aircraft systems such as navigation, communication, entertainment, flight control, and propulsion.

§127.414. Aerospace Design II (Two Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Geometry and Aerospace Design I. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Aerospace Design II demonstrate knowledge and skills associated with the design and prototyping of aerospace systems. Through aerospace projects, students apply fundamental concepts such as managing an engineering project to meet mission requirements, prototyping, testing, and validating requirements. Students explore choices made for propulsion, material, and structural design as well as various ways aircraft can navigate. Emphasis is placed on team collaboration and professional documentation.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) Collaboration. The student engages in multiple team projects and activities. The student is expected to:

(A) explain and apply sensemaking skills such as recognizing team members who require additional clarity and addressing team members to provide clarity;

(B) apply methods such as Gantt charts, work breakdown structure, Agile, and critical path method to structure a project;

(C) apply principles of critique within the team such as describing, analyzing, interpreting, and evaluating;

(D) develop and present action plans to positively support the team's work relationships;

(E) explain and model how to provide an effective critique of team members on topics such as team performance, test performance, project development, or presentation;

(F) explain and model how to provide an effective critique of other teams on topics such as presentation, problem definition, schedule, and solution justification;

(G) analyze and evaluate critique received from team members and other teams; and

(H) develop a design review presentation to provide status and solicit feedback on the design problem and solution.

(5) Documentation. The student documents information and interpretation developed throughout engineering processes. The student is expected to:

(A) generate documents such as executive summaries, reverse engineering forms, test reports, failure documents, system black box models, engineering notebooks, and drawing packages by applying professional standards and templates;

(B) select the appropriate document format for the information being communicated based on the audience;

(C) explain and justify the structure and sequence of how the information is presented in the engineering documents;

(D) create assembly and user manuals for peer review; and

(E) generate a final design report that focuses on the project scope and solution with appendices to capture all relevant design information such as the design process used, requirements compliance matrix, concept reports, and test reports.

(6) Designing to mission requirements. The student generates conceptual aircraft solutions to meet a set of given requirements. The student is expected to:

(A) analyze given mission requirements such as altitude, speed, and payload to derive sub-requirements;

(B) generate and document additional sub-requirements for the mission considering various factors such as maintainability, producibility, operational cost, and safety;

(C) generate and document conceptual aircraft solutions to address mission and sub-requirements;

(D) classify the generated conceptual aircraft solutions into appropriate categories such as single-engine land (SEL), gyroplane, powered-lift, and glider using the Federal Aviation Agency (FAA) classification system;

(E) select, justify, and document a conceptual solution that addresses the mission and sub-requirements; and

(F) create a model such as a graph or matrix that displays the relationships between the documented requirements.

(7) Managing aerospace engineering projects. The student applies project management techniques to aerospace projects. The student is expected to:

(A) generate a project plan that includes time, deliverable, and cost estimates;

(B) review and update periodically a project plan according to a stage gate process;

(C) document and execute test plans to evaluate prototypes against requirements;

(D) justify and present design choices through periodic design reviews; and

(E) generate a final design report with an executive summary, a body with problem and solution descriptions, and appendices with additional relevant information such as the design process used, requirements compliance matrix, concept reports, and test reports.

(8) Prototyping aerospace vehicles. The student creates a prototype to address a set of mission requirements. The student is expected to:

(A) generate a list of design parameters based on the mission and sub-requirements;

(B) generate and document design concepts to address design parameters;

(C) use appropriate tools such as decision matrices, pro-con lists, and pair-wise comparison to evaluate, downselect, and justify design concepts to prototype;

(D) create and document prototypes to test, validate, and modify design concepts;

(E) use appropriate tools such as decision matrices, pro-con lists, and pair-wise comparison to evaluate, downselect, and justify a prototype to develop as the solution;

(F) evaluate a prototype to identify areas of improvement for iteration;

(G) test, evaluate, and document performance of the revised prototype in meeting project requirements; and

(H) compose and present a project debrief, including lessons learned.

(9) Atmospheric flight. The student relates the three axes of an aircraft, the four forces of flight, and the components used for stability and control. The student is expected to:

(A) research and discuss ways to control motion about the three axes;

(B) calculate and explain changes in motion due to the four forces acting on aircraft during flight;

(C) explain why loads acting on aircraft change during different flight scenarios;

(D) draw and calculate the forces of flight for a straight and level flight and a level banked turn; and

(E) describe which aircraft components control and provide stability with respect to the six degrees of freedom.

(10) Lift and drag. The student explains how lift and drag are generated by an aircraft and how they change during flight. The student is expected to:

(A) explain the lift equation and illustrate the relationships between its variables;

(B) explain the drag equation and illustrate the relationships between its variables;

(C) calculate the changes to lift and drag based on changes to atmospheric conditions such as temperature, density, and pressure;

(D) describe how aircraft control surfaces, including leading edge flaps, trailing edge flaps, ailerons, and spoilers, influence lift;

(E) describe how aircraft control surfaces, including leading edge flaps, trailing edge flaps, ailerons, and spoilers, influence drag;

(F) define and discuss how the stall angle and stall speed can be changed; and

(G) research and present contemporary developments reducing drag such as winglets, boundary layer control, and surface effects.

(11) Weight and balance. The student recognizes that components have mass, weight, and location resulting in moments that are balanced by control surfaces. The student is expected to:

(A) calculate an aircraft's estimated center of gravity throughout a mission profile considering factors such as fuel consumption, payload, and passengers;

(B) estimate the location of an aircraft's center of pressure;

(C) calculate the static margin throughout a flight profile to verify positive stability margin;

(D) generate and document solutions to improve positive static stability in the event of a negative stability margin; and

(E) revise and document static margin calculations reflecting proposed solutions.

(12) Propulsion. The student evaluates various propulsion solutions to downselect the solutions to meet mission requirements. The student is expected to:

(A) evaluate and select a propulsion solution that meets requirements such as piston, jet, turboprop, and rocket;

(B) evaluate and select the number of engines to meet mission and sub-requirements; and

(C) calculate propulsion weight of the selected solution to meet mission and sub-requirements.

(13) Material selection. The student evaluates various materials to meet mission and sub-requirements. The student is expected to:

(A) analyze component material requirements to select materials that meets mission and sub-requirements; and

(B) document the justification for the materials selected to meet component requirements.

(14) Aerospace structures. The student evaluates and selects structure types to meet mission and sub-requirements. The student is expected to:

(A) analyze structural requirements to select structure types that meets mission and sub-requirements; and

(B) document the justification for the structure types selected to meet structural requirements.

(15) Navigation. The student defines and explains types of navigation used for flight. The student is expected to:

(A) explain dead reckoning navigation using an aeronautical chart, compass, clock, and airspeed indicator;

(B) explain navigation using radio radials such as Automatic Direction Finder (ADF) and VHF Omnidirectional Range (VOR);

(C) explain navigation using an Inertial Navigation System (INS); and

(D) explain navigation using Global Positioning Systems (GPS).

§127.415. Civil Engineering I (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. Prerequisite: Algebra I and Introduction to Computer-Aided Design and Drafting or Principles of Applied Engineering. Recommended prerequisite: Geometry. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students in Civil Engineering I are introduced to the basic principles and practices essential to the field of civil engineering. Throughout this course students investigate different career paths in civil engineering, explore the various specializations within the field, and understand the phases and life cycle of civil engineering projects. They also delve into the functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of effective project document structure and project management, ethical considerations, and the impact of civil engineering on the natural and built environment.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(F) identify and discuss the importance of professionalism, standards of conduct, and ethics as defined by the Texas Engineering Practice Act and rules concerning the practice of engineering and surveying;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and

(K) describe the roles and responsibilities of managers.

(2) The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:

(A) explain the importance of defining an engineering problem as an initial step in the engineering design process;

(B) describe the research stage of the engineering design process;

(C) define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;

(D) explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;

(E) describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;

(F) describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;

(G) explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and

(H) describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.

(3) Students explore and develop skills to solve problems, make decisions, and manage a project. The student is expected to:

(A) discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;

(B) identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;

(C) define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;

(D) identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and

(E) identify strategies to solve problems and describe how problem solving is utilized to accomplish personal and team objectives.

(4) The student understands the foundations of occupational safety and health. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;

(C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(D) identify and explain the appropriate use of types of personal protective equipment used in industry;

(E) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(F) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;

(G) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;

(H) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;

(I) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

(J) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;

(K) explain the components of a hazard communication program; and

(L) explain and give examples of safety and health training requirements specified by standard setting organizations.

(5) The student investigates different career paths in civil engineering. The student is expected to:

(A) explain the licensing requirements for an engineer in training and a professional engineer;

(B) identify various career options related to civil engineering such as surveyors, architects, construction contractors, urban and regional planners, inspectors, and regulators;

(C) identify and explain the requirements to obtain professional credentials such as certified flood plain manager (CFM), project management professional (PMP), professional engineer (PE), Autodesk certifications, SolidWorks certifications, certified surveying technician (CST), registered professional land surveyor (RPLS), certified quality engineer (CQE), and certified quality inspector (CQI) associated with civil engineering; and

(D) describe sub-disciplines within civil engineering, including water resources, environmental, geotechnical, structural, transportation, material sciences, coastal, land development, urban development, and infrastructure.

(6) The student examines the functional mathematics used in civil engineering. The student is expected to:

(A) calculate the mean, median, and mode of a given data set;

(B) calculate the standard deviation of a given data set;

(C) identify parts of a normal distribution curve;

(D) define the Empirical Rule and analyze the distribution of a data set using the Empirical Rule;

(E) define systematic, gross, and random error;

(F) define accuracy and precision in a data set;

(G) analyze the accuracy and precision of a data set;

(H) identify the types and properties of various polygons;

(I) solve for the parts of a triangle using the Pythagorean theorem, the law of sines, and the law of cosines;

(J) identify the properties of circles;

(K) solve for the measurements of a circle, including diameter, radius, circumference, area, chord, arclength, delta, and tangent;

(L) solve linear functions on a Cartesian Coordinate System using standard form, slope-intercept form, point-slope form, and the distance between two points; and

(M) calculate the volumes of three-dimensional shapes such as cylinders, spheres, and trapezoidal and triangular prisms.

(7) The student understands methods of measurement and associated errors. The student is expected to:

(A) define units of linear measurement, including U.S. survey feet, international feet, chains, rods, miles, fathoms, furlongs, varas, and other metric units commonly used in the surveying and civil engineering industry;

(B) define the different units of angular measurement, including vertical angles, horizontal angles, bearings, azimuths, degrees-minutes-seconds, decimal degrees, seconds of arc, and gradians;

(C) define the different units of volumetric measurement, including cubic feet, cubic yards, tons, and acre-feet;

(D) calculate and define area measurements such as acre, hectare, square feet, square mile, league, or sitio;

(E) convert linear, angular, and area measurements between different units;

(F) determine a change in elevation between two or more points by performing a differential level loop;

(G) measure the distance between two points on a plane using methods such as taping, electronic distance meter, total station, pacing, odometer, tacheometry, and stadia;

(H) compare the errors from two or more methods of calculating distance between two points such as comparing pacing and taping; and

(I) identify and analyze various types of errors associated with survey data.

(8) The student researches civil engineering throughout history. The student is expected to:

(A) describe the significance and development of historic civil engineering projects such as the Panama Canal, Roman aqueducts, and Hadrian's wall;

(B) describe the significance and development of a major Texas civil engineering project; and

(C) describe the significance and development of a major U.S. civil engineering project.

(9) The student understands a civil engineering project life cycle. The student is expected to:

(A) explain the civil engineering project conception, scope, proposal, contract, design planning and development, construction documents, bid and specifications, construction, and closeout phase; and

(B) identify and sequence the phases of a project life cycle.

(10) The student understands and develops a civil engineering project scope of work and proposal. The student is expected to:

(A) identify and describe the importance of potential components in a feasibility report, including soil analysis, existing land entitlements, existing topography, federal emergency management agency (FEMA) floodplain location and elevation, existing utility and locations, environmental studies, and adjacent rights-of-way;

(B) identify and quantify costs and benefits associated with a proposed civil engineering project, including initial investments, operational expenses, and anticipated returns;

(C) conduct a cost-benefit analysis for a small civil engineering project;

(D) identify common risks associated with civil engineering projects, including technical, financial, environmental, and regulatory risks;

(E) describe methodologies for conducting risk analysis such as probability assessment, impact analysis, and risk prioritization;

(F) develop a feasibility report for a small civil engineering project;

(G) explain the purpose of a request for qualifications (RFQ);

(H) evaluate RFQs based on a project's scope;

(I) identify relevant codes and regulations impacting civil engineering projects;

(J) define the fundamental components of a scope of work document, including project description, stakeholders, objectives, deliverables, scope exclusions, milestones, schedule, and signature block; and

(K) develop a scope of work document for a small civil engineering project.

(11) The student understands and develops the components of civil engineering designs. The student is expected to:

(A) identify various conceptual schematic design drawings, sketches, and diagrams that explore design solutions and communicate design concepts;

(B) generate a conceptual schematic design drawing, sketch, or diagram that effectively communicates a design concept;

(C) explain the purpose and application of common civil engineering calculations such as superelevation, flow line, beam analysis, cost amortization, materials testing, plasticity index, and differential leveling;

(D) evaluate engineering plans and specifications using quality control and quality assurance (QCQA) processes; and

(E) prepare a design quantity take-off and estimate of probable construction cost.

(12) The student researches the use and application of technology in civil engineering. The student is expected to:

(A) identify the tools and technology used in civil engineering throughout history such as abacus, compass, scale, measuring tape, slide rule, calculator, computer-aided drafting and design, level, auto-level, grade rod, plumb bob, transit, theodolite, total station, GPS, lidar, and drones;

(B) explain the evolution of technology used in civil engineering; and

(C) explain the uses of design analysis and computer-aided drafting software.

(13) The student understands and researches the components of project closeout processes. The student is expected to:

(A) identify the main stakeholders involved in final inspections such as owner, utility provider(s), designer(s), contractors, municipalities, and regulatory agencies;

(B) develop a punch list that is organized by trade, area, or priority and identifies deficiencies in a substantially completed project; and

(C) evaluate the completed project to identify project successes and deficiencies.

(14) The student understands and navigates civil engineering construction documents. The student is expected to:

(A) identify the sections of a construction document set, including plat, existing conditions, site plan, fire protection plan, dimensional control plan, grading plan, drainage plan, utility plan, paving plan, erosion control plan, and project detail sheets;

(B) research and describe the purpose of a fire protection plan;

(C) describe the components of a paving plan, including pavement sections, material types, and design details;

(D) identify and locate construction specification documents relevant to a given project;

(E) explain and locate the fundamental components of a construction document's legend, including symbols, line types, and typical abbreviations;

(F) explain the process of drafting a construction document to scale;

(G) determine and demonstrate which scale best fits a standard size drawing sheet;

(H) explain the relationship between a construction document's specifications, plans, legend, and scale; and

(I) identify and explain the differences between design drawings and record drawings.

(15) The student applies best practices for effective project document structure and management. The student is expected to:

(A) explain the significance of systematic organizational structure for project documents;

(B) develop a systematic organizational structure for project documents that considers factors such as project phase, discipline, and document type;

(C) develop a consistent naming convention for project documents; and

(D) implement and maintain a uniform naming convention for project documents.

(16) The student describes and exhibits characteristics that lead to a successful civil engineering team. The student is expected to:

(A) research and describe time management techniques such as using Gantt charts, schedules, critical paths, and man-power projections for project management;

(B) demonstrate effective communication skills in written and oral formats to facilitate collaboration in a project team; and

(C) explain how project team dynamics impact project outcomes and member morale.

(17) The student researches and describes ethics pertaining to civil engineering. The student is expected to:

(A) research and identify the fundamental engineering ethics established by the Texas Board of Professional Engineers and Land Surveyors and other professional organizations such as American Society of Civil Engineers, the National Society of Professional Engineers, the National Council of Examiners for Engineering and Surveying, and the National Institute of Engineering Ethics; and

(B) analyze root causes and lessons learned from historical examples or case studies involving ethical misconduct in civil engineering projects.

(18) The student explores the impact of engineering in the natural world and built environment. The student is expected to:

(A) describe the potential impacts, costs, and benefits of sustainable practices on local and global communities, environments, and economies;

(B) describe sustainability standards used throughout the project life cycle;

(C) describe governmental agencies that regulate environmental impact at the federal, state, and local level;

(D) describe the potential impacts of construction on the natural world, including flora, fauna, groundwater, surface water, soil, Earth's atmosphere, air quality, and waterways; and

(E) describe methods used by engineers to mitigate and remediate the effects of construction on the natural world.

(19) The student understands the methods environmental engineers use to supply water, dispose of waste, and control pollution. The student is expected to:

(A) describe methods of population projection for sizing water and wastewater facilities;

(B) describe water quality standards using prescribed units of measure;

(C) research and explain regulations for water quantity design requirements by jurisdiction;

(D) research and explain regulations for wastewater quantity design requirements by jurisdiction;

(E) research and describe methods of water and wastewater treatment;

(F) research and describe methods of solid waste management;

(G) research and describe methods of controlling hazardous waste; and

(H) research and describe methods of measuring and managing air quality.

§127.416. Civil Engineering II (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Geometry and Civil Engineering I. Recommended prerequisite: Introduction to Computer-Aided Design and Drafting. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students in Civil Engineering II apply the principles and practices essential to various subdisciplines within civil engineering. Throughout this course, students develop knowledge and skills essential to the design development and construction of a civil engineering project. The students explore the impacts and constraints on the design of a project. They also delve into the functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of effective project document structure and project management, ethical considerations, and the impact of civil engineering on the natural and built environment.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;

(K) identify the components of a safety plan and why a safety plan is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) The student recognizes project stakeholders and industry organizations in civil engineering. The student is expected to:

(A) describe the roles and objectives of project stakeholders, including engineer, owner, architect, contractor, subcontractors, project manager, end users, regulatory agencies, and the public; and

(B) describe the mission and membership benefits of industry organizations such as the American Society of Civil Engineers, the National Society of Professional Engineers, and the Society of Women Engineers.

(5) The student explores various disciplines within civil engineering. The student is expected to:

(A) describe the essential technical knowledge and functions in a variety of civil engineering subdisciplines, including environmental, geotechnical, transportation, structural, water resources, and construction;

(B) explain how different types of projects within civil engineering subdisciplines, including public works, transportation, urban development, water resources, and utility projects, impact the built environment; and

(C) identify and describe types of civil engineering projects.

(6) The student explores how codes, regulations, and plats impact a civil engineering project. The student is expected to:

(A) research and describe regulations established by the American Disabilities Act relevant to site design;

(B) identify local codes and regulations for a civil engineering project;

(C) describe the potential impacts of local codes and regulations on civil engineering projects; and

(D) describe the purpose of a plat and easements for a civil engineering project.

(7) The student develops a proposal for a civil engineering project such as a park, a parking lot, or a storm drain. The student is expected to:

(A) analyze or develop a feasibility report for a civil engineering project;

(B) develop and analyze the scope of work document for a civil engineering project;

(C) calculate monetary value for engineering efforts on a given project;

(D) revise and archive the draft project proposal for scope of work changes;

(E) develop a client deliverable package that contains a fee proposal, project schedule, organizational chart, exclusions, and an engineering contract;

(F) communicate effectively a final proposal for a civil engineering project; and

(G) identify and evaluate lessons learned from the project proposal process.

(8) The student develops a civil engineering project schedule. The student is expected to:

(A) identify and prioritize project tasks to determine the critical path of a project;

(B) create a project critical path diagram;

(C) evaluate project tasks and the critical path to develop a project schedule;

(D) create a Gantt chart for all the project activities in a project; and

(E) assess a project schedule for opportunities to improve project efficiencies.

(9) The student develops a civil engineering design for a project site. The student is expected to:

(A) create a concept site plan using existing schematics, survey data, and regulatory design manuals;

(B) identify existing and proposed utility providers, including electric, water, sewer, gas, and telecommunications providers, at a project site;

(C) research and identify existing plats and easements for a project site; and

(D) revise and finalize a project site plan to reflect analyzed site data, including utilities, geotechnical, right-of-way, water resources, environmental, survey, and transportation data.

(10) The student explores concepts and calculations for storm water events used by water resources engineers. The student is expected to:

(A) describe storm event probability based on historical models;

(B) describe methods used, including Rational method, Natural Resources Conservation Service (NRCS), Soil Conservation Service (SCS), and unit hydrograph, to calculate flow rate;

(C) analyze existing topography at the project site to determine drainage patterns;

(D) delineate existing and proposed drainage areas impacting a project site to determine the change in stormwater runoff generated by a project design;

(E) research and describe methods of stormwater mitigation and water quality treatment;

(F) calculate the existing flow rates for a 5-year and a 100-year storm event for a project site using the Rational method;

(G) analyze and calculate the proposed flow rates for a 5-year and a 100-year storm event for a project design;

(H) determine the required stormwater remediation techniques for a 100-year storm event by comparing existing and proposed runoff quantities;

(I) describe methods of stormwater conveyance, including channel, culvert, and pipe;

(J) calculate the hydraulics of a stormwater conveyance using the continuity equation, energy equation, and Bernoulli's equation;

(K) design a conveyance system such as a pipe, culvert, or open channel to convey stormwater runoff for a 100-year storm event using the calculated data;

(L) create a plan and profile sheet of a drainage system, including surface elevations, slopes, conveyance system dimensions, material, and pipe invert elevations; and

(M) describe potential impacts of a drainage analysis for a project.

(11) The student explores concepts and calculations used by geotechnical engineers. The student is expected to:

(A) identify and explain the components of a geotechnical report, including boring samples and logs, soil types and classifications, pavement recommendations, foundations recommendations, and soil preparations;

(B) identify and determine the soil classifications at a project site using the United States Department of Agriculture (USDA) Natural Resources Conservation Service (NRCS) Web Soil Survey (WSS);

(C) calculate the plasticity index of soil from a project site;

(D) research and describe methods of soil preparation;

(E) research and explain how geotechnical results impact pavement recommendations used in civil engineering projects;

(F) research and select the most effective pavement section for a project; and

(G) describe the impact of a geotechnical analysis for a project.

(12) The student explores concepts and calculations used by structural engineers. The student is expected to:

(A) identify and analyze the various types of building foundations, including raft, monolithic slab, slab on grade, pier and beam, spread footing, mat footing, drilled piers, pylons, waffle slab, and post-tension slab;

(B) describe the forces common to structural engineering calculations, including gravity, tension, compression, flexure, and torsion;

(C) describe the loads common to structural engineering calculations, including dead load, live load, environmental loads, and other loads such as lateral and concentrated loads;

(D) diagram and explain how applied loads and forces are resisted in a structure and transferred to the Earth;

(E) diagram a simply supported beam subjected to loading conditions to determine reaction forces;

(F) sketch diagrams to determine the maximum shear and moment resulting in the beam;

(G) identify the different types of trusses, including simple, planar, and space frame trusses;

(H) diagram a truss subjected to loading conditions to determine reaction forces and identify the zero force members;

(I) explain why design loads are dictated by building codes; and

(J) describe potential impacts of a structural analysis for a project.

(13) The student explores concepts and calculations used by transportation engineers. The student is expected to:

(A) identify and describe various types of transportation engineering specializations such as rail, aviation, roadway, highway, and marine;

(B) research and explain the benefits of having a professional transportation engineering certification;

(C) research and explain the benefits of membership in a transportation engineering organization such as Institute for Transportation Engineers (ITE), American Society of Highway Engineers (ASHE), American Association of State Highway and Transportation Officials (AASHTO), and WTS International;

(D) determine stopping sight distance of a roadway given the design speed and grade;

(E) research and describe the impacts of transportation design elements, including grades, superelevation, design speed, friction factor, lane widths, vertical curves, horizontal curves, roadway classification, acceleration, and deceleration;

(F) analyze the level of service of a roadway to determine if operating conditions are adequate;

(G) identify and explain the components of a traffic impact analysis (TIA), including data collection summary, trip analysis, turn lane analysis, project phasing, and sight visibility analysis;

(H) research and identify methods of traffic data collection;

(I) collect and calculate traffic count data at a project site and analyze the results of the traffic count to determine peak hour trips and traffic mitigation;

(J) determine the peak hour trips generated by a given land use from a ITE Trip Generation Manual;

(K) research and describe traffic level of service for various roadways;

(L) determine if a turn lane is warranted based on peak hour trips and traffic volume; and

(M) describe potential impacts of a transportation analysis for a project.

(14) The student develops construction documents for a civil engineering project. The student is expected to:

(A) develop project construction documents that includes design plans, specifications, and a cost estimate for a civil engineering project;

(B) develop the analysis reports for a civil engineering project;

(C) generate a demolition sheet that contains existing topography, property lines, easements, utilities, rights-of-way, drainage infrastructure, and structures, and identifies items to be demolished;

(D) develop a fire protection plan for a project;

(E) generate a paving plan that shows the limits and types of pavement necessary for a project;

(F) generate a site plan that labels proposed improvements for a project;

(G) generate a site dimensional control plan containing measurements for all site improvements for a project;

(H) generate a grading plan that documents proposed elevations and topography in comparison to existing topography for a project;

(I) generate drainage plans that document the existing drainage patterns, proposed drainage plan, and drainage infrastructure for a project;

(J) generate a utility plan that documents existing and proposed utility types, locations, and materials for a project;

(K) generate an erosion control plan that identifies erosion control best management practices (BMP) defined by the Texas Commission on Environmental Quality (TCEQ) for a project; and

(L) explain the importance of a quality control review and complete a quality control review of the construction documents of the project.

(15) The student develops documents for support of the construction bid. The student is expected to:

(A) identify components of a bid tabulation, including item description, material quantity, unit measure, unit price, and total price;

(B) compare a project bid tabulation with corresponding construction documents to verify all items are included;

(C) create a project bid tabulation; and

(D) identify and compile the parts of civil engineering project manual.

(16) The student works as an individual and a team member to complete projects. The student is expected to:

(A) track team goals to verify completion of project milestones;

(B) explain various methods to resolve conflict within a project team;

(C) explain how leadership impacts project outcomes and team members; and

(D) evaluate team member performance and effectiveness in a project.

(17) The student researches and understands the code of ethics pertaining to civil engineering. The student is expected to:

(A) research and describe the impact of the State of Texas Engineering Practice Act and Rules; and

(B) analyze and discuss ethical case studies using Texas Administrative Code, Title 22, Part 6, Chapter 137, Subchapter C (relating to Professional Conduct and Ethics).

(18) The student understands the fundamental sustainable design approaches and practices in civil engineering projects. The student is expected to:

(A) research and describe sustainable building materials and methods;

(B) identify and explain the programs and certifications that establish design criteria for engineering projects such as Leadership in Energy and Environmental Design (LEED);

(C) explain how sustainable programs and certifications potentially impact the design elements and costs of a project;

(D) explain how design choices potentially impact human health, the environment, and the cost of a project; and

(E) explain how elements of the construction process potentially impact human health and the environment.

§127.417. Engineering Project Management (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I. Recommended prerequisite: English II. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Engineering Project Management develop cursory knowledge and essential skills to lead an engineering team through the development and construction of a project. Students assess project documentation for compliance with best management practices. They engage in project planning, risk management, team management, and stakeholder communication to ensure project completion, adherence to safety guidelines, and continuous improvement.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(F) identify and discuss the importance of professionalism, standards of conduct, and ethics as defined by the Texas Engineering Practice Act and rules concerning the practice of engineering and surveying;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and

(K) describe the roles and responsibilities of managers.

(2) The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:

(A) explain the importance of defining an engineering problem as an initial step in the engineering design process;

(B) describe the research stage of the engineering design process;

(C) define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;

(D) explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;

(E) describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;

(F) describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;

(G) explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and

(H) describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.

(3) The student explores and develops skills to solve problems, make decisions, and manage a project. The student is expected to:

(A) discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;

(B) identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;

(C) define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;

(D) identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and

(E) identify strategies to solve problems and describe how problem solving is utilized to accomplish personal and team objectives.

(4) The student understands the foundations of occupational safety and health. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;

(C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(D) identify and explain the appropriate use of types of personal protective equipment used in industry;

(E) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(F) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;

(G) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;

(H) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;

(I) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

(J) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;

(K) explain the components of a hazard communication program; and

(L) explain and give examples of safety and health training requirements specified by standard setting organizations.

(5) The student explores the methods and aspects of project management in relation to engineering projects. The student is expected to:

(A) identify and prioritize engineering tasks for an engineering project plan;

(B) identify and outline the critical path of a set of tasks in an engineering project;

(C) develop a project budget based on billable hours and engineering tasks in a project;

(D) track and maintain time spent on engineering tasks for a given project;

(E) generate a Gantt chart for an engineering project, including project tasks, time to complete tasks, critical path, and schedule of tasks;

(F) develop and implement a systematic folder structure for organizing project documents considering factors such as project phase, discipline, and document type;

(G) apply naming conventions consistently to all project documents to facilitate efficient identification and retrieval;

(H) research and describe best management practices such as quality control and quality assurance, risk management, and project management plan for an engineering project;

(I) evaluate an engineering project for adherence to local, state, and federal regulations;

(J) evaluate an engineering project for adherence to best management practices; and

(K) evaluate an engineering project for implementation of sustainable practices.

(6) The student explores processes involved in the construction phase of an engineering project. The student is expected to:

(A) identify parts of an engineering project manual associated with a construction bid, including bid schedule, bid tabulation, construction plan set, and material specifications;

(B) explain the bid process for a project, including timeline, value engineering, request for information (RFI), request for qualifications (RFQ), request for price (RFP), interview process, bid opening, bid evaluations, and bid award;

(C) develop a quantity take-off for an engineering project; and

(D) identify applicable materials based on the engineering project specifications to conduct a material quantity take-off.

(7) The student researches and identifies methods and divisions of project documentation. The student is expected to:

(A) compare shop drawings and construction documents to identify and rectify variances;

(B) identify and justify applicable material specifications for a given project;

(C) compile and organize material specifications to create a submittal log;

(D) analyze a construction drawing to develop applicable design questions and create an RFI document;

(E) identify and explain the permitting process for an engineering project;

(F) identify permitting stakeholders and explain stakeholder roles in the permitting process;

(G) identify permitting entities and create a permit request;

(H) identify and explain the purpose and parts of a change order for a project;

(I) develop a method of documentation to track project changes, including field changes, design changes, and change orders, and analyze cost and schedule impacts of project changes; and

(J) identify and draft applicable completion documents, including certificate of occupancy, temporary certificate of occupancy, field changes, as-built or plan of record documents, and engineer's certification of substantial completion.

(8) The student explores applicable federal, state, and local regulations as they pertain to engineering projects. The student is expected to:

(A) research federal regulatory agencies and describe the role federal regulatory agencies serve in relation to engineering projects such as the Environmental Protection Agency (EPA), Federal Aviation Administration (FAA), and Army Corps of Engineers;

(B) research state regulatory agencies such as the Texas Department of Transportation (TxDOT), Texas Commission on Environmental Quality (TCEQ), and the Texas Railroad Commission (TRC) and describe the role these agencies serve in relation to engineering projects;

(C) research local regulatory agencies such as cities and counties and describe the role local regulatory agencies serve in relation to engineering projects; and

(D) describe local codes and ordinances affecting construction and development activities.

(9) The student explores methods of risk management and the effects on engineering projects. The student is expected to:

(A) identify and describe various methods of risk management related to engineering projects;

(B) identify and analyze the potential risks in a project with respect to the project stakeholders;

(C) develop and communicate a job hazard analysis (JHA) for a given project task;

(D) identify factors of contingency related to an engineering project;

(E) create a contingency estimate analyzing events that can cause potential losses to a project; and

(F) present a risk management plan for a given project.

(10) The student examines components of value engineering practices in relation to an engineering project. The student is expected to:

(A) describe value engineering;

(B) identify and analyze common areas of engineering projects that are susceptible to value engineering;

(C) analyze an existing project design and cost estimate to identify potential cost saving areas;

(D) describe an opinion of probable cost (OPC) associated with an engineering project;

(E) generate an OPC for an engineering project, including construction mobilization, material cost, material quantities, waste disposal, contingency, and total price; and

(F) create a cost-benefit analysis of an engineering project that compares the monetary cost of the project to the benefit to end user.

(11) The student demonstrates effective leadership and communications skills necessary to manage engineering projects. The student is expected to:

(A) identify and describe the various team roles for an engineering project;

(B) research and describe various project management methodologies;

(C) create a schedule of roles for team members in an engineering project;

(D) conduct an effective kick-off meeting to communicate the project management plan for a given engineering project;

(E) evaluate how project team dynamics impact the successful completion of a project;

(F) prepare and document effective meeting agendas;

(G) record, prepare, and distribute clear and accurate meeting minutes;

(H) research and describe effective leadership qualities;

(I) research and identify examples of effective leadership styles;

(J) identify and describe personal leadership styles and strengths; and

(K) evaluate how student leadership styles impact the success of the project team.

§127.418. Architectural Engineering (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Civil Engineering I. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Architectural Engineering use principles of engineering and design tools to create innovative, functional, and sustainable buildings. Students develop cursory knowledge and essential skills to understand the design of buildings, including the mechanical, electrical, plumbing, and structural systems, while also planning the construction process. They engage in project planning, building and system analysis, site investigation, and the integration of sustainable design and construction practices for an architectural engineering project.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how to implement an engineering design process to develop a product or solution. The student is expected to:

(A) describe and implement the stages of an engineering design process to construct a model;

(B) explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;

(C) explain how stakeholders impact an engineering design process; and

(D) analyze how failure is often an essential component of the engineering design process.

(3) The student explores the methods and aspects of project management in relation to projects. The student is expected to:

(A) research and explain the process and phases of project management, including initiating, planning, executing, and closing;

(B) explain the roles and responsibilities of team members, including project managers and leads;

(C) research and evaluate methods and tools available for managing a project;

(D) discuss the importance of developing and implementing a system for the organization of project documentation such as file naming conventions, document release control, and version control;

(E) describe how project requirements, constraints, and deliverables impact the project schedule and influence and are influenced by an engineering design;

(F) explain how a project budget, including materials, equipment, and labor, is developed and maintained; and

(G) describe the importance of management of change (MOC) and how MOC applies to project planning.

(4) The student explores the origin and application of basic building types. The student is expected to:

(A) identify and describe the fundamental parts of a building, including foundations, floors, walls, roof, and utility systems;

(B) identify and describe the visual design elements of various building types, including residential, commercial, institutional, and industrial buildings; and

(C) research and describe the evolution of the built space and development of building forms.

(5) The student understands the properties of common building materials and construction methods. The student is expected to:

(A) identify and describe common building materials such as wood, masonry, concrete, metal, glass, aggregate, and plastic;

(B) identify and describe common roofing materials such as thatch, wood, metal, sod, and asphalt;

(C) describe traditional construction methods such as wood framing, tilt-wall, masonry, and steel;

(D) describe contemporary construction methods such as prefabricated, modular, and additive construction (3D printing);

(E) identify and describe standard building methods such as casting, cutting, drilling, driving, and fastening for the construction of buildings;

(F) research and describe sustainable building materials, methods, and costs; and

(G) describe how building material selection is impacted influenced by certifications such as Leadership in Energy and Environmental Design (LEED) or Energy Star.

(6) The student understands the application of codes and regulations to building projects. The student is expected to:

(A) explain the purpose of local building codes, including public health and safety, structural, and utility codes;

(B) describe land use regulations to identify zoning ordinances and allowable uses of real property;

(C) describe how zoning regulations are used to control land use and development;

(D) identify standard accessibility features such as ramps, elevators, parking, handrails, and fire alarm horn strobe as specified in codes and regulations such as the American Disability Act (ADA) and the Texas Accessibility Standards (TAS);

(E) explain how codes and building regulations constrain aspects of building design, including the structure, site design, utilities, and building usage;

(F) explain how codes and building regulations constrain aspects of building construction, including the structure, site construction, utilities, and building usage; and

(G) classify a building according to its use type, occupancy, and construction type using the International Building Code.

(7) The student explores the various building systems. The student is expected to:

(A) identify and describe various building envelopes such as tilt-wall, glazing, brick, and Exterior Insulation Finishing System (EIFS);

(B) describe the components of building envelopes, including foundation, walls, wall openings, roofs, roof penetrations, insulation, and building membranes;

(C) research and describe different types of insulating materials;

(D) describe different types of windows and doors;

(E) identify the main components and describe the purpose of mechanical systems within a building, including heating ventilation and air conditioning (HVAC), air handler, boiler,

fire protection and suppression, lift, chilled water equipment, and emergency power systems;

(F) describe how programs and certifications such as LEED potentially impact the selection of building systems;

(G) identify the main components and describe the purpose of electrical systems within a building, including meters, panels, lighting, receptacles, transformers, generators, and low-voltage systems; and

(H) identify the main components and describe the purpose of plumbing systems within a building, including meters, main supply lines, branch lines, sewer lines, traps, risers, fire suppression, appurtenances, and fixtures.

(8) The student examines building foundations and structures. The student is expected to:

(A) identify and analyze the various types of building foundations, including slab on grade, pier and beam, spread footing, mat footing, drilled piers, pylons, waffle slab, and post-tension slab;

(B) classify a soil sample according to grain size and plasticity;

(C) calculate the plasticity index of a soil sample;

(D) determine the united soil classification system designation from a site soil sample analysis;

(E) describe the forces common to structural engineering calculations, including gravity, tension, compression, flexure, and torsion;

(F) describe the loads common to structural engineering calculations, including dead load, live load, environmental, and other load paths such as lateral and concentrated;

(G) diagram and explain how applied loads and forces are resisted in a structure and transferred to the Earth;

(H) diagram a simply supported beam subjected to loading conditions to determine reaction forces;

(I) sketch diagrams to determine the maximum shear and moment resulting in the beam;

(J) identify the different types of trusses, including simple, planar, and space frame trusses;

(K) diagram a truss subjected to loading conditions to determine reaction forces and identify the zero force members;

(L) explain why design loads are dictated by building codes;

(M) identify the composition and describe the ratios of ingredients in different concrete mixtures;

(N) describe the purpose of various concrete admixtures, including air entrainer, reducer, retarder, and accelerator;

(O) explain why various admixtures are selected for a project such as curing time, ambient climate, and permeability;

(P) conduct concrete compression and splitting-tension tests and compare strength and failures in a concrete mixture; and

(Q) analyze a concrete mixture by performing a slump test.

(9) The student designs and develops plans for the building systems. The student is expected to:

(A) develop a stormwater management system for a building that includes roof drainage calculations, roof drain design, and downspout sizing and location;

(B) design ingress and egress for a building that complies with local, state, and federal codes and regulations;

(C) develop building design and engineering plans that incorporate energy conservation techniques;

(D) recommend and defend an appropriate foundation design for a building type;

(E) design, modify, and plan structures using 3D software;

(F) construct building drawings using advanced computer-aided design drafting skills;

(G) create three-dimensional views of a building design;

(H) create three-dimensional solid models of the building;

(I) design and present a final effective building design for critique;

(J) develop preliminary drawings of a building or structural design;

(K) develop a site plan using maximum orientation of the building relative to views, sun, and wind direction;

(L) draw schematic site plans, floor plans, roof plans, building elevations, sections, and perspectives using design development techniques;

(M) draw scaled wall thickness plans, interior elevations, and sections;

(N) develop details, floor and wall sections, ceiling and roof sections, door and window sections, and other sections as required within a building design;

(O) review and revise draft construction documents to incorporate results from structural analysis such as beam, truss, and foundation calculations conducted for the project; and

(P) review and revise draft construction documents to incorporate results from building system analysis such as mechanical, electrical, and plumbing calculations conducted for the project.

(10) The student designs and develops plans for the building site. The student is expected to:

(A) identify and describe various site constraints, including utilities, grading, drainage, transportation access, environmental, regulatory requirement, and rights-of-way constraints;

(B) explain the purpose of low impact development techniques in site development such as to reduce the impact on stormwater runoff quantity and quality;

(C) develop preliminary drawings of a building site design;

(D) develop building site design and engineering plans that integrate solutions to site constraints as appropriate;

(E) describe how soil characteristics impact building design;

(F) determine the type, sizing, and placement of site features, including parking lots, entrance and exits road, pedestrian and handicap access, and storm water facilities, that comply with local codes and regulations;

(G) evaluate a site to appropriately locate and orient a building or structure;

(H) develop site drawings using advanced computer-aided design drafting skills; and

(I) design and present a final effective site design for critique.

(11) The student explores construction phase processes for a building design project. The student is expected to:

(A) calculate quantities of building components such as the total square units of wall covering, the total cubic units of concrete, linear units of wire, and doors and windows;

(B) develop a material quantity take-off for a building project;

(C) develop an Opinion of Probable Cost (OPC) for a building project;

(D) document elements of the building construction that comply with design criteria such as those outlined in LEED;

(E) identify components of a bid tabulation, including item description, material quantity, unit measure, unit price, and total price;

(F) compare a project bid tabulation with corresponding construction documents to verify all items are included;

(G) create a project bid tabulation;

(H) identify and describe the parts of a construction project manual, including invitation to bidders, instruction for bidders, project information, construction contracts, bid tabulation, maintenance bonds, performance bonds, payment bonds, specifications, insurance certificates, and legal requirements; and

(I) develop an organizational chart and Gantt chart for the construction of a project.

§127.419. Surveying and Geomatics (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Algebra I. Recommended prerequisites: Geometry and Introduction to Computer-Aided Design and Drafting. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Students enrolled in Surveying and Geomatics are introduced to the principles and practices essential to the field of surveying. Throughout this course students investigate different tools, applications, and techniques used to capture and process geospatial data. They also use functional mathematics crucial to the profession. Additionally, the course emphasizes the importance of visual representations of data in multiple mediums, ethical considerations, and the legal or regulatory impact of surveying on the community and society.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) describe teamwork, group dynamics, and conflict resolution and how they can impact the collective outcome;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences;

(D) identify time-management skills such as prioritizing tasks, following schedules, and tending to goal-relevant activities and how these practices optimize efficiency and results;

(E) define work ethic and discuss the characteristics of a positive work ethic, including punctuality, dependability, reliability, and responsibility for reporting for duty and performing assigned tasks;

(F) identify and discuss the importance of professionalism, standards of conduct, and ethics as defined by the Texas Engineering Practice Act and rules concerning the practice of engineering and surveying;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) discuss the importance of safety in the workplace and why it is critical for employees and employers to maintain a safe work environment; and

(K) describe the roles and responsibilities of managers.

(2) The student understands that there are different stages of the engineering design process and the importance of working through each stage as part of an iterative process. The student is expected to:

(A) explain the importance of defining an engineering problem as an initial step in the engineering design process;

(B) describe the research stage of the engineering design process;

(C) define ideation and conceptualization and discuss the role these processes play in innovation and problem solving;

(D) explain the processes of selecting an idea or concept for detailed prototype design, development, and testing;

(E) describe the purpose of non-technical drawings, technical drawings, models, and prototypes in designing a solution to an engineering problem;

(F) describe the process of relevant experimental design, conducting tests, collecting data, and analyzing data to evaluate potential solutions;

(G) explain how the engineering design process is iterative and the role reflection plays in developing an optimized engineering solution; and

(H) describe the purpose of effective communication of the engineering solution as obtained through the engineering design process to various audiences.

(3) The student explores and develops skills to solve problems, make decisions, and manage a project. The student is expected to:

(A) discuss strategies for managing time, setting deadlines, and prioritizing to accomplish goals;

(B) identify constraints and describe the importance of planning around constraints, including budgets, resources, and materials;

(C) define milestones and deliverables and explain the advantages of dividing a large project into smaller milestones and deliverables;

(D) identify different types of communication and explain how different types of communication lead to successful teamwork on a shared project in a professional setting; and

(E) identify strategies to solve problems and describe how problem solving is utilized to accomplish personal and team objectives.

(4) The student understands the foundations of occupational safety and health. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;

(C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(D) identify and explain the appropriate use of types of personal protective equipment used in industry;

(E) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(F) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;

(G) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;

(H) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;

(I) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

(J) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;

(K) explain the components of a hazard communication program; and

(L) explain and give examples of safety and health training requirements specified by standard setting organizations.

(5) The student examines the functional mathematics of surveying. The student is expected to:

(A) calculate central tendencies of a given data set, including mean, median, and mode;

(B) calculate standard deviation of a given data set;

(C) identify parts of a normal distribution curve;

(D) define the Empirical Rule and analyze the distribution of a data set using the Empirical Rule;

(E) define systematic and random error;

(F) identify and describe the relationship between accuracy and precision;

(G) identify the types and properties of various polygons;

(H) solve for the parts of a triangle, including Pythagorean theorem, sine, cosine, tangent, arcsine, arccosine, and arctangent;

(I) identify the properties of circles;

(J) solve for the parts of a unit circle, including diameter, radius, circumference, area, chord, arclength, delta, and tangent;

(K) identify and solve for linear functions, including standard form, slope-intercept form, point-slope form, and the distance between two points, on a Cartesian Coordinate System; and

(L) identify and solve for volumetric calculations of three-dimensional shapes, including a cylinder, sphere, rectangular prisms, trapezoidal prisms, and triangular prisms.

(6) The student researches and understands global positioning systems (GPS) used in surveying. The student is expected to:

(A) identify and explain data terminology related to GPS such as latitude, longitude, datum, ellipsoid, geoid, orthometric height, World Geodetic System 1984, Earth Centered Earth Fixed (ECEF), 3D coordinate geometry, and state plane coordinate system;

(B) explain the different types and applications of GPS surveying, including static, differential, and real-time kinematic (RTK);

(C) tie down a point and derive a geographic latitude and longitude coordinate using GPS;

(D) identify and explain GPS components, including the space segment, control segment, and the user segment;

(E) describe the functions of a GPS satellite;

(F) describe the functions of GPS ground stations;

(G) describe the functions of GPS receivers; and

(H) generate a map using geodetic coordinates.

(7) The student researches and understands the industry standard methods and means of collecting various topographical data used in the civil engineering and construction professions. The student is expected to:

(A) research and explain the components of optomechanical equipment, including vertical and horizontal plates and optics;

(B) explain the types of optomechanical equipment, including theodolite, level, and total station, and their application;

(C) explain methods of remote sensing, including unmanned aerial vehicle (UAV), light detection and ranging (LiDAR), sonar, ground penetrating radar, underwater remotely operated vehicle (ROV), photogrammetry, and gravity satellite;

(D) identify the tools used to make distance measurements, including steel tape, electric distance meter, pacing, odometer, stadia, and estimating;

(E) explain the various methods to measure the distance between two points on the surface of the Earth;

(F) measure the distance between two points on the surface of the Earth using different methods and tools;

(G) compare the data collected from different methods used to measure the distance between two points on the surface of the Earth for accuracy;

(H) identify the tools used to make angular measurements, including protractor, compass, theodolite, total station, and estimating;

(I) explain the various methods to measure the angle between two vectors;

(J) measure the angle between two vectors using different methods and tools;

(K) compare the data collected from different methods used to measure the angles between two vectors for accuracy;

(L) describe the use of control points and National Geodetic Survey (NGS) monuments;

(M) identify the tools used to measure elevation, including level, theodolite, total station, barometer, and estimating;

(N) measure and calculate the height of an object using a theodolite;

(O) establish the elevation of a point assuming the elevation of a relative point is zero using various methods and tools;

(P) compare the data collected from different methods used to measure elevation between two points for accuracy;

(Q) identify and adhere to regulations of UAV piloting and control specified by the Federal Aviation Administration Small UAS Rule (Part A107); and

(R) explain the purposes of specialized surveys used in engineering, including engineering topographic, control, construction, boundary, hydrographic, optical tooling, American Land Title Association (ALTA), photogrammetric, and as-built survey.

(8) The student records meta-data associated with surveying measurements and data collection. The student is expected to:

(A) create and maintain field notes within a comprehensive field book that includes a cover page and field data;

(B) describe the necessary components of a field book cover page, including weather data, project site data, personnel data, equipment data, and type of survey conducted; and

(C) record surveying information in a field book, including differential level notes, collected horizontal and vertical angles, site sketches, and topographic data.

(9) The student researches and understands the industry standard methods and means of analyzing various topographical data used in the civil engineering and construction professions. The student is expected to:

(A) explain the process to generate a control survey;

(B) identify and explain symbols found on survey drawings; and

(C) identify and describe software used to create drawings and analyze survey data.

(10) The student develops and communicates visual representations of topographical data used in civil engineering and construction documentation and presentations. The student is expected to:

(A) explain the process of drafting a construction document to scale;

(B) determine and demonstrate which scale best fits a standard size drawing sheet;

(C) explain the relationship between a construction document's specifications, plans, legend, and scale;

(D) explain the difference between grid and surface distances;

(E) identify the local scale factor that transforms collected grid distances to surface distances for a given survey;

(F) generate a scaled topography map using collected field data;

(G) create a surface profile from a baseline drawn on a topographic map; and

(H) stake out points from design files, maps, or real-property descriptions.

(11) The student explores how a practicing surveyor follows in the footsteps of the original surveyor. The student is expected to:

(A) explain why and how surveyors defer to the work of existing surveys;

(B) define boundary monumentation;

(C) research and explain natural and artificial monuments;

(D) explain the methods to adjust real-property boundaries for the change in natural monuments over time, including riparian and littoral boundaries;

(E) interpret a legal description of a real property;

(F) identify an original survey boundary by conducting land record research using the Texas General Land Office (GLO);

(G) explain the historical significance of land grants in Texas;

(H) explain how a boundary survey protects the public;

(I) create a property boundary drawing using collected field data; and

(J) explain the dignity of calls, including natural objects, artificial objects, courses, distances, and acreage, as specified in Texas Administrative Code, Title 31, Part 1, Chapter 7, §7.5 (relating to Dignity of Calls).

(12) The student understands the different methods of measurements and associated errors. The student expected to:

(A) define the different units of linear measurement, including U.S. feet, international feet, chains, rod, mile, fathom, furlong, varas, and metric units, commonly used in the surveying and civil engineering industry;

(B) define the different units of angular measurement, including vertical angles, horizontal angles, bearings, azimuths, degrees-minutes-seconds, decimal degrees, seconds of arc, and gradians;

(C) define the different units of volumetric measurement, including cubic feet, cubic yards, tons, and acre-feet;

(D) calculate and define area measurements such as acre, hectare, square feet, square mile, league, or sitio;

(E) convert linear, angular, and area measurements between different units;

(F) determine a change in elevation between two or more points by performing a differential level loop;

(G) measure the distance between two or more points using industry acceptable methods such as taping, electronic distance meter, total station, pacing, odometer, tacheometry, GPS, and stadia;

(H) compare the errors from two or more methods of calculating the distance between two or more points; and

(I) calculates various types of errors associated with survey data.

(13) The student researches and understands surveying and geomatics throughout history. The student is expected to:

(A) explain how Eratosthenes first derived the circumference of the Earth;

(B) research and describe the change in methods and precision used to calculate the circumference of the Earth; and

(C) describe the surveying that contributed to great works of civil engineering before and after the Age of Exploration.

(14) The student researches and understands the code of ethics pertaining to civil engineering and surveyors. The student is expected to:

(A) research and identify the legal definitions and descriptions surveyors use to delineate and report survey data; and

(B) research and identify engineering ethics established by organizations such as the American Society of Civil Engineers, the National Society of Professional Engineers, the Texas Board of Professional Engineers and Land Surveyors, the National Council of Examiners for Engineering and Surveying, and the National Institute of Engineering Ethics.

§127.452. Practicum in Engineering (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grade 12. Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering Career Cluster.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Practicum in Engineering is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in engineering, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how a professional engineer serves the local and global community. The student is expected to:

(A) research and identify student and professional engineering organizations and the benefits of membership such as networking platforms, training and educational opportunities, and participating in community initiatives;

(B) explain an engineer's role and how various engineering roles serve the organization, community, and society; and

(C) evaluate how the work of student or professional engineering organizations impact the local or global community such as recommended practices and issuing standards.

(3) The student uses critical thinking and problem solving in the work-based learning experience. The student is expected to:

(A) conduct technical research to gather information, identify gaps, and make decisions in the work-based learning experience;

(B) develop creative and innovative solutions to problems in the work-based learning experience;

(C) analyze and compare alternative designs for an effective solution to a problem in the work-based learning experience; and

(D) evaluate and present solutions to problems in the work-based learning experience.

(4) The student understands and demonstrates how effective leadership and teamwork skills enable the accomplishment of goals and objectives. The student is expected to:

(A) analyze leadership characteristics such as trustworthiness, positive attitude, integrity, and work ethic;

(B) explain and demonstrate effective characteristics of teamwork;

(C) explain and demonstrate responsibility for shared group and individual work tasks in the work-based learning experience;

(D) describe and analyze how strategies such as meeting deadlines, showing respect for all individuals, and communicating clearly and timely contribute to effective working relationships and accomplishing objectives; and

(E) research and identify opportunities to participate in extracurricular engineering activities.

(5) The student demonstrates oral and written communication skills in delivering and receiving information and ideas. The student is expected to:

(A) apply appropriate content knowledge, technical concepts, and vocabulary to analyze information and follow directions;

(B) use professional communication skills such as using technical terminology, email etiquette, and following the organization or team communication plan and hierarchy when delivering and receiving information in the work-based learning experience;

(C) identify and analyze information contained in informational texts, internet sites, or technical materials in the work-based learning experience;

(D) describe and analyze verbal and nonverbal cues and behaviors such as body language, tone, and interrupting to enhance communication in the work-based learning experience; and

(E) apply active listening skills to receive and clarify information in the work-based learning experience.

(6) The student reflects on the work-based learning experience to prepare for postsecondary and employment success. The student is expected to:

(A) assess and evaluate personal strengths and weaknesses in knowledge and skill proficiency and contributions to a project related to the work-based learning experience;

(B) develop and maintain a professional portfolio to include:

(i) attainment of technical skill competencies;

(ii) licensures or certifications;

(iii) recognitions, awards, and scholarships;

(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;

(v) abstract of key points of the practicum;

(vi) resume;

(vii) samples of work; and

(viii) evaluation from the practicum supervisor; and

(C) present the professional portfolio to interested stakeholders.

(7) The student develops a presentation describing the culmination of skills and knowledge gained from the work-based learning experience. The student is expected to:

(A) develop a professional presentation to display and communicate the work-based learning experience, including goals and objectives, levels of achievement, skills and knowledge gained, areas for improvement and personal growth, challenges encountered throughout the experience, and a plan for future goals;

(B) identify an appropriate audience and coordinate the presentation of findings related to the work-based learning experience;

(C) present findings in a professional manner using concise language, engaging content, relevant media, and clear speech; and

(D) analyze feedback received from a presentation.

§127.453. Extended Practicum in Engineering (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Engineering Career Cluster. Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering Career Cluster. This course must be taken concurrently with Practicum in Engineering and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Engineering Career Cluster focuses on planning, designing, testing, building, and maintaining machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and mapping technician.

(3) Extended Practicum in Engineering is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate dressing appropriately, speaking politely, and conducting oneself in a manner appropriate for the profession and work site;

(B) analyze how teams can produce better outcomes through cooperation, contribution, and collaboration from members of the team;

(C) present written and oral technical communication in a clear, concise, and effective manner for a variety of purposes and audiences, including explaining and justifying decisions in the design process;

(D) use time-management skills independently and in groups to prioritize tasks, follow schedules, and tend to goal-relevant activities in a way that optimizes efficiency and results;

(E) describe the importance of and demonstrate punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain how engineering ethics as defined by professional organizations such as the National Society of Professional Engineers apply to engineering practice;

(G) demonstrate respect for differences in the workplace;

(H) identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;

(I) identify consequences relating to discrimination and harassment;

(J) analyze elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers and how they apply to the knowledge and skills of the course and the engineering profession;

(K) identify the components of a safety plan and why it is critical for employees and employers to maintain a safe work environment; and

(L) compare skills and characteristics of managers and leaders in the workplace.

(2) The student understands how a professional engineer serves the local and global community. The student is expected to:

(A) research and identify student and professional engineering organizations and the benefits of membership such as networking platforms, training and educational opportunities, and participating in community initiatives;

(B) explain an engineer's role and how various engineering roles serve the organization, community, and society; and

(C) evaluate how the work of student or professional engineering organizations impact the local or global community such as recommended practices and issuing standards.

(3) The student uses critical thinking and problem solving in the work-based learning experience. The student is expected to:

(A) conduct technical research to gather information, identify gaps, and make decisions in the work-based learning experience;

(B) develop creative and innovative solutions to problems in the work-based learning experience;

(C) analyze and compare alternative designs for an effective solution to a problem in the work-based learning experience; and

(D) evaluate and present solutions to problems in the work-based learning experience.

(4) The student understands and demonstrates how effective leadership and teamwork skills enable the accomplishment of goals and objectives. The student is expected to**:**

(A) analyze leadership characteristics such as trustworthiness, positive attitude, integrity, and work ethic;

(B) explain and demonstrate effective characteristics of teamwork;

(C) explain and demonstrate responsibility for shared group and individual work tasks in the work-based learning experience;

(D) describe and analyze how strategies such as meeting deadlines, showing respect for all individuals, and communicating clearly and timely contribute to effective working relationships and accomplishing objectives; and

(E) research and identify opportunities to participate in extracurricular engineering activities.

(5) The student demonstrates oral and written communication skills in delivering and receiving information and ideas. The student is expected to:

(A) apply appropriate content knowledge, technical concepts, and vocabulary to analyze information and follow directions;

(B) use professional communication skills such as using technical terminology, email etiquette, and following the organization or team communication plan and hierarchy when delivering and receiving information in the work-based learning experience;

(C) identify and analyze information contained in informational texts, internet sites, or technical materials in the work-based learning experience;

(D) describe and analyze verbal and nonverbal cues and behaviors such as body language, tone, and interrupting to enhance communication in the work-based learning experience; and

(E) apply active listening skills to receive and clarify information in the work-based learning experience.

(6) The student reflects on the work-based learning experience to prepare for postsecondary and employment success. The student is expected to:

(A) assess and evaluate personal strengths and weaknesses in knowledge and skill proficiency and contributions to a project related to the work-based learning experience;

(B) develop and maintain a professional portfolio to include:

(i) attainment of technical skill competencies;

(ii) licensures or certifications;

(iii) recognitions, awards, and scholarships;

(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;

(v) abstract of key points of the practicum;

(vi) resume;

(vii) samples of work; and

(viii) evaluation from the practicum supervisor; and

(C) present the professional portfolio to interested stakeholders.

(7) The student develops a presentation describing the culmination of skills and knowledge gained from the work-based learning experience. The student is expected to:

(A) develop a professional presentation to display and communicate the work-based learning experience, including goals and objectives, levels of achievement, skills and knowledge gained, areas for improvement and personal growth, challenges encountered throughout the experience, and a plan for future goals;

(B) identify an appropriate audience and coordinate the presentation of findings related to the work-based learning experience;

(C) present findings in a professional manner using concise language, engaging content, relevant media, and clear speech; and

(D) analyze feedback received from a presentation.

Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773
(Second Reading and Final Adoption)

April 11, 2025

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

SUMMARY: This item presents for second reading and final adoption proposed new 19 Texas Administrative Code (TAC) Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773. The proposed rule action was postponed from the January 2025 meeting and would add new Texas Essential Knowledge and Skills (TEKS) for 18 state-approved innovative courses in the following career and technical education (CTE) career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a), and (b-17).

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 identify by rule 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(n), permits the SBOE by rule to develop and implement a plan designed to incorporate foundation curriculum requirements into the CTE curriculum.

TEC, §28.002(o), requires the SBOE to determine that at least 50% of the approved CTE courses are cost effective for a school district to implement.

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

TEC §28.025(b-17), requires the SBOE to adopt rules to ensure that a student may comply with the curriculum requirements under TEC §28.025(b-1)(6) by successfully completing an advanced CTE course, including a course that may lead to an industry-recognized credential or certificate or an associate degree.

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 sections is August 1, 2025. 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 2025-2026 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service TEKS.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for all subjects effective September 1, 1998. The CTE TEKS were amended effective August 23, 2010. The CTE TEKS were again amended effective August 28, 2017. CTE TEKS for courses in education and training; health science; and science, technology, and mathematics (STEM) were amended effective April 26, 2022; June 14, 2022; and August 7, 2022. In November 2023, the SBOE adopted new TEKS for CTE career preparation and entrepreneurship courses to be implemented in the 2024-2025 school year. The SBOE adopted new CTE TEKS for courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses effective August 1, 2025. Proposed new TEKS for state-approved innovative courses in CTE career clusters for agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service, were approved for first reading and filing authorization at the November 2024 SBOE meeting. The SBOE postponed action at the January 2025 meeting to the April 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In 2023, CTE advisory committees were convened to make recommendations for the review and refresh of programs of study as required by the Texas Perkins State Plan. Finalized programs of study were published in the fall of 2023 with an implementation date beginning in the 2024-2025 school year. CTE courses to be developed or revised to complete or update programs of study were determined.

At the April 2024 meeting, the SBOE approved new TEKS for 23 courses in the agribusiness, animal science, plant science, and aviation maintenance programs of study as well as two STEM courses that may satisfy science graduation requirements: Physics for Engineers and Scientific Research and Design. Additionally, Texas Education Agency (TEA) staff shared an overview of upcoming interrelated needs for TEKS review and revision and instructional materials review and approval (IMRA). Staff explained upcoming needs related to development and amendment of CTE courses, made recommendations for completing the work in batches, and recommended including CTE in the next three cycles of IMRA. In 2024, the SBOE began the review of current CTE TEKS, the development of new CTE TEKS, and the review of innovative courses to be approved as TEKS for courses in the new engineering program of study. At the June 2024 meeting, the SBOE approved recommendations that TEA present certain innovative courses with minor edits for consideration for adoption as TEKS-based courses. A discussion item was presented to the Committee of the Full Board at the September 2024 SBOE meeting regarding proposed new TEKS for courses in the following CTE career clusters: agriculture, food, and natural resources; business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service. The new courses were approved for first reading and filing authorization at the November 2024 SBOE meeting. At the January 2025 meeting, the SBOE postponed

action on this item for second reading to provide an opportunity for the board to consider adjustments to the employability skills strand that is listed in each CTE course.

The proposed new sections would ensure the standards for CTE programs of study remain current and support relevant and meaningful programs of study.

The attachments to this item reflect the text of the proposed new TEKS.

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

TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no additional costs to the state.

There may be fiscal implications for school districts and open-enrollment charter schools to implement the proposed new TEKS, which 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: 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would create new regulations by adding new CTE TEKS required to be taught by school districts and open-enrollment charter schools offering the courses. The proposal would ensure the standards for agriculture, food, and natural resources;

business, marketing, and finance; health science; hospitality and tourism; information technology; and law and public service remain current and support relevant and meaningful programs of study. Additionally, the proposal to change these CTE courses from state-approved innovative courses to TEKS-based courses would better align the TEKS and add additional course options for students.

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 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 better align the TEKS and add additional course options for students to support relevant and meaningful programs of study. 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 or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

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 2024 SBOE meeting, notice of the proposed new sections was filed with the Texas Register, initiating the public comment period. The public comment period began on December 20, 2024, and ended at 5:00 p.m. on January 21, 2025. A summary of public comments received was provided to the SBOE prior to and during the January 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources,§127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773; and
>
> Make an affirmative finding that immediate adoption of proposed new TEKS in 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources,§127.59 and §127.61;

Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773, is necessary and shall have an effective date of August 1, 2025. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment I:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61

Attachment II:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263

Attachment III:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter J, Health Science, §127.510 and §127.511

Attachment IV:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604

Attachment V:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter M, Information Technology, §§127.689-127.691 and 127.694-127.699

Attachment VI:
Text of Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter N, Law and Public Service, §127.773

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter C. Agriculture, Food, and Natural Resources

§127.59. Geographic Information Systems for Agriculture (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Agriculture, Food, and Natural Resources. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Agriculture, Food, and Natural Resources career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

(3) Geographic Information Systems for Agriculture is a course designed to provide students with the academic and technical knowledge and skills that are required to pursue a career as a precision agriculture specialist, a crop specialist, an independent crop consultant, a nutrient management specialist, a physical scientist, a precision agronomist, a precision farming coordinator, a research agricultural engineer, or a soil fertility specialist. Students will learn to use computers to develop or analyze maps of remote sensing to compare physical topography with data on soils, fertilizer, pests, or weather.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) identify career and entrepreneurship opportunities for a chosen occupation in the field of agriculture and develop a plan for obtaining the education, training, and certifications required for the chosen occupation;

(B) model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;

(C) model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;

(D) analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities, of employers and employees; and

(E) analyze the importance of exhibiting good citizenship and describe the effects of good citizenship on the development of home, school, workplace, and community.

(2) The student develops a supervised agriculture experience program. The student is expected to:

(A) plan, propose, conduct, document, and evaluate a supervised agriculture experience as an experiential learning activity;

(B) use appropriate record-keeping skills in a supervised agricultural experience;

(C) participate in youth agricultural leadership opportunities;

(D) review and participate in a local program of activities; and

(E) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.

(3) The student explains the current applications of geographic information system (GIS) in agriculture, food, and natural resources and identifies the future need for GIS in precision agriculture. The student is expected to:

(A) research and compare current and emerging careers related to GIS in agriculture and natural resource fields;

(B) identify and analyze applications of GIS technologies in agriculture, food, and natural resources;

(C) explain GIS data as it pertains to agriculture; and

(D) describe the types of licensing, certification, and credentialing requirements related to GIS occupations.

(4) The student analyzes geographic information and spatial data types in agriculture, food and natural resources. The student is expected to:

(A) identify the uses of GIS in agriculture;

(B) identify the GIS terminology used in agriculture applications, such as spatial analysis, remote sensing, georeferencing, geostatistics, and geocoding;

(C) identify GIS models and representations in precision agriculture;

(D) explain GIS representations of geographic phenomena in soil types, topography, and farming management;

(E) organize and describe spatial data in yield monitoring for crop planning; and

(F) analyze GIS data sources and ethics in agriculture.

(5) The student uses agriculture, food, and natural resources GIS tools. The student is expected to:

(A) identify hardware and software for agriculture data management and processing;

(B) explain spatial data capture and preparation, spatial data storage and maintenance, spatial query and analysis, and spatial data presentation for agriculture; and

(C) describe remote sensing tools and technologies used in precision farming, including unmanned aerial support (UAS), unmanned aerial vehicles (UAV), and global positioning satellite (GPS).

(6) The student integrates spatial referencing and global positioning techniques in agriculture, food, and natural resources. The student is expected to:

(A) explain spatial referencing systems and projections for capturing and displaying agricultural data; and

(B) identify uses for satellite-based positioning to increase agriculture proficiency.

(7) The student evaluates applications for spatial data entry and preparation for agricultural analysis. The student is expected to:

(A) analyze agricultural GIS spatial data; and

(B) explain and analyze data accuracy and precision related to using GIS in agriculture.

(8) The student performs agricultural spatial data analysis. The student is expected to:

(A) analyze GIS maps of agricultural fields to determine variables that would impact maximum crop yields;

(B) compare vector and raster-based data for agricultural analysis; and

(C) explain types of GIS analysis used in natural resource management.

(9) The student creates spatial data visualizations and cartographic models. The student is expected to:

(A) identify types of GIS maps used in agriculture;

(B) develop GIS maps for various types of agricultural data;

(C) identify and explain the purpose of cartographic symbols used in precision farming; and

(D) analyze visual data and explain how the data is used in agricultural decision making.

§127.61. Beekeeping and Honey Processing (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Agriculture, Food, and Natural Resources. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Agriculture, Food, and Natural Resources career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

(3) Beekeeping and Honey Processing is a course designed to provide students with the academic and technical knowledge and skills that are required to pursue a career related to beekeeping, apiary operations, honey harvesting, and related industries. Beekeeping and honey processing is a vital part of the United States agricultural economy. To prepare for success in Beekeeping and Honey Processing, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) identify career and entrepreneurship opportunities for a chosen occupation in the field of agriculture and develop a plan for obtaining the education, training, and certifications required for the chosen occupation;

(B) model professionalism by continuously exhibiting appropriate work habits, solving problems, taking initiative, communicating effectively, listening actively, and thinking critically;

(C) model appropriate personal and occupational safety and health practices and explain the importance of established safety and health protocols for the workplace;

(D) analyze and interpret the rights and responsibilities, including ethical conduct and legal responsibilities, of employers and employees; and

(E) analyze the importance of exhibiting good citizenship and describe the effects of good citizenship on the development of home, school, workplace, and community.

(2) The student develops a supervised agriculture experience program. The student is expected to:

(A) plan, propose, conduct, document, and evaluate a supervised agriculture experience as an experiential learning activity;

(B) use appropriate record-keeping skills in a supervised agricultural experience;

(C) participate in youth agricultural leadership opportunities;

(D) review and participate in a local program of activities; and

(E) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.

(3) The student explores the biology of bee behavior. The student is expected to:

(A) identify different types and life spans of bees;

(B) explain the different roles assumed by the different types of honeybees, including the queen, drones, and workers; and

(C) describe honeybee development, castes, behavior, division of labor, and the bee life cycle, including larval, pupal, and adult stages.

(4) The student analyzes beehive design and development. The student is expected to:

(A) identify the site characteristics required for successful beehive production;

(B) analyze factors such as climatic characteristics and food sources to determine the suitability of a beehive site for honey harvesting and pollination;

(C) research and compare the conditions of successful beehives in other parts of the world with similar local conditions; and

(D) develop a beehive design and installation plan, including consideration of sunlight, access to water, wind, topography, human and animal habitation, and good neighbor policy.

(5) The student evaluates technology and best practices for weatherizing a beehive. The student is expected to:

(A) explain the environmental conditions that lead to bee colonies adapting to extremes in climate conditions;

(B) compare seasonal strategies for proper beehive management and describe why best management practices change based on the seasons, including spring, summer, autumn, and winter; and

(C) explain practices for winterizing hives.

(6) The student demonstrates beehive management techniques. The student is expected to:

(A) identify the tools of an apiarist and demonstrate safe and proper usage of tools;

(B) demonstrate inspection of a beehive and describe necessary equipment, including a bee suit, a smoker, and a comb replacement;

(C) explain beehive training techniques, including diagnosing the brood pattern, adding brood comb to the nest, switching colonies, feeding bees, providing water, removing old combs, extracting honey, and caging queens;

(D) identify safety precautions in the field while handling live bees, caring for the colonies in the hives, and extracting honey and honeycomb;

(E) explain the proper methods of bee handling to prevent harm to handlers and others; and

(F) describe personal protective equipment used to reduce the risk of accidents.

(7) The student develops an integrated pest management plan for beehives. The student is expected to:

(A) identify the major insect pests and diseases of honeybees;

(B) compare the components of honeybee integrated pest management; and

(C) describe the safe usage of pesticides in honeybee hives.

(8) The student examines honey harvesting and the use of proper equipment and tools. The student is expected to:

(A) describe the tools and equipment used in honey production, including a bee brush, fume board, honey drip tray, nectar detector, escape board, and extractor;

(B) explain the safe use of honey harvesting tools;

(C) explain the use of technology in modern honey production systems; and

(D) explain the appropriate procedures used to extract honey.

(9) The student identifies procedures and regulations for sanitation and safety in the food industry. The student is expected to:

(A) identify food industry inspection standards, including hazard analysis and critical control points;

(B) identify the appropriate chemicals used in the food industry, specifically in honey processing;

(C) identify safety and governmental regulations involved in the processing and labeling of foods, including honey;

(D) explain the procedures relating to the safe manufacture of foods through hygienic food handling and processing;

(E) develop and maintain sanitation schedules; and

(F) identify food safety laws that impact the bee industry.

(10) The student demonstrates an in-depth understanding of a beekeeping and honey processing business, including production, processing, marketing, sales, and distribution. The student is expected to:

(A) describe the roles of an entrepreneur in a beekeeping and honey processing operation;

(B) differentiate between small, medium, and large-sized honey businesses;

(C) create a list of tools and equipment needed to start a beekeeping operation and develop a budget to start a beekeeping business; and

(D) develop a business model for beekeeping, honey production, and honey processing.

(11) The student completes the process for development, implementation, and evaluation of a marketing plan and a financial forecast for beekeeping. The student is expected to:

(A) identify and explain the target market for honey-related products;

(B) create and conduct a customer survey;

(C) analyze the customer survey results;

(D) identify modification recommendations based on customer survey results;

(E) complete a detailed honey-related products market analysis;

(F) analyze and explain different types of marketing strategies;

(G) describe a social media marketing campaign for honey-processed products; and

(H) develop and explain a projected income statement, cash budget, balance sheet, and projected sources and uses of funds statement.

(12) The student explains the scope and nature of distribution of honey-related products. The student is expected to:

(A) explain effective distribution activities, including transportation, storage, product handling, and inventory control;

(B) explain how distribution can add value to goods, services, and intellectual property; and

(C) analyze distribution costs for honey-related products.

ATTACHMENT II
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter F. Business, Marketing, and Finance

§127.262. Marketing (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

(3) The Marketing course explores the seven core functions of marketing, which include marketing planning -- why target marketing and industry affect businesses; marketing-information management -- why market research is important; pricing -- how prices maximize profit and affect the perceived value; product/service management -- why products live and die; promotion -- how to inform customers about products; channel management -- how products reach the final user; and selling -- how to convince a customer that a product is the best choice. Students will demonstrate knowledge through hands-on projects that may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product or service.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student defines marketing and identifies the seven core functions of marketing. The student is expected to:

(A) define marketing and explain the marketing concept; and

(B) identify the seven core functions of marketing, including marketing planning, marketing-information management, pricing, product/service management, promotion, channel management, and selling.

(2) The student knows the interrelationship and purpose of the marketing mix or 4P's of marketing: product, price, promotion, and place. The student is expected to:

(A) identify and describe the four elements of the marketing mix, including product, price, place, and promotion;

(B) explain how each component of the marketing mix contributes to successful marketing;

(C) analyze the interdependence of each element of the marketing mix with the other three elements;

(D) develop and present an idea for a new product or service and the marketing mix for the new product or service; and

(E) investigate and explain how to determine the feasibility of a new product or service proposal.

(3) The student knows how a company considers internal and external factors to understand the current market. The student is expected to:

(A) explain the internal and external factors that influence marketing planning;

(B) define a marketing plan and describe each step in the plan;

(C) identify and explain market position and market share;

(D) explain how a business can use a strengths, weaknesses, opportunities, and threats (SWOT) analysis to plan for opportunities in the market;

(E) conduct a SWOT analysis; and

(F) analyze the data from a SWOT analysis to make informed business decisions.

(4) The student applies the concepts of market and market identification to make informed business decisions. The student is expected to:

(A) define the term market;

(B) identify the target market for a product or service;

(C) define niche marketing, identify examples of niche marketing, and compare niche marketing to other marketing strategies;

(D) analyze an appropriate target market within a specific industry;

(E) compare types of markets, including business to business and business to consumer; and

(F) identify real-life scenarios of effective markets and explain what makes a market effective.

(5) The student understands the concept of market segmentation. The student is expected to:

(A) define the term market segmentation;

(B) explain the commonly used types of market segmentation, including demographic segmentation, geographic segmentation, psychographic segmentation, and behavioral segmentation;

(C) analyze the impact of culture on buying decisions; and

(D) describe how market segmentation concepts apply to real-world situations.

(6) The student understands the purpose and importance of gathering and evaluating information for use in making business decisions. The student is expected to:

(A) describe marketing information and how it influences marketing decisions;

(B) use marketing-research tools to gather primary and secondary data;

(C) compare primary and secondary research data;

(D) define analytics;

(E) identify sources of data and information that can be analyzed to make business decisions;

(F) identify key business metrics that are used to make business decisions or evaluate outcomes of business decisions; and

(G) analyze data and make recommendations for improving business operations.

(7) The student explains concepts and strategies used in determining and adjusting prices to maximize return and meet customers' perceptions of value. The student is expected to:

(A) investigate and describe how businesses make pricing decisions;

(B) identify and explain goals for pricing, including profit, market share, and competition;

(C) analyze factors affecting price, including supply and demand, perceived value, costs, expenses (profit margin), and competition;

(D) explain the economic principle of break-even point;

(E) explain key pricing terms, including odd/even pricing, loss leaders, prestige pricing, penetration pricing, price bundling, price lining, and everyday low pricing; and

(F) explain how supply and demand affect price.

(8) The student explains the role of product or service management as a marketing function. The student is expected to:

(A) explain the concept of product mix, including product lines, product width, and product depth;

(B) explain the importance of generating new product ideas;

(C) analyze the product mix for a current business;

(D) identify and discuss the components of the product life cycle, including introduction, growth, maturity, and decline; and

(E) identify the impact of marketing decisions made in each stage of the product life cycle.

(9) The student knows the process and methods to communicate information about products to achieve a desired outcome. The student is expected to:

(A) explain the role of promotion as a marketing function;

(B) identify and describe elements of the promotional mix, including advertising, public relations, personal selling, and sales promotion;

(C) describe and demonstrate effective ways to communicate features and benefits of a product to a potential client; and

(D) analyze and evaluate websites for effectiveness in achieving a desired outcome.

(10) The student identifies promotional channels used to communicate with the targeted audiences. The student is expected to:

(A) create advertising examples using various media, including print media such as outdoor, newspapers, magazines, and direct mail; digital media such as email, apps, and social media; and broadcast media such as television and radio, to communicate with target audiences;

(B) describe various public-relations activities such as a press releases and publicity management;

(C) analyze and compare examples of sales promotions such as coupons, loyalty programs, rebates, samples, premiums, sponsorship, and product placement; and

(D) explain the role of marketing ethics in promotional strategies.

(11) The student explores the role of channel members and methods of product transportation. The student is expected to:

(A) define channel of distribution;

(B) describe the roles of intermediaries, including manufacturer, agent, wholesaler/industrial distributor, retailer, and consumer/industrial user, and explain how the roles may impact business decisions and the success of a business;

(C) identify and discuss the methods of transportation for products, including road, air, maritime, rail, and intermodal; and

(D) analyze and explain the impact of the distribution channel on price.

(12) The student demonstrates how to determine client needs and wants and responds through planned and personalized communication. The student is expected to:

(A) explain the role of personal selling as a marketing function;

(B) explain the role of customer service as a component of selling relationships;

(C) explain the importance of preparing for the sale, including gaining knowledge of product features and benefits, identifying the target market and their needs, and overcoming common objections; and

(D) identify and explain ways to determine needs of customers and their buying behaviors, including emotional, rational, or patronage.

(13) The student demonstrates effective sales techniques. The student is expected to:

(A) describe the steps of the selling process such as approaching the customer, determining needs, presenting the product, overcoming objections, closing the sale, and suggestive selling;

(B) explain effective strategies and techniques for various sales situations; and

(C) develop and pitch a sales presentation for a product or service using the steps of the sales process such as addressing customers' needs, wants, and objections and negotiating the sale.

(14) The student implements a marketing plan. The student is expected to:

(A) identify a key target audience;

(B) develop an appropriate message and select a medium to attract customers;

(C) create a promotional plan that includes target market, promotional objective, advertising media selection, promotional schedule, and budget;

(D) develop and present a marketing plan to an audience; and

(E) analyze various marketing plans for effectiveness.

(15) The student knows the nature and scope of project management. The student is expected to:

(A) investigate and describe the various tools available to manage a project such as a Gantt chart; and

(B) define and explain the components of a project plan, including project goals schedule, timeline, budget, human resources, quality management, risk management, monitoring, and controlling a project.

(16) The student knows the nature and scope of ethics in marketing. The student is expected to:

(A) analyze and explain the role and use of ethics in marketing;

(B) research and discuss how ethics has affected a company's profitability; and

(C) describe how marketing ethics can be effectively applied to the decision-making process.

§127.263. Retail Management (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Business, Marketing, and Finance. Students shall be awarded one credit for the successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current professions.

(2) The Business, Marketing, and Finance Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.

(3) Retail Management is designed as a comprehensive introduction to the principles and practices of retail management. The course explores the process of promoting greater sales and customer satisfaction by gaining a better understanding of the consumers of the goods and services provided by a company. The course provides an overview of the strategies involved in the retail process such as distributing finished products created by the business to consumers and determining what buyers want and require from the retail market.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student uses self-development techniques and interpersonal skills to accomplish retail management objectives. The student is expected to:

(A) describe and demonstrate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers;

(B) create a self-development plan that includes improving leadership and interpersonal skills and that identifies opportunities to participate in leadership and career development activities; and

(C) identify and describe employability skills needed to be successful in the retail marketing industry.

(2) The student explores features of excellent customer service. The student is expected to:

(A) discuss the importance of and demonstrate effective communication skills such as active listening, evaluating nonverbal signals, and use of appropriate grammar, vocabulary, and tone;

(B) present written and oral communication, including email, traditional letter writing, face-to-face conversations, and phone conversation, in a clear, concise, and effective manner for a variety of purposes and audiences;

(C) discuss how company policy impacts an employee's interactions with consumers and a consumer's interactions with the retail establishment; and

(D) analyze how attitude impacts a consumer's experience with the retailer.

(3) The student creates professional documents required for employment. The student is expected to:

(A) develop a professional portfolio or resume;

(B) write appropriate business correspondence such as a letter of intent and a thank you letter;

(C) complete sample job applications accurately and effectively; and

(D) explain protocol for identifying and asking for references.

(4) The student analyzes non-store retailing modalities, including direct selling, telemarketing, online retailing, automatic vending, direct marketing, and e-tailing. The student is expected to:

(A) investigate and evaluate the effectiveness of marketing and selling through online platforms such as mobile apps and software applications;

(B) analyze and explain the disadvantages of non-store retailing such as security concerns, inability to interact with the customer, delay in customer receipt of the product, less ease of return for unwanted items, and the lack of social interaction between customers and retailers; and

(C) analyze and explain the advantages of non-store retailing such as unlimited access for customers to view the inventory, the ability for customers to purchase 24 hours per day/7 days a week, lower overhead cost, and a larger inventory of items than is housed in a brick-and-mortar facility.

(5) The student analyzes marketing research to make changes to business strategies or operations. The student is expected to:

(A) synthesize and analyze data collected through surveys, interviews, group discussions, and internal records to create data reports;

(B) explain how data reports are used to make decisions to improve a retailer's practices and improve overall operations;

(C) analyze and evaluate the effective use of surveys to gather data needed by the retailer to make effective operational decisions;

(D) disaggregate and analyze internal data such as sales data, shipping data, finance reports, inventory reports, and customer and personnel feedback collected by the retailer to make effective operational decisions;

(E) disaggregate and analyze marketing data based on indicators such as age, gender, education, employment, income, family status, and ethnicity to identify and evaluate products based on the retailers' target market; and

(F) identify and analyze how the product, price, promotion, and placement of the product impacts the retail market.

(6) The student understands the role and responsibilities of a buyer in retail management and understands the purpose of analyzing the target market to interpret consumer needs and wants based on data. The student is expected to:

(A) define and describe various merchandising categories such as staple, fashion, seasonal, and convenience;

(B) describe merchandise plans and their components, including planned sales, planned stock, planned stocked reductions, and planned retail purchases;

(C) analyze and discuss each stage of a product's life cycle, including introduction, growth, maturity, and decline, and explain how each stage relates to the target market; and

(D) develop a budget based on financial goals.

(7) The student applies inventory management strategies to effectively create and manage reliable tracking systems to schedule purchases, calculate turnover rate, and plan merchandise and marketing decisions. The student is expected to:

(A) describe the process of purchasing inventory and executing a purchase order, transporting orders, and receiving orders;

(B) explain inventory management practices, including ordering, storing, producing, and selling merchandise;

(C) differentiate between perpetual and periodic inventory tracking methods and describe how point-of-sale software, universal product codes, radio frequency identification, stock shrinkage, and loss prevention impact a retailer's inventory management; and

(D) analyze and describe how stock turnover rates impact inventory.

(8) The student evaluates retailer pricing strategies based on factors such as competition, the economy, and supply and demand to maximize sales and profit. The student is expected to:

(A) analyze how uncontrollable factors such as competition, the economy, and supply and demand impact pricing;

(B) explain how controllable factors such as company goals, operating expenses, and product life cycles impact pricing;

(C) differentiate between demand-based pricing, competition-based pricing, and cost-based pricing and explain how each pricing method is used to determine the base price for a product;

(D) identify and describe how market share impacts pricing of products; and

(E) create price points using keystone pricing, industry benchmarks, and industry surveys.

(9) The student explores effective promotional activities, including advertising, sales promotion, public relations, and personal selling, that retail managers use to inform, persuade, and remind customers of products that will meet consumer needs. The student is expected to:

(A) explain the six elements of effective communication, including source, message, channel, environment, context, and feedback;

(B) demonstrate effective written, verbal, and nonverbal communication;

(C) analyze and evaluate promotional communication techniques used to inform or motivate consumers to invest in products or services;

(D) differentiate between techniques used for advertising, public relations, personal selling, and sales promotion; and

(E) investigate and evaluate technology applications that promote items using online advertising, web presence, social media, email campaigns, and other modes of electronic promotions.

(10) The student analyzes and applies personal selling elements needed in retail management to determine how to generate sales. The student is expected to:

(A) explain sales generating techniques, including prospecting, solution development, buyer qualification, opportunity qualification and control, negotiation, and account management and follow-up;

(B) describe how ethical behaviors of a sales associate impacts the retail market;

(C) demonstrate effective selling techniques needed in the retail market;

(D) analyze and describe best practices in product training for sales associates;

(E) explain how determining the needs, presenting the product, handling objections, closing the sale, and following up with customers increases sales for the retailer; and

(F) identify effective questions and questioning techniques sales associates use with consumers to gain a competitive advantage or increase sales and discuss the importance

of strategically selecting questions and techniques based on the product or service and target market.

(11) The student explores how to effectively use visual merchandising. The student is expected to:

(A) analyze and describe how a retailer's storefront, store layout, store interior, centralized visual merchandising, and interior displays impact sales and a consumer's experience with the business; and

(B) develop a visual merchandising plan using proper design elements such as mannequins, props, lighting, color, signage, and graphics.

(12) The student understands the role of the retail manager for recruiting, hiring, training, supervising, and terminating employees as well as maintaining the everyday operation of a business to ensure that it functions efficiently and meets established goals. The student is expected to:

(A) identify and describe effective methods of recruiting employees externally;

(B) explain effective methods of recruiting employees internally;

(C) describe how to recruit a diverse pool of talent for employment consideration;

(D) explain the importance of the Equal Employment Opportunity Commission guidelines on the recruitment process;

(E) explain the benefits of training employees to learn new skills and technologies and comply with new laws and regulations;

(F) develop an employee appraisal program;

(G) explain an effective employee performance evaluation system and the importance of including supervisors and managers, peers, customers or clients, and subordinates in the process; and

(H) identify leadership and career development activities such as involvement with appropriate student and local management associations and create a personal development plan that includes participation in leadership and career development activities.

(13) The student understands the importance of effective teams and how effective leaders implement group development strategies. The student is expected to:

(A) explain the process of forming, storming, norming, performing, and adjourning;

(B) analyze and discuss effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates;

(C) investigate and analyze personal integrity and its effects on relationships in the workplace;

(D) describe characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;

(E) discuss the importance of showing respect to all people and explain how showing respect to all people impacts the success of a business;

(F) identify employer expectations and discuss how meeting employer expectations impacts the success of a business; and

(G) explain and demonstrate productive work habits and attitudes.

(14) The student explores the practice of risk management, including identifying, assessing, and reducing risk through proper planning. The student is expected to:

(A) differentiate between natural, human, market, economic, and market risks;

(B) differentiate between controllable and uncontrollable risks;

(C) investigate and explain effective strategies for identifying, assessing, and reducing risks; and

(D) analyze how financial losses from human, physical, and natural risk factors can be minimized through the use of insurance.

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter J. Health Science [~~Hospitality and Tourism~~]

§127.510. Speech and Language Development (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Health Science, Anatomy and Physiology, and Introduction to Speech Pathology and Audiology. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

(3) The Speech and Language Development course provides advanced knowledge and skills related to speech and language acquisition and growth of developing children. Understanding healthy development and speech, language, and communication developmental milestones is a prerequisite for studying communication disorders. This course provides students with the knowledge and skills necessary to pursue further education, possibly culminating in a bachelor's degree and subsequent master's degree in communication sciences and disorders.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or co-curricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of and demonstrate clear, concise, and effective verbal and non-verbal communication; and

(B) describe and demonstrate effective teamwork skills, including cooperation, contribution, and collaboration.

(2) The student understands basic human communication processes, including the biological, neurological, psychological, developmental, linguistic, and cultural processes. The student is expected to:

(A) differentiate between communication, speech, language, and hearing;

(B) summarize the structural bases of speech production and hearing;

(C) compare anatomy and physiology of the speech mechanism;

(D) examine and describe the anatomy and physiology of the auditory system;

(E) identify and describe healthy verbal and nonverbal communication development;

(F) describe the developmental building blocks and prerequisites for healthy speech and language development;

(G) identify and define terminology related to human communication such as speech sound production, fluency (stuttering), voice, language, hearing, hearing loss, breathing, swallowing, pragmatics, and cognition; and

(H) explain social-interactive and psychological bases of communication and the influences it has on interpersonal communication, including linguistic and cultural influences.

(3) The student gains knowledge and understanding of various theoretical perspectives of healthy speech and language acquisition. The student is expected to:

(A) investigate and explain the major theories of language acquisition;

(B) compare the major theories of speech sound production; and

(C) research and explain the connections between language development and speech development as they relate to phonological awareness in learning to read.

(4) The student understands the healthy development of speech sound production in children. The student is expected to:

(A) describe articulatory phonetics and explain how articulatory phonetics relate to the respiratory system, including the larynx, vocal tract, articulators (velopharynx, tongue, lips, and jaw), and air flow;

(B) analyze the foundation for speech acquisition in relation to auditory perception before birth and in infants;

(C) describe early vocal development in infants as a prerequisite for speech;

(D) explain how the use of vowels by infants and young children is important for the development of speech;

(E) illustrate ways to categorize or describe vowel and diphthong production;

(F) research and describe the development of consonant inventories in young English-speaking children;

(G) describe and differentiate between models for describing consonant production;

(H) summarize progression in speech development for combining sounds into syllable shapes and words; and

(I) analyze the linguistic and cultural influences of the heritage/native language on the development of speech sound production in English.

(5) The student understands the components of a developing language system and how language skills develop in children. The student is expected to:

(A) identify and explain the components of a language system, including phonology, phonetics, morphology, syntax, semantics, and pragmatics;

(B) explain the components of a developing language system in terms of vocabulary, grammar, and social and interpersonal communication;

(C) describe the prerequisite skills for developing language;

(D) differentiate between language delay, language disorders, and language difference;

(E) outline the milestones of healthy language development from birth through age five years related to comprehension and expression;

(F) summarize healthy language development from Kindergarten (age 5) through Grade 5 (age 10 or 11) and describe factors that influence age-appropriate development of language;

(G) describe healthy continuing language development in adolescence for each component of a developing language system; and

(H) compare cultural and ethnic differences in language development.

(6) The student explores the healthy development of verbal fluency skills in children. The student is expected to:

(A) define and differentiate between verbal fluency, disfluencies, and stuttering;

(B) identify and explain common disfluencies and periods of expected disfluencies;

(C) explain the development of speech and language skills;

(D) differentiate between and discuss variables that may affect verbal fluency; and

(E) describe ways to measure verbal fluency for English language learners and evaluate the effectiveness of each method.

(7) The student explores parameters of voice production in children and adults. The student is expected to:

(A) describe the physical and physiological parameters of voice production;

(B) describe the components of healthy voice production, including voice quality, pitch, loudness, resonance, and duration;

(C) explain causes or etiologies of variations in voice production;

(D) describe how parameters of voice production change throughout the span of life;

(E) analyze environmental variables that may affect voice production;

(F) explain the practice of speech-language pathology and allowable services; and

(G) analyze the ethical considerations for the speech-language pathologist in dealing with individuals with a possible voice disorder and the requirement for ongoing work with a physician.

(8) The student understands the development of effective language and communication skills needed to demonstrate high levels of achievement in elementary and secondary school. The student is expected to:

(A) research and describe the milestones of communication development and literacy development;

(B) compare milestones of communication development to the milestones of literacy development;

(C) differentiate between interpersonal language used for conversational interaction and more formal, literate language used for learning academic content;

(D) define and provide examples of tier 1, tier 2, and tier 3 vocabulary as it relates to language development and meeting grade level expectations of academic vocabulary across subject areas;

(E) explain the development of language used for oral and written narratives and demonstrate how story grammar can be used as a bridge between conversational language and academic language;

(F) analyze the development of pragmatic-language skills and the types of verbal, nonverbal, and written communication skills needed to do well in school; and

(G) define emergent literacy and analyze the language base necessary for the development of reading skills.

(9) The student explores healthy and unhealthy speech and language development. The student is expected to:

(A) describe the role of the speech-language pathologist in determining healthy speech and language development and speech sound disorders and language disorders;

(B) explain the purpose of and describe techniques for screening speech and language skills in children;

(C) explain the purpose of and describe techniques for evaluating speech and language skills in children;

(D) analyze the Response to Intervention (RtI) method for accurately identifying a speech or language disorder in school-age children; and

(E) discuss the role of the speech-language pathologist in referral, counseling, and providing basic information when there are concerns about a child's speech or language development.

(10) The student demonstrates effective verbal and nonverbal communication skills. The student is expected to:

(A) describe and demonstrate appropriate communication skills when interacting with elementary age students, classroom teachers, speech-language pathologists, principals, and parents in various situations;

(B) identify and demonstrate verbal and nonverbal communication techniques that should be used when communicating with children who have sensory loss, language barriers, cognitive impairment, and other learning disabilities;

(C) identify and evaluate electronic communication and technology devices that may be used when interacting with children with communication disorders; and

(D) differentiate between oral interpretation and translation skills from English to a second language.

(11) The student explores the influence of dialects of Standard American English or native language on the development of speech and language skills in English and on the production of English. The student is expected to:

(A) provide examples of how a common phrase may be expressed across Standard American English and three different dialects;

(B) describe how speech and language patterns vary as a function of language, age, socioeconomic status, and geography;

(C) analyze the characteristics of American English dialects in terms of speech sound production and language use;

(D) explain the influence of heritage language on the speech sound production and grammar development of English in emergent bilingual students; and

(E) analyze speech and language patterns of English language learners in terms of expected speech and language development.

§127.511. Speech Communication Disorders (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisites: Principles of Health Science, Anatomy and Physiology, Introduction to Speech-Language Pathology and Audiology, Speech and Language Development, and Human Growth and Development. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

(3) The Speech Communication Disorders course is designed to provide for the development of advanced knowledge and skills related to an overview of communication disorders that occur in children and adults in the areas of speech sound production, stuttering, voice disorders, and the language areas of semantics, syntax, pragmatics, phonology, and metalinguistics. An overview of treatment for hearing loss and deafness will also be provided.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or co-curricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner; and

(B) demonstrate the ability to cooperate, contribute, and collaborate as a member of a team.

(2) The student demonstrates knowledge of the nature of speech, language, hearing, and communication disorders and differences. The student is expected to:

(A) identify the anatomy and describe the function of the peripheral and central auditory pathways;

(B) describe the physical and psychological attributes of sound;

(C) differentiate between the different types of hearing loss and their causes;

(D) describe the impact of hearing loss on speech and language development;

(E) compare the processes of speech, language, and hearing in people of various cultures;

(F) identify and relate disorder differences in relationship to communication skills;

(G) explain the concepts of speech, language, hearing, and communication disorders across the human lifespan; and

(H) explain potential barriers and solutions that an interpreter or translator must consider when communicating with a child with a communication disorder.

(3) The student demonstrates knowledge of the etiologies, characteristics, and anatomical/physical, acoustic, psychological, developmental, linguistic, and cultural correlates of communication disorders across the human lifespan. The student is expected to:

(A) compare common causes of hearing impairment in children and adults;

(B) analyze the causes of speech, language, and hearing disorders across the lifespan;

(C) identify common communication and hearing disorders, their typical symptoms, etiologies, characteristics, and associated correlates;

(D) evaluate the impact of communication disorders on the individual; and

(E) compare cultural variations in how communication disorders are perceived.

(4) The student describes the types of communication disorders most commonly seen in children and the services provided by professionals in this field to provide habilitation or rehabilitation. The student is expected to:

(A) analyze speech sound disorders of the child's phonological system and describe the production of speech sounds such as place, manner, voicing, and distinctive feature analysis;

(B) describe and organize evidence-based treatment approaches for speech sound disorders;

(C) summarize fluency disorders, including secondary characteristics;

(D) analyze evidence-based treatment approaches for stuttering;

(E) identify voice disorders in terms of vocal quality, pitch, volume, resonance, and duration;

(F) develop a plan for an evidence-based treatment for voice disorders and the required interface with a physician;

(G) explain language disorders in terms of the child's use of syntax, morphology, semantics, pragmatics, phonology, and metalinguistics; and

(H) compare current evidence-based treatment approaches for language disorders in preschool and elementary-age children.

(5) The student demonstrates effective verbal and nonverbal communication skills. The student is expected to:

(A) demonstrate communication skills appropriate to the situation when interacting with elementary age students, classroom teachers, speech-language pathologists, principals, and parents with communication disorders;

(B) demonstrate knowledge of verbal and nonverbal communication techniques that should be used when communicating with children that have sensory loss, language barriers, cognitive impairment, and other learning disabilities; and

(C) employ electronic communication and technology devices when interacting with children with communication disorders with appropriate supervision in a school setting.

(6) The student demonstrates sensitivity and understanding of cultural and linguistic influences on an individual's communication patterns and describes how cultural and linguistic influences must be considered when working with children with communication disorders and their families. The student is expected to:

(A) analyze how speech and language patterns vary as a function of language, age, socioeconomic status, and geography;

(B) prepare a simulated interview with the parent or family member of a child referred for a hearing or communication evaluation;

(C) identify patterns of communication that are common for individuals from different cultural and linguistic backgrounds such use of eye contact, personal space, and gestures;

(D) apply design strategies for culturally sensitive family-centered practices for children with communication disorders; and

(E) explain the terms language disorder, language delay, language difference, heritage language, and dialect for describing the communication patterns of a young child.

(7) The student identifies screening, evaluation, and diagnosis procedures that are used to identify hearing loss/deafness, speech sound production disorders, stuttering, voice impairment, and language disorders in children. The student is expected to:

(A) explain principles related to different audiometric test procedures;

(B) participate in a basic audiometric test (screening procedure) and interpret a variety of test results regarding whether the individual passed or failed the screening;

(C) interpret principles related to screening speech sound production, fluency, voice, and language skills in young children;

(D) evaluate developmental screening activities that include screening speech and language development; and

(E) synthesize the components of a comprehensive diagnostic report of findings inclusive of speech sound production, fluency (stuttering), voice production, and receptive, expressive, and social language skills to explain the test results.

(8) The student identifies research-based and evidence-based practices in speech-language pathology and audiological service delivery. The student is expected to:

(A) define evidence-based practice (EBP) and differentiate EBP from scientifically-based research in the fields of speech-language pathology and audiology;

(B) define the set of Evidence Levels used by the American Speech-Language-Hearing Association as a protocol to evaluate research evidence;

(C) correlate research studies to the Evidence Levels used by the American Speech-Language-Hearing Association;

(D) analyze the role of expert opinion and clinical experience in evidence-based practice; and

(E) design and present an action research project in the field of communication disorders.

(9) The student demonstrates knowledge and understanding of a variety of treatment approaches used with children with communication disorders. The student is expected to:

(A) compare two treatment approaches for speech sound disorders;

(B) compare two treatment approaches for fluency disorders;

(C) describe and practice treatment approaches for voice disorders in the areas of vocal quality, pitch, loudness, resonance, and duration;

(D) compare two treatment approaches for language disorders in preschool children;

(E) compare two treatment approaches for language disorders in elementary school-age children; and

(F) identify treatment approaches for language disorders with children with disabilities such as autism, intellectual disability, cleft palate, or cerebral palsy.

ATTACHMENT IV
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter K. Hospitality and Tourism

§127.569. Foundations of Restaurant Management (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service management, along with current food service industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer or client awareness, and leadership in the food service industry. Students will gain an understanding of restaurant operations and the importance of communicating effectively to diverse audiences for different purposes and situations in food service operations and management. Students will learn how the front of the house and the back of the house of restaurant management operate and collaborate and will obtain value-added certifications in the industry to help launch themselves into food service careers.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards as required by the food service industry. The student is expected to:

(A) explain the importance of and demonstrate effective oral and written communication;

(B) describe professional grooming, hygiene, and appropriate uniform standards for various food service positions and scenarios;

(C) describe how punctuality and time-management skills are critical to the success of employees and businesses in the food service industry;

(D) describe what demonstrating self-respect and respect for others looks like;

(E) analyze and demonstrate effective teamwork strategies and leadership styles;

(F) describe initiative, adaptability, and problem-solving techniques and discuss how each may be used in the food service industry; and

(G) identify opportunities to participate in community leadership and teamwork activities that enhance professional skills.

(2) The student develops academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the food service industry. The student is expected to:

(A) use information management methods and tools to organize oral and written information;

(B) create a variety of written documents such as job descriptions, menus, presentations, and advertisements;

(C) calculate numerical concepts such as weights, measurements, pricing, and percentages;

(D) identify how scientific principles used in the food service industry affect customer service and profitability; and

(E) explain how to operate a profitable restaurant using mathematics and science knowledge and skills.

(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:

(A) develop and deliver business presentations;

(B) identify and create various marketing strategies used by the food service industry to increase customer or client traffic and profitability;

(C) plan and facilitate new staff member training;

(D) explain how interpersonal communications such as verbal and nonverbal cues enhance communication with coworkers, employees, managers, and customers or clients; and

(E) explain how active listening skills can affect employee morale and customer service.

(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:

(A) develop ideas to increase customer service, employee morale, and profitability; and

(B) describe how employing critical-thinking and interpersonal skills can help resolve conflicts with individuals such as coworkers, customers or clients, and employers.

(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:

(A) identify information technology tools and applications used to perform workplace responsibilities and explain how the tools and applications may be used to increase productivity;

(B) describe how business financial statements may be evaluated to increase profitability;

(C) analyze customer service scenarios and make recommendations for improvements;

(D) explain how point-of-sale systems are used to evaluate business outcomes and provide customer service; and

(E) design Internet resources for business profitability.

(6) The student understands the various roles and responsibilities within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:

(A) compare the roles and responsibilities of food service operations staff, including back-of-the-house, front-of-the-house, and support roles, and explain how each impact profitability of business operations;

(B) explain how developing strategic work schedules impacts effective customer service and profitability;

(C) investigate quality-control standards and practices and analyze how those standards and practices affect restaurant profitability;

(D) analyze various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service for cost and level of profitability;

(E) describe how various place settings impact the customer service experience and profitability of the business; and

(F) explain how proper service techniques in food service operations contribute to the customer or client experience.

(7) The student understands the importance of health, safety, and environmental management systems in organizations and their impact on organizational performance, profitability, and regulatory compliance. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;

(C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(D) research and discuss sources of food-borne illness and determine ways to prevent them;

(E) identify and explain the appropriate use of types of personal protective equipment used in industry;

(F) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(G) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;

(H) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;

(I) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;

(J) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

(K) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;

(L) explain the components of a hazard communication program; and

(M) explain and give examples of safety and health training requirements specified by standard setting organizations.

(8) The student explores professional ethics and legal responsibilities within the food service industry. The student is expected to:

(A) research and describe laws and guidelines affecting operations in the restaurant industry; and

(B) explain the reasons for liability insurance in the restaurant industry.

(9) The student understands the importance of developing skills in time management, decision making, and prioritization. The student is expected to:

(A) identify and explain delegation of tasks related to the effective operation of a food service establishment;

(B) describe the relationships between scheduling, payroll costs, and sales forecasting; and

(C) analyze various steps in determining the priority of daily tasks to be completed in a food service establishment.

(10) The student investigates the skills, training, and educational requirements needed to successfully gain and maintain employment in the food service industry and explores local and regional opportunities in the industry. The student is expected to:

(A) describe effective strategies for seeking employment in the food service industry;

(B) identify the required training and educational requirements that lead to a career in the food service industry;

(C) select educational and work history highlights to include in a career portfolio;

(D) create and update a personal career portfolio;

(E) describe and demonstrate effective interviewing techniques for gaining employment in the food service industry;

(F) create a personal training plan for obtaining employment in a specific occupation such as Texas Alcoholic Beverage Commission training and Food Safety and Sanitation training in the food service industry;

(G) research and analyze the local and regional labor market to determine opportunities in the food service industry;

(H) investigate professional development opportunities to keep current on relevant trends and information within the food service industry; and

(I) identify and discuss entrepreneurship opportunities within the food service industry.

(11) The student explores factors that have shaped the food service industry. The student is expected to:

(A) research and describe the history and growth of the food service industry;

(B) explain how culture and globalization influence the food service industry; and

(C) analyze current trends affecting the food service industry.

(12) The student understands factors that affect the profitability of a food service business. The student is expected to:

(A) explain the importance of effectively managing inventory to maintain profitability of the food service business;

(B) describe and demonstrate effective stewarding processes and procedures such as establishing thorough cleaning schedules and proper dishwashing techniques;

(C) describe how proper food storage techniques affect the profitability of an establishment;

(D) explain how pricing and controlling costs such as labor and supplies affect the profitability of a food service business; and

(E) analyze how customer service and customer or client loyalty affect the profitability of a food service business and compare strategies for building and maintaining customer loyalty.

§127.571. Introduction to Event and Meeting Planning (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Hospitality and Tourism, Hotel Management, or Travel and Tourism Management. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) Introduction to Event and Meeting Planning introduces students to the concepts and topics necessary to understand the meetings, events, expositions, and conventions (MEEC) industry. The course will review the roles of the organizations and people involved in the businesses that comprise the MEEC industry.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) explain the importance of developing personal and professional skills such as punctuality, initiative, leadership, respect for all people, conflict management, work ethic, and adaptability;

(B) explain how critical thinking, innovation, and creativity are essential to the problem-solving process;

(C) describe appropriate professional grooming, hygiene, and appearance for the workplace;

(D) identify effective teamwork and conflict-management skills and explain how using effective teamwork and conflict-management skills leads to the achievement of collective goals;

(E) explain how planning and time-management skills and tools can be used to enhance results and complete work tasks;

(F) identify and describe essential workplace skills necessary for obtaining employment and developing a career;

(G) prepare and complete employment-related documents such as paper and electronic job applications and I-9 and W-4 forms;

(H) compare effective stress-management techniques and explain the importance of using effective stress-management techniques;

(I) explain the various steps in the decision-making process; and

(J) describe and demonstrate effective interview techniques for gaining employment in various positions and at various businesses in the MEEC industry.

(2) The student recognizes the importance of and uses oral and written communication skills in creating, expressing, and interpreting information and ideas. The student is expected to:

(A) explain the importance of using verbal and non-verbal communication skills effectively with customers or clients and colleagues;

(B) summarize information formally and informally;

(C) synthesize information from various sources and determine how to prioritize and convey relevant information to customers or clients and colleagues;

(D) explain how to use active listening skills to obtain and clarify information;

(E) develop and deliver different types of presentations such as informative, instructional, persuasive, and decision making;

(F) identify interpersonal skills used to maintain internal and external customer or client satisfaction and describe how effectively using those interpersonal skills impacts customer or client relationships; and

(G) identify and use technical vocabulary related to the meeting and event planning industry.

(3) The student applies academics with career-readiness skills. The student is expected to:

(A) explain how applying mathematical skills to business transactions such as sales forecasting, service pricing, and planning for profitability are essential to operating a successful business;

(B) calculate and interpret key ratios, financial statements, and budgets related to the hospitality event and meeting planning industry;

(C) identify opportunities in the hospitality industry to use advanced reading, writing, and mathematics skills;

(D) analyze and summarize data from tables, charts, and graphs to estimate and find solutions to problems and identify opportunities for increased profitability; and

(E) identify and use industry standards for budgeting and forecasting to maximize profit and growth.

(4) The student explores career opportunities available within the meeting and event planning segment of the hospitality industry. The student is expected to:

(A) compile a list of professional organizations that support the professionals in the convention, meeting, and event planning industry;

(B) develop a personal training plan to keep current on relevant trends and information within the meeting and event planning industry; and

(C) identify occupational opportunities for meeting and event planning for hospitality businesses and corporate businesses.

(5) The student explores the history of and current trends and career opportunities in the meeting and event planning industry. The student is expected to:

(A) describe how the meeting and event planning industry has evolved;

(B) analyze and describe current trends in the meeting and event planning industry;

(C) describe the varied occupations related to meeting and event planning such as meeting planning and management, conference planning and management, trade show planning and management, social event planning and management, association and non-profit meeting planning and management, corporation meeting planning and management, convention and visitor bureau planning and management, and destination management planning and organization;

(D) describe how a professional mentor can be beneficial to a career and identify potential mentors in the meeting and event planning industry; and

(E) create a career plan to achieve the desired career position in the meeting and event planning industry.

(6) The student explores how varying needs of customers or clients impact the event planning industry. The student is expected to:

(A) explain the importance of meeting the varying needs of customers or clients for the successful operation of a business;

(B) explain how a business plan and business activities may be modified to meet the varying needs of customers or clients; and

(C) describe how understanding diversity such as differences in social etiquette, dress, and behaviors may positively impact event and meeting planning.

(7) The student uses information technology tools in event and meeting planning to access, manage, integrate, and create information. The student is expected to:

(A) research and compare event planning software and technology tools such as tools that manage attendee engagement or provide marking services that help perform workplace tasks and meet business objectives;

(B) create complex multimedia publications and presentations for clients and colleagues;

(C) explain how point-of-sale systems are used in the meeting and event planning industry;

(D) explain how Internet resources can promote industry growth;

(E) investigate and evaluate current and emerging technologies used to improve guest services; and

(F) use electronic tools to produce appropriate communication for planning and selling meetings and events.

(8) The student understands the professional, ethical, and legal responsibilities in event and meeting planning services. The student is expected to:

(A) explain ethical conduct such as maintaining client confidentiality and privacy of sensitive content when interacting with others;

(B) identify different components of a meeting or event contract;

(C) investigate and describe applicable rules, laws, and regulations related to event and meeting planning;

(D) discuss the reasons for providing event security;

(E) compare options for event insurance; and

(F) explain the reasons for event insurance.

(9) The student understands the importance of health, safety, and environmental management systems and their impact on organizational performance and regulatory compliance. The student is expected to:

(A) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(B) explain and discuss the importance of Occupational Safety and Health Administration (OSHA) standards and OSHA requirements for organizations, how OSHA inspections are conducted, and the role of national and state regulatory entities;

(C) explain the role industrial hygiene plays in occupational safety and explain various types of industrial hygiene hazards, including physical, chemical, biological, and ergonomic;

(D) research and discuss sources of food-borne illness and determine ways to prevent them;

(E) identify and explain the appropriate use of types of personal protective equipment used in industry;

(F) discuss the importance of safe walking and working surfaces in the workplace and best practices for preventing or reducing slips, trips, and falls in the workplace;

(G) describe types of electrical hazards in the workplace and the risks associated with these hazards and describe control methods to prevent electrical hazards in the workplace;

(H) analyze the hazards of handling, storing, using, and transporting hazardous materials and identify and discuss ways to reduce exposure to hazardous materials in the workplace;

(I) identify workplace health and safety resources, including emergency plans and Safety Data Sheets, and discuss how these resources are used to make decisions in the workplace;

(J) describe the elements of a safety and health program, including management leadership, worker participation, and education and training;

(K) explain the purpose and importance of written emergency action plans and fire protection plans and describe key components of each such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;

(L) explain the components of a hazard communication program; and

(M) explain and give examples of safety and health training requirements specified by standard setting organizations.

(10) The student explores marketing strategies and how effective marketing strategies are used in the meeting and event planning industry. The student is expected to:

(A) develop effective marketing strategies for meetings and events;

(B) create promotional packages for meetings and events;

(C) design an effective, comprehensive menu;

(D) analyze the state of the economy to plan effective meeting and event services; and

(E) develop a meeting and events business plan.

(11) The student understands and demonstrates appropriate professional customer service skills required by the meeting and event planning industry. The student is expected to:

(A) create a detailed plan or process to provide maximum customer service;

(B) describe and demonstrate how critical-thinking and interpersonal skills are effectively used to resolve conflicts with individuals such as coworkers, employers, guests, and clients; and

(C) analyze customer or client feedback to formulate improvements in services and products.

(12) The student explores different business segments and stakeholders within the event and meeting planning industry. The student is expected to:

(A) compare roles and responsibilities of various departments in the larger lodging environment, including food and beverage services;

(B) differentiate between meeting and event planning operations for different clients such as business, leisure, professional organizations, and students; and

(C) identify the various stakeholders in the MEEC industry.

(13) The student understands the roles and responsibilities within teams, work units, departments, organizations, and the larger environment of the meeting and event planning industry. The student is expected to:

(A) differentiate between the roles and responsibilities of meeting and event planning staff and lodging property staff;

(B) describe the responsibilities of an event manager or planner;

(C) identify and explain how operating procedures can contribute to profitable operations; and

(D) identify and explain how inventory management systems used in the meeting and event planning industry can contribute to profitable operations.

(14) The student knows how to create a functional and aesthetic meeting and event plan to meet the customer or client requirements. The student is expected to:

(A) describe how to conduct a pre-meeting or pre-event meeting with potential clients to identify the meeting or event requirements;

(B) discuss the importance of a meeting venue floorplan specification chart and appropriate meeting room set-up;

(C) compare various meeting room set-up options and describe the benefits of each option;

(D) describe how meeting room set-up options vary based on the venue;

(E) develop a meeting room set-up for a planned event;

(F) calculate the square footage required for an event based on the number of anticipated attendees for the event;

(G) identify and design effective traffic patterns for a specific event;

(H) explain and demonstrate proper table rotations; and

(I) develop a staffing guide to schedule various staff for a meeting or event.

(15) The student understands the importance of collaborating with various companies to provide an all-inclusive successful meeting or event. The student is expected to:

(A) identify the various entities involved in the meeting and event planning industry such as convention and visitors' bureaus, group travel companies, entertainers, recreations, amusements, attractions, florists, caterers, and venues and differentiate between the roles each entity plays in planning the meeting or event;

(B) differentiate between event sponsors, organizers, and producers and the events that are coordinated by each;

(C) explain and demonstrate how to effectively plan and negotiate with various entities to deliver a successful meeting or event;

(D) compare products and services from related industries; and

(E) explain how the meeting and event planning process differs based on the venue such as hotels and resorts, convention and visitors' centers, event centers, and destination venues and describe the pros and cons of convening a meeting or event at various venues.

§127.604. Practicum in Event and Meeting Planning (Two Credits), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Introduction to Event and Meeting Planning. Students shall be awarded two credits for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) The Practicum in Event and Meeting Planning course will reinforce the concepts and topics necessary for the comprehensive understanding of the meetings, events, expositions, and conventions (MEEC) industry. The central focus of this course is to integrate academic education with local MEEC businesses to prepare students for success in the work force and/or postsecondary education. Students will benefit from a combination of classroom instruction and a work- based learning experience. Students will learn employability skills, communication skills, customer service skills, and other activities related to job acquisition. The course is recommended for students who have completed the required prerequisites.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates proficiency in professional standards/employability skills as required by the meeting and event planning industry. The student is expected to:

(A) participate in a paid or unpaid, laboratory or work-based application of previously studied knowledge and skills related to event meeting and planning;

(B) demonstrate proper interview techniques for event and meeting planning occupations;

(C) complete employment-related documents such as job applications (written and electronic formats), a resume, and I-9 and W-4 forms;

(D) exhibit suitable grooming and appearance standards appropriate for the workplace and planned events;

(E) demonstrate productive work habits and a positive attitude;

(F) model knowledge of personal and occupational safety practices in the workplace; and

(G) integrate verbal, nonverbal, and written communication skills in a variety of settings.

(2) The student applies professional advancement skills and strategies in the meeting and event planning industry. The student is expected to:

(A) develop strategies to enhance career advancement and promote lifelong industry learning;

(B) describe historical events that have affected the event and meeting planning industry;

(C) formulate plans to address current events that have an effect on the event and meeting planning industry;

(D) document in manual and electronic format acquired technical knowledge and skills needed for success in the meeting planning industry;

(E) produce and present a professional portfolio, including a current resume, documentation of skill attainment or technical competencies, recognitions, awards, scholarships, community service activities, student organization participation, evaluations, letters of recommendation, and cover letters;

(F) evaluate employment options by comparing salaries and benefits offered by different companies and occupations within the industry; and

(G) develop a personal budget based on career choice using effective money management and financial planning techniques.

(3) The student demonstrates the ethics and etiquette necessary for the meeting and event planning workplace. The student is expected to:

(A) practice appropriate business and personal etiquette in the workplace;

(B) display appropriate electronic communication techniques and etiquette;

(C) exhibit the behaviors that align with the hospitality code of ethics and ethical standards; and

(D) determine the most ethical behavior or course of action in response to various situations experienced in the meeting and event planning industry.

(4) The student develops and demonstrates the interpersonal and customer service skills needed for success in the meeting and event planning environment. The student is expected to:

(A) exhibit essential workplace characteristics such as organization, perseverance, motivation, dependability, punctuality, initiative, self-control, and the ability to accept and act on criticism;

(B) demonstrate effective team-building skills such as collaboration, planning, conflict resolution, rapport-building, decision-making, problem-solving, and persuasion and influencing techniques;

(C) identify and respond to customer or client needs, including resolving customer dissatisfaction;

(D) exercise leadership by anticipating and proactively diffusing potential event issues; and

(E) negotiate to resolve conflicts in the workplace and with customers by using strategies such as active listening, "I" messages, negotiation, and offering win-win solutions.

(5) The student demonstrates the industry-based knowledge and skills required for a successful career in the event and meeting planning industry. The student is expected to:

(A) employ job-specific technical vocabulary with accuracy and fluency;

(B) explain event planning procedures designed to ensure client needs are met such as Banquet Event Orders, rate assignment, event organization, client relations, and determination of payment methods;

(C) assess meeting or event company structures and traits that lead to profitability and business success;

(D) determine the correct procedures for the execution of client events and contracts;

(E) identify and organize tasks for daily operation;

(F) describe societal events that have shaped the event and meeting planning industry both in the past and present; and

(G) interpret the role of the convention and visitors' bureau in the event and meeting planning industry.

(6) The student develops and practices awareness of varying needs of customers or clients understands the impact of diversity on the industry. The student is expected to:

(A) assesses how varying needs of customers or clients impacts the event planning industry both from a planning and profitability aspect;

(B) demonstrate respect for individual differences;

(C) explain the importance of meeting the varying needs of customers or clients for the successful operation of a business;

(D) develop business plans and activities to meet the varying needs of customers or clients; and

(E) describe differences in social etiquette, dress, and behaviors and explain how differences affect the event planning process.

(7) The student uses information technology tools in event and meeting planning to access, manage, integrate, and create information. The student is expected to:

(A) evaluate current and emerging technologies that improve client services;

(B) evaluate and incorporate event planning software and technology tools that help to perform workplace tasks and meet business objectives;

(C) create and present multi-level (complex) multimedia presentations to clients;

(D) use and problem-solve issues with point-of-sale systems;

(E) design a plan for using Internet resources to maximize company profitability; and

(F) use appropriate electronic communication tools for planning and selling meetings and events.

(8) The student differentiates between and adapts to various roles, types of events, and functions. The student is expected to:

(A) differentiate between the types of event sponsors, organizers, and producers and their events such as trade shows, conferences, social events, and corporate meetings;

(B) identify various suppliers for different event planning needs and explain how they service different events;

(C) describe the importance of sales coordinators to events and meetings regardless of organization or type of event;

(D) evaluate and modify different types of catering options and menus based on the needs of the event or organization;

(E) evaluate and modify different types of meeting room set-ups (banquet, classroom, theater, and reception) based on the needs of the event or organization; and

(F) determine and organize staff and resources according to the specific needs of the organization and event.

(9) The student collaborates within departments, organizations, and the larger environment of the meeting and event planning industry. The student is expected to:

(A) analyze the roles and responsibilities of each level of the management structure of a venue;

(B) identify the advantages and disadvantages of different event destinations and facilities and their effects on profitability and customer satisfaction;

(C) analyze the roles and responsibilities of an in-house event manager or planner as compared to independent professionals; and

(D) define specific roles and responsibilities when interfacing with destination venues.

(10) The student understands and can articulate the factors that contribute to a successful and profitable event. The student is expected to:

(A) analyze the expenses associated with the planning and production of a meeting or event;

(B) analyze and evaluate how marketing techniques impact operation and profitability related to an event;

(C) calculate costs of supplies and evaluate how costs affect profitability;

(D) evaluate the impact of payroll expenses on profitability;

(E) analyze and modify operating procedures to result in more profitable or cost-effective operations;

(F) research and create a marketing plan for various markets such as weddings, government and military groups, professional and educational organizations, family or social gatherings, and geography;

(G) identify profit margins associated with various markets; and

(H) evaluate the importance of conducting pre-and post-event evaluations for continuous improvement.

(11) The student demonstrates knowledge of potential liability situations that can affect business reputation and profitability. The student is expected to:

(A) compare and contrast different levels of insurance and liability limits for events;

(B) analyze customer-provided insurance options for events;

(C) identify and explain legal, health, and safety obligations related to event planning;

(D) assess the implications and responsibilities associated with providing or allowing alcohol at an event; and

(E) research law enforcement requirements for events and meetings.

ATTACHMENT V
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter M. Information Technology [~~Law and Public Service~~]

§127.689. Advanced Cloud Computing (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended Prerequisites: At least one credit in a Level 2 or higher course in computer science, programming, software development, or networking systems. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) The Advanced Cloud Computing course is an exploration of cloud computing. In this course, students explore cloud computing services, applications, and use cases. Students study cloud computing best practices and learn how cloud computing helps users develop a global infrastructure to support use case at scale while also developing and using innovative technologies.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate and explain positive workplace behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work;

(B) demonstrate and explain positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, and willingness to learn new knowledge and skills;

(C) describe and demonstrate effective reading and writing skills;

(D) use critical-thinking skills to solve cloud computing problems; and

(E) demonstrate and explain leadership skills and how to function effectively as a team member.

(2) The student understands the impact of cloud computing technology and compares the major services offered by cloud computing providers. The student is expected to:

(A) describe the benefits and risks of cloud computing and the reasons for switching from on-premises computing to cloud computing;

(B) identify and describe the major types of cloud computing;

(C) generate sample cloud usage plans for a business case study, including a description of how each of the services can be used to improve the business;

(D) explain the purpose of a region, availability zone, and edge location; and

(E) compare the major services offered by cloud computing providers.

(3) The student demonstrates how to store and share content in the cloud. The student is expected to:

(A) identify features and functions of commonly used cloud services;

(B) locate and use common services found in cloud computing consoles;

(C) analyze how cloud services are used in real-world industries;

(D) explain the functions of a domain name system (DNS);

(E) create an object storage bucket;

(F) explain benefits and uses of a content delivery network;

(G) configure web content distribution via edge locations and attach it to a website;

(H) identify the benefits, features, and use cases of different types of block storage;

(I) analyze a use case and recommend the best type of virtual storage for the particular situation;

(J) create a block storage volume or physical record;

(K) attach a block storage volume to a virtual computing instance; and

(L) create a virtual computing instance that hosts a simple website.

(4) The student applies cloud security best practices in relation to identity and access management (IAM). The student is expected to:

(A) identify best practices for IAM;

(B) analyze the cultural and societal impacts of cloud security;

(C) differentiate between a role, user, and policy in cloud security;

(D) identify and use a process to resolve vulnerabilities in a web server;

(E) describe cloud security best practices and explain steps to fix security lapses;

(F) identify the best cloud security service for a given scenario;

(G) demonstrate the use of an IAM system to set up a text alert event; and

(H) compare monitoring and logging services.

(5) The student describes when to use various databases, the benefits of caching data, and how to build a virtual private cloud (VPC). The student is expected to:

(A) compare online transactional processing and online analytical processing;

(B) describe the benefits of caching data;

(C) explain and demonstrate how a load balancer is attached to a webpage;

(D) describe features and benefits of load balancing;

(E) evaluate the performance of a load balancer;

(F) create an application using a platform as a service (PaaS); and

(G) demonstrate the use of a template infrastructure as code to build a VPC.

(6) The student understands the landscape of emerging technologies in the cloud. The student is expected to:

(A) define machine learning and discuss its impacts on society, business, and technology;

(B) identify potential use cases for emerging technology in the cloud;

(C) assess value propositions of using cloud technology;

(D) identify cloud services that can analyze and protect data and manage networks;

(E) define blockchain technology and explain its benefits;

(F) explain the infrastructure of cloud development kits or services; and

(G) demonstrate the use of a software development framework to model and provision a cloud application.

(7) The student resolves common security alerts, diagrams instance states and transitions, and explains how to choose the most cost-efficient instance type. The student is expected to:

(A) describe the shared responsibility security model;

(B) identify security responsibility for cloud resources;

(C) analyze how the shared security model accounts for common threats to the cloud computing model;

(D) identify the steps required to resolve an automated security alert;

(E) describe the six instance states, including pending, running, stopping, stopped, shutting down, and terminated;

(F) identify and diagram the transitions between instance states from launch to termination;

(G) explain instance usage billing for each instance state; and

(H) determine the most cost-efficient instance state for a given situation.

(8) The student differentiates between dynamic and static websites. The student is expected to:

(A) describe and demonstrate the process for setting up a static website;

(B) compare static and dynamic websites;

(C) create a content delivery network distribution to increase the speed of a website;

(D) demonstrate the process to launch a dynamic web server;

(E) create a serverless compute function using a serverless compute console;

(F) describe the main functions of auto scaling;

(G) create a launch template and an auto scaling group; and

(H) develop a plan for monitoring an auto scaling instance or group.

(9) The student demonstrates the benefits and risks of using big data. The student is expected to:

(A) define big data and identify use cases for it within various industries;

(B) identify and evaluate the benefits and risks of big data;

(C) explain how blockchain ensures the validity and immutability of transactions, particularly in the cloud; and

(D) evaluate the benefits and risks of blockchain business applications.

§127.690. Foundations of User Experience (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) In Foundations of User Experience (UX), students analyze and assess current trends in a career field that creates meaningful, approachable, and compelling experiences for users of an array of products, services, and/or initiatives of companies, governments, and organizations. Students gain knowledge of introductory observation and research skills, basic design thinking and applied empathy methodologies, collaborative problem-solving and ideation, and interaction design and solution development. The knowledge and skills acquired from this course enable students to identify real-world problems through research and data-driven investigation and to design solutions while participating in collaborative problem solving. Students are introduced to agile practices and methodologies to develop skills to take solutions from conceptual sketch to digital designs using professional software tools. Students explore how to improve the quality of user interactions and perceptions of products, experiences, and any related services.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills in the IT field with a focus in the area of UX. The student is expected to:

(A) identify job opportunities in UX and accompanying job duties and tasks;

(B) describe and use effective verbal and nonverbal communication skills;

(C) create resumes and portfolios for UX professions;

(D) use critical-thinking skills and creativity to present a solution to a user problem; and

(E) work collaboratively in a team to devise and present an efficiency or enhancement solution to a user issue within a given timeline, while incorporating empathy methodology, agile, and design principles.

(2) The student applies professional communications strategies. The student is expected to:

(A) revise presentations for audience, purpose, situation, and intent;

(B) interpret and clearly communicate information, data, and observations;

(C) apply active listening skills to obtain and clarify information;

(D) identify multiple viewpoints of potential diverse users; and

(E) define and exhibit public relations skills that are used by UX designers.

(3) The student describes the field of UX and common elements in user-centered design. The student is expected to:

(A) analyze the current trends and challenges of the UX field;

(B) analyze and describe the diversity of roles and career opportunities across the UX field;

(C) define terminology associated with UX, including user, user experience, human-centered design, design thinking, persona, user journey, empathy map, mind maps, roadmaps, wireframes, prototypes, and portfolios;

(D) identify and explain the differences between relevant, friendly, and useful experience design;

(E) identify and explain the connection between psychology and behavior with regard to usability;

(F) explain the components of the design thinking methodology for ideation, iteration, co-creation, development, and execution; and

(G) explain how UX design affects everyday lives.

(4) The student discusses and applies the legal and ethical practices that UX designers follow when working with technology, designs, and clients. The student is expected to:

(A) identify and explain ethical use of technology;

(B) explain intellectual property laws, including copyright, trademarks, and patents, and consequences of violating each type of law;

(C) identify violations of intellectual property laws;

(D) explain the consequences of plagiarism; and

(E) demonstrate ethical use of online resources, including using proper citations and avoiding plagiarism.

(5) The student identifies and demonstrates introductory observation and research methods. The student is expected to:

(A) describe the difference between qualitative and quantitative data;

(B) conduct user interviews to gather insights into what users think about a site, an application, a product, or a process;

(C) organize ideas and user data using software tools;

(D) analyze and draw conclusions from qualitative user data collection;

(E) observe and document how users perform tasks through task analysis observations;

(F) define affinity and explain the benefits of affinity and customer journey maps;

(G) use data summaries from user interviews to create personas; and

(H) create a report or presentation, including user interview and observation data summaries, data analysis, and additional findings, for a target audience.

(6) The student applies an understanding of psychological principles used in user-centered design. The student is expected to:

(A) identify and define design principles;

(B) describe how visceral reactions inform the creation of a positive user experience;

(C) select colors to influence human behavior, the human mind, and reactions toward an intended outcome;

(D) explain recognition and scanning patterns and their importance in user-centered design;

(E) define Hick's Law and Weber's Law and explain their impact on UX design decisions;

(F) describe sensory adaptation phenomenon and perceptual set; and

(G) explain the stages of human information processing, including sensing, perceiving, decision-making, and acting.

(7) The student creates effective, accessible, usable, and meaningful solutions for the end user by using UX design principles. The student is expected to:

(A) identify end-user problems and needs in real-world environments;

(B) identify principles of accessibility such as perceivable, operable, understandable, and robust (POUR);

(C) identify and discuss the differences and connections between UX Design, Visual Design, and User Interaction in regard to usability;

(D) communicate potential solutions and ideas with a storytelling approach;

(E) sketch and refine designs within wire-framing and prototypes; and

(F) implement iterations for a design solution using structured testing protocols.

(8) The student collaborates with others to apply UX project management methods. The student is expected to:

(A) identify the relationship between UX research and design-thinking methods; and

(B) explain three different stages and roles of UX project management methods such as agile methods.

(9) The student applies UX design practices and uses technology to create digital assets. The student is expected to:

(A) use design elements such as typeface, color, shape, texture, space, and form to create a visual narrative;

(B) implement design principles such as unity, harmony, balance, scale, novelty, hierarchy, alignment, and contrast to create visual narratives;

(C) identify and explain common elements of Hyper Text Markup Language (HTML) such as tags, style sheets, and hyperlinks;

(D) apply UX design techniques in order to:

(i) create effective user interfaces for browser-based, native, and hybrid mobile applications;

(ii) demonstrate proper use of vector and raster-based design software;

(iii) explain the difference between back-end and front-end development in UX; and

(iv) create a web page containing links, graphics, and text using appropriate design principles;

(E) demonstrate basic sketching skills;

(F) create wireframes using design software;

(G) explain how design fidelity, from sketch to wireframe to prototype to visuals, aligns with and supports agile methodology; and

(H) produce digital assets.

§127.691. Advanced User Experience Design (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12. Required prerequisite course: Foundations of User Experience.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, digital interactions, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) The Advanced User Experience (UX) Design course allows students to apply skills in science and art to integrate technology as a useful, meaningful, memorable, and accessible source for all users. Students will use knowledge from the Foundations of User Experience course to expand the research, design process, testing, and communication skills essential for success in this user-focused career field.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills in the IT field with a focus in the area of UX. The student is expected to:

(A) identify job opportunities in UX and individual skills and abilities needed to apply;

(B) describe and use effective interpersonal and communication skills;

(C) identify and practice the skills associated with at least one UX professional certification;

(D) create a resume and portfolio for a UX position; and

(E) demonstrate adaptability and flexibility by adjusting project outcomes from peer-review and critique.

(2) The student understands and demonstrates legal and ethical procedures for UX designers as they apply to the use of information technology. The student is expected to:

(A) identify intellectual property violations within given scenarios; and

(B) formulate and communicate visually, orally, or in writing the ramifications and consequences of plagiarism and copyright infringement within a business context.

(3) The student connects and applies UX design conceptual foundations with real-world scenarios. The student is expected to use proper terms and professional language for UX design context, both orally and in written form.

(4) The student uses different options of project management to produce a successful UX design. The student is expected to:

(A) identify different stages of the UX design process, including research, identification of problem, ideation, prototyping, and testing, and apply these stages to refine or create products;

(B) test partial products during the UX design process and analyze results to inform the refinement phase;

(C) explain the conceptual design, content strategy, and ways to get feedback from various users and stakeholders in the project; and

(D) demonstrate effective time-management and planning to complete project tasks.

(5) The student collects and interprets data through the use of UX tools and protocols. The student is expected to:

(A) create templates for questionnaires, data collection, and summary reports;

(B) analyze data and create a summary of project conclusions that include insights into affordances and constraints of the project design;

(C) distinguish differences in qualitative research methods such as user interviews, ethnography, field studies, focus groups, and usability testing; and

(D) identify and use quantitative methods such as A/B testing, card sorting, heat maps, analytics, and user surveys.

(6) The student creates and analyzes prototypes for UX design products. The student is expected to:

(A) identify a UX problem and list potential solutions;

(B) evaluate potential solutions and create an action plan to address a problem based on desired features and requirements for a UX design product;

(C) create a presentable content strategy and develop conceptual designs and symbolic messages for a UX design prototype;

(D) generate possible solutions with ideation methods such as unstructured discussion, storyboards, brainstorming, role playing, game storming, mind mapping, teamwork games, and sketching;

(E) refine and select ideas for prototyping with a people-centered rationale for the decision;

(F) create low-fidelity prototypes, including sketches, paper models, and click-through prototypes; and

(G) create mockups and high-fidelity prototypes, including digital and physical versions.

(7) The student structures solutions while applying UX design principles. The student is expected to:

(A) explain how the connected layouts, blocks of content, visual designs, and navigation requirements enhance user experience;

(B) explain how the distinguishing of channels and formats during website development impacts usability across different devices;

(C) develop and implement design activities for co-creation, peer-review, and collaborative feedback;

(D) test and evaluate navigation experiences and compare results with current competitors; and

(E) incorporate best practices for references, including adding the designer's voice and signature.

(8) The student describes best practices and plans for a usability test. The student is expected to:

(A) create a usability test plan that includes cognitive, perceptual, emotional, and cultural information about users, data collection requirements, and user testing methods;

(B) execute testing methodologies and collect data for analysis purposes; and

(C) present conclusions and recommendations that apply design principles, communication, and creative skills.

§127.695. Information Technology Troubleshooting (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Information Technology and Computer Maintenance/Lab. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry-level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) The Informational Technology Troubleshooting course is about applying logic over technical components to identify and resolve problems. The course focuses on developing a methodical approach in IT troubleshooting and leveraging those skills in a workplace environment. In this course, students learn and use proven troubleshooting methods and apply those in a collaborative workplace setting. Students develop personal success skills, including time management and personal accountability measures, strategies for collaboration and teamwork, and effective written and verbal communication skills. The knowledge and skills acquired in the course enables students to use IT resources and data safely, ethically, and within legal guidelines. Students work within a service level model that helps them to interpret, clarify, and diagnose issues with hardware, software, and networking.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) describe the benefits of effective time management and explain how to manage the use of one's time efficiently;

(B) describe and demonstrate the behaviors of an effective team member;

(C) explain the importance of emotional intelligence in the role of an IT support specialist;

(D) describe and apply strategies to resolve conflicts;

(E) identify and employ active listening skills, including paraphrasing and asking questions for clarification;

(F) communicate effectively orally and in writing when communicating with others, including team members, clients/customers, and others;

(G) identify and apply best practices for email communications;

(H) interpret technical language, documents, and diagrams and translate them into lay terminology;

(I) demonstrate the use of proper grammar and spelling and capture complete thoughts in communications and documentation; and

(J) investigate and discuss potential IT pathways for IT support specialists.

(2) The student develops and models customer-service skills. The student is expected to:

(A) identify and model the characteristics of excellent customer service;

(B) list and demonstrate the steps for opening and greeting a contact;

(C) explain the benefits of using a client's name;

(D) identify habits and situations to avoid when interacting with a client;

(E) explain the importance of keeping clients informed of status changes;

(F) list and demonstrate the steps for putting a client on hold or transferring a call;

(G) identify and demonstrate techniques and strategies for handling difficult calls and situations; and

(H) document all client communications and outcomes clearly and appropriately.

(3) The student applies procedures for various support interaction types. The student is expected to:

(A) describe the primary responsibilities and skills of an IT support specialist and how to deliver consistent, quality service;

(B) explain and demonstrate safety procedures for unpacking, handling, and repacking replacement parts;

(C) describe when to use various support delivery methods and technologies such as in-person, email, phone, web, and remote access;

(D) demonstrate the use of various support delivery models, including in-person, email, phone, web, and remote access technologies, to troubleshoot an issue; and

(E) describe the purpose and value of the security management process and the IT support specialist's role in that process.

(4) The student implements proven troubleshooting methods and strategies within the context of a service level model. The student is expected to:

(A) implement and explain a troubleshooting process for diagnosing issues with hardware, software, and the network;

(B) explain the importance of clearly documenting progress throughout the troubleshooting process;

(C) describe activities common to help desk service level model and incident management processes;

(D) interpret and clarify different types of incidents, problems, and events submitted in the help desk service model or trouble ticketing system;

(E) describe an operational level agreement (OLA) and the role of the IT support specialist in an OLA;

(F) describe what is meant by escalation and the reasons an incident may be escalated;

(G) identify and apply relevant system updates for supported devices; and

(H) describe service and support center metrics, including a service level target and the IT support specialist's role in monitoring and reviewing data related to these metrics.

(5) The student describes and applies best practices for the safe, ethical, and legal use of resources and information. The student is expected to:

(A) demonstrate and describe positive digital citizenship and acceptable use policy when using digital resources;

(B) describe best practices for creating passwords such as increasing password length and password complexity, enforcing password blacklists, resetting passwords, limiting password entry attempts, and using multi-factor authentication;

(C) examine, describe, and demonstrate the use of guidelines for using media, information, and applications protected by copyright;

(D) compare and explain copyright, fair use, public domain, and Creative Commons licensing;

(E) identify and apply licensing guidelines for software, media, and other resources;

(F) explain the importance and uses of encryption;

(G) describe and demonstrate best practices for handling confidential information;

(H) analyze cyber threats and social engineering vulnerabilities and discuss ways to prevent them;

(I) describe various types of security policies and summarize the importance of physical security and logical security measures;

(J) explain the importance of reporting security compromises such as addressing prohibited content and activity; and

(K) identify and demonstrate appropriate data destruction and disposal methods relevant to a given scenario.

(6) The student applies foundational knowledge and skills for the installation, configuration, operation, and maintenance of desktops and workstations. The student is expected to:

(A) explain the procedure used to install and configure motherboards, central processing units (CPUs), and add-on cards relevant to a given scenario such as a custom personal computer configuration to meet customer specifications;

(B) describe how to implement security best practices to secure a workstation, including software-based computer protection tools such as software firewalls, antivirus software, and anti-spyware;

(C) demonstrate how to identify symptoms or error codes, including no power, no POST, no BOOT, and no video, that indicate device issues and explain how to troubleshoot symptoms or error codes;

(D) describe the process used to install, troubleshoot, and replace random-access memory (RAM) types and data storage;

(E) describe how to troubleshoot, clean, repair, or replace internal components, including heat sink units and thermal paste, exhaust vents and fans, power supply units, power adapters, batteries, wireless elements, and wireless wide area network (WWAN) components;

(F) explain the importance of conducting periodic maintenance, including both physical and electronic cleaning, disk checks, routine reboots, data dumps, and testing; and

(G) describe and demonstrate how to prevent, detect, and remove malware using appropriate tools and methods.

(7) The student applies foundational knowledge and skills about the installation, configuration, operation, and maintenance of operating systems (OS) and software. The student is expected to:

(A) describe and demonstrate the use of OS features and tools relevant to given scenarios;

(B) describe and demonstrate the use of OS utilities relevant to given scenarios;

(C) execute OS command-line tools such as ipconfig, netstat, dir, nbtstat;

(D) troubleshoot and document OS problems relevant to a given scenario;

(E) demonstrate how to use features and tools of various operating systems properly;

(F) troubleshoot and document problems in various operating systems; and

(G) explain database concepts and the purpose of a database.

(8) The student installs, configures, operates, maintains, and troubleshoots issues related to peripheral devices relevant to a given scenario. The student is expected to:

(A) explain and demonstrate how to install, configure, maintain, and troubleshoot storage devices;

(B) explain and demonstrate how to install, configure, maintain, and troubleshoot printers, copiers, and scanners, including small office home office (SOHO) multifunction devices and printers;

(C) explain and demonstrate how to install, configure, maintain, and troubleshoot video projectors and video displays; and

(D) explain and demonstrate how to install, configure, maintain, and troubleshoot multimedia devices such as sound cards, speakers, microphones, and webcams.

(9) The student monitors current issues related to the installation, configuration, operation, and maintenance of laptops, tablets, and other mobile devices, including internet of things (IoT) devices. The student is expected to:

(A) explain and demonstrate how to install and configure laptop and netbook hardware to meet customer specifications;

(B) explain and demonstrate how to install components within the display of a laptop;

(C) explain and demonstrate how to connect and configure accessories and ports of mobile devices;

(D) analyze and apply methods used to secure mobile devices;

(E) configure mobile device network connectivity and application support;

(F) demonstrate proper methods to perform mobile device synchronization such as synchronizing information to a laptop or desktop computer; and

(G) explain and demonstrate how to troubleshoot issues relevant to mobile devices, OS, and applications.

(10) The student troubleshoots issues with wired and wireless networks and cloud computing resources. The student is expected to:

(A) explain and demonstrate how to install, configure, and secure a wired network;

(B) explain and demonstrate how to install, configure, and secure a wireless network;

(C) compare wireless security protocols and authentication methods;

(D) analyze, describe, and troubleshoot wired and wireless network problems;

(E) demonstrate the use of appropriate networking tools to fix network issues safely;

(F) explain how computing devices such as laptops and cell phones connect and share data;

(G) describe the components of cloud-computing architectures and features of cloud-computing platforms; and

(H) analyze, describe, and troubleshoot cloud computing resources.

§127.696. Engineering Applications of Computer Science Principles (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 9-12. Prerequisite: Algebra I. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialists and network analysts.

(3) Engineering Applications of Computer Science Principles teaches rigorous engineering design practices, engineering habits of mind, and the foundational tools of computer science. Students apply core computer science principles to solve engineering design challenges that cannot be solved without such knowledge and skills. Students use a variety of computer software and hardware applications to complete projects.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) cooperate, contribute, and collaborate as a member of a group to attain agreement and achieve a collective outcome;

(B) present written and oral communication in a clear, concise, and effective manner;

(C) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results;

(D) identify tasks and complete tasks with the highest standards to ensure quality products and services; and

(E) analyze cost savings by using a simulation to run experiments before committing more resources.

(2) The student applies concepts of critical thinking and problem solving to engineering applications in computer science. The student is expected to:

(A) identify, analyze, and discuss elements of an engineering problem to develop creative and innovative solutions;

(B) identify, analyze, and discuss the elements and structure of a programming problem to develop creative and innovative solutions;

(C) identify and discuss pertinent information from a customer and existing program for solving a problem;

(D) compare and discuss alternatives to a solution using a variety of problem-solving and critical-thinking skills; and

(E) conduct research to gather technical information necessary for decision making.

(3) The student conducts computer science and engineering laboratory activities using safe and environmentally appropriate practices. The student is expected to:

(A) identify and demonstrate safe practices during hands-on cutting and building activities during computer science and engineering laboratory activities;

(B) identify and demonstrate safe use and storage of electrical components; and

(C) identify and demonstrate appropriate use and conservation of resources, including disposal, reuse, or recycling of materials.

(4) The student applies ethical considerations in designing solutions. The student is expected to:

(A) define and evaluate constraints pertaining to a problem;

(B) identify safety considerations in designing engineering solutions with respect to the system, engineer, and user; and

(C) investigate and explain the importance and application of relevant legal and ethical concepts in computer science such as intellectual property, use of open-source software, attribution, patents, and trademarks.

(5) The student demonstrates an understanding of the structured methods used to collect and analyze information about customer needs. The student is expected to:

(A) analyze information provided by the customer to identify customer needs;

(B) create a process flow diagram based on customer needs to generate ideas for potential user actions, product functions, and design opportunities;

(C) develop a flowchart for a program using the results of a process flow diagram;

(D) create a target specifications table;

(E) identify and describe similar existing solutions; and

(F) construct a functional model based on customer needs to generate ideas for potential user actions, product functions, and design opportunities.

(6) The student develops a user interface and supplemental instructions. The student is expected to:

(A) identify essential tasks to be completed by the user;

(B) identify points of potential confusion or unexpected input by the user;

(C) design a software or user interface that clearly communicates to the user how to complete desired tasks;

(D) develop supplemental user instructions to inform the user of items that cannot be incorporated into an interface such as how to start the program or frequently asked questions;

(E) test a program and the program instructions with an individual who is not familiar with the project;

(F) evaluate and discuss feedback and results from new user testing;

(G) improve and refine a program and the program instructions based on feedback and results of testing; and

(H) re-test a program and the program instructions as necessary after modifications have been made in response to testing and identify any next steps.

(7) The student systematically reverse engineers a product, examines ways to improve the product, and identifies the type of redesign required to make that improvement. The student is expected to:

(A) write and perform tests, including break testing, for an existing program to determine functionality;

(B) describe unexpected findings from deconstructing existing code;

(C) examine and discuss relevant software libraries to determine their uses and functionality;

(D) construct a flowchart for an existing program;

(E) compare a program's current functionality to the customer's needs;

(F) identify and add missing customer specifications or needs to a program's flowchart;

(G) develop and explain new code that includes customer specifications or improves a product; and

(H) compare and discuss the predicted versus actual functionality of a product to generate ideas for redesign.

(8) The student applies concept generation and selection skills. The student is expected to:

(A) create and explain a black box and functional model of a system;

(B) implement brainstorming, mind mapping, concept sketching, and gallery walk activities to produce new ideas; and

(C) apply concept selection techniques such as a Pugh chart or a weighted decision matrix to design decisions.

(9) The student develops and applies engineering design process skills. The student is expected to:

(A) select and use appropriate tools and techniques to support design activities;

(B) report information about software design solutions in an engineering notebook;

(C) develop, test, and refine programming concepts throughout the development process;

(D) interpret and use an electrical diagram to build a circuit;

(E) create a circuit using a microcontroller, a breadboard, and multiple components;

(F) explain and apply the design process from different starting points by beginning with a baseline design;

(G) use a model or simulation which represents phenomena and mimics real-world events to develop and test hardware;

(H) critique and explain the usefulness and limitations of certain models;

(I) develop a prototype solution; test the prototype solution against requirements, constraints, and specifications; and refine the prototype solution; and

(J) report and describe a product's final design after the prototyping phase.

(10) The student applies mathematics and algorithms in programs. The student is expected to:

(A) apply mathematical concepts from algebra, geometry, trigonometry, and calculus to calculate the angle of a joint;

(B) apply mathematical calculations cyclically in a program using algorithms; and

(C) evaluate and verify algorithms for appropriateness and efficiency.

(11) The student develops computer programs to support design solutions. The student is expected to:

(A) design and explain software interfaces that communicate with hardware;

(B) identify and apply relevant concepts from computer science, science, and mathematics such as functions, electricity, and mechanics; and

(C) employ abstraction in a program by representing numerical sensor readouts distance and brightness ranges in more intuitive variables and functions.

(12) The student develops and applies computer science skills. The student is expected to:

(A) integrate small discrete programs into a larger complete program solution using systems-thinking skills;

(B) use intuitive variable names correctly and add comments to code to improve readability;

(C) employ abstraction in a program by representing images as data arrays and representing numerical tone frequencies as variables;

(D) convert image information into the correct data type necessary for given library functions;

(E) develop an algorithm that includes logic such as "while" and "if" to accept user trackbar input and display image changes in real time;

(F) develop flowcharts, pseudocode, and commented code to document and explain software design solutions;

(G) design software interfaces that communicate with users and hardware;

(H) employ abstraction to program to an interface, treating imported code as a "black box";

(I) employ abstraction by representing a joint as four points in a plane; and

(J) select and apply correct programming vocabulary and programming skills during program development.

(13) The student develops and uses computer programs to process data and information to gain insight and discover connections to support design solutions. The student is expected to:

(A) explain how to organize complex image and video data for processing;

(B) analyze complex data to make decisions and instruct users; and

(C) develop programs that use incoming data and algorithms to create output data, information, and commands.

§127.697. Geographic Information Systems (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Art, Audio/Video Technology, Principles of Information Technology, Physics for Engineers, or Principles of Applied Engineering. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) The Geographic Information Systems (GIS) course employs an analytic process using industry standard software to find trends and patterns in collected data. Whether collecting data first-hand or from reputable websites, GIS aims to use scientific methods to find solutions to various problems and issues.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) produce effective written and oral communication;

(B) describe and demonstrate appropriate verbal and nonverbal communication skills;

(C) describe employers' expectations, appropriate work habits, and good citizenship skills;

(D) identify career development and opportunities in the GIS industry and related industries;

(E) identify and apply competencies related to resources, information, and systems of operation in the geographical information technology industry;

(F) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(G) identify and explain the appropriate use of types of personal protective equipment used in the GIS industry; and

(H) explain and give examples of safety and health training requirements specified by standard setting organizations.

(2) The student demonstrates knowledge and appropriate use of computer hardware components and software programs and examines how hardware and software are interrelated. The student is expected to:

(A) use operating systems, software applications, and communication and networking components appropriately;

(B) compare and appropriately use various input, processing, output, and primary/secondary storage devices;

(C) evaluate and select software based on quality, appropriateness, effectiveness, and efficiency; and

(D) solve digital file format and cross platform connectivity compatibility issues.

(3) The student uses data input skills. The student is expected to:

(A) incorporate into a product and use a variety of input devices such as keyboard, scanner, or mouse appropriately; and

(B) use digital keyboarding standards for the input of data.

(4) The student demonstrates knowledge and understanding of what GIS is and the use of GIS technology in different career fields. The student is expected to:

(A) identify historical and contemporary developments in GIS;

(B) describe the basic components of GIS; and

(C) identify appropriate application of GIS technologies in different career fields.

(5) The student demonstrates knowledge and appropriate use of database software. The student is expected to:

(A) design and construct a relational database from a geographic data model using a database software;

(B) use joins, hyperlinks, and relational linking appropriately within a database;

(C) convert data into a data depiction using classifications; and

(D) transfer data from different sources into a database for storage and retrieval.

(6) The student demonstrates knowledge and appropriate use of spatial databases and sources. The student is expected to:

(A) identify and use appropriately various spatial databases and sources such as digital terrain models, digital orthophoto quadrangles, geographic databases, land use and land cover data, digital imagery, hydrographic spatial data, and demographic data; and

(B) describe and demonstrate appropriate use of spatial analysis.

(7) The student demonstrates knowledge and appropriate use of GIS software. The student is expected to:

(A) determine the appropriate software tool from GIS to use for a given task or project;

(B) create queries and spatial queries for finding features, borders, centroids, and networks and determining distance, length, and surface measurements and shapes;

(C) describe characteristics of maps and spatial data; and

(D) identify and use geographical scales, coordinates, and specific map projections.

(8) The student demonstrates knowledge and appropriate use of GIS data collection devices. The student is expected to:

(A) plan and conduct supervised GIS and Global Positioning System (GPS) experiences;

(B) initialize and prepare a GPS receiver for data collection;

(C) collect geographical coordinates from a GPS receiver; and

(D) transfer data from a GPS device to a personal computer.

(9) The student acquires electronic information in a variety of formats. The student is expected to:

(A) collect electronic information in various formats, including text, audio, video, and graphics; and

(B) gather authentic data from a variety of electronic sources to use for individual and group GIS projects.

(10) The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) explain project management guidelines for designing and developing GIS projects; and

(B) design solutions for a project using visual organizers such as flowcharts or schematic drawings.

(11) The student produces a product using a variety of media. The student is expected to:

(A) publish information in a variety of formats, including hard copies and digital formats; and

(B) prepare a presentation of GIS information using graphs, charts, maps, and presentation software.

(12) The student examines GIS maps, reports, and graphs. The student is expected to:

(A) explain industry-standard legends used in GIS;

(B) describe symbols, scaling, and other map elements used in GIS;

(C) generate GIS reports and graphs; and

(D) create maps using a variety of map display types such as choropleth, heat maps, dot density maps, topographic maps, or graduated symbols maps.

§127.698. Raster-Based Geographic Information Systems (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Geographic Information Systems. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) In Raster-Based Geographic Information Systems (GIS), students study local problems; acquire information, including images or aerial photographs; process the acquired data; and merge the acquired data with vector data. Students plan, conduct, and present solutions for locally based problems.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) produce effective written and oral communication;

(B) describe and demonstrate appropriate verbal and nonverbal communication skills;

(C) describe and demonstrate various workplace expectations, including proper work attire and professional conduct;

(D) describe time-management skills, including prioritizing tasks, following schedules, and tending to goal-relevant activities to optimizes efficiency and results;

(E) explain the importance of punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks as directed;

(F) explain and discuss the responsibilities of workers and employers to promote safety and health in the workplace and the rights of workers to a secure workplace;

(G) identify and explain the appropriate use of types of personal protective equipment used in the GIS industry; and

(H) explain and give examples of safety and health training requirements specified by standard setting organizations.

(2) The student demonstrates knowledge of the GIS field and related careers. The student is expected to:

(A) identify employment and career opportunities in GIS-related fields;

(B) identify and explore career preparation learning experiences, including job shadowing, mentoring, apprenticeship training, and preparation programs;

(C) identify industry certifications for GIS-related careers, including careers related to raster-based GIS; and

(D) discuss and analyze ethical issues related to GIS and technology and incorporate proper ethics in submitted projects.

(3) The student explores various roles in team projects. The student is expected to:

(A) explain the importance of teamwork in the field of GIS;

(B) describe principles of effective teamwork, including collaboration and conflict resolution; and

(C) explain common characteristics of strong team leaders and team members.

(4) The student investigates the history and use of aerial photography. The student is expected to:

(A) explain fundamental principles of cameras and lenses as they pertain to GIS and aerial photography;

(B) research and explain the history of aerial photography, including aerial platforms;

(C) explain various uses of aerial photography;

(D) compare vertical and oblique aerial photography; and

(E) identify cities, bridges, shorelines, roads and other important features in aerial photos.

(5) The student develops an understanding of electromagnetic and thermal radiation. The student is expected to:

(A) explain how forms of radiation propagate through space and interact with matter;

(B) research and describe the behavior of waves, including refraction, scattering, absorption, and reflection, in relation to radiation;

(C) describe the properties and laws of thermal radiation;

(D) compare the particle and wave models of electromagnetic energy;

(E) differentiate maps based on electromagnetic versus thermal radiation imagery; and

(F) evaluate whether electromagnetic or thermal radiation imagery is appropriate based on the conditions.

(6) The student explores active and passive microwave remote sensing. The student is expected to:

(A) compare active and passive microwave remote sensing;

(B) explain geographic characteristics, including surface roughness, moisture content, vegetation, backscatter and biomass, and urban structures, detected by remote sensing images; and

(C) provide a detailed analysis of radar images.

(7) The student learns the functions and applications of the tools, equipment, and materials used in GIS and raster-based analysis. The student is expected to:

(A) describe how to use raster-based software;

(B) download spatial data and raster images and re-project the data and images to match the Digital Orthophoto Quadrangle (DOQ) or Digital Orthophoto Quarter Quadrangle (DOQQ);

(C) identify remote sensing equipment and describe the difference between the Global Positioning System (GPS) and the Global Navigation Satellite System (GLONASS);

(D) describe GPS measurements and perform measurements with handheld GPS devices using GPS or GLONASS systems; and

(E) compare the advantages, disadvantages, and limitations of remote or unmanned sensing.

(8) The student uses scientific practices in imagery analysis. The student is expected to:

(A) plan and implement investigative procedures, including asking questions, formulating testable hypotheses, and selecting, handling, and maintaining appropriate equipment and technology;

(B) collect GIS data;

(C) organize, analyze, evaluate, make inferences, and predict trends from GIS data; and

(D) communicate valid conclusions using appropriate GIS vocabulary, supportive maps, summaries, oral reports, and technology-based reports.

(9) The student uses project-management skills to research and analyze locally based problems. The student is expected to:

(A) identify and collect data necessary to evaluate a local problem, including defining the problem and identifying locations of the concern;

(B) develop a plan and project schedule for completion of a project developed to address a local concern using raster-based GIS technology;

(C) create a GIS map to illustrate a problem using remote sensing images gathered from sites such as the National Aeronautics and Space Administration, National Oceanic and Atmospheric Administrations, and United States Geological Survey;

(D) evaluate GIS map features to identify solutions to a problem;

(E) develop solutions to minimize, reverse, or solve problem using raster-based GIS technology; and

(F) organize and present findings related to a local problem in a final report or portfolio with data and solutions generated using raster-based GIS technology.

§127.699. Spatial Technology and Remote Sensing (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Geographic Information Systems and Raster-Based Geographic Information Systems. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Information Technology career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from software developer and programmer to cybersecurity specialist and network analyst.

(3) In Spatial Technology and Remote Sensing, students receive instruction in industry standard geospatial extension software and geospatial tools, including global positioning systems (GPS), and training in project management and problem solving related to geographic information systems (GIS).

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) produce effective written and oral communication;

(B) describe and demonstrate effective verbal and nonverbal communication skills;

(C) describe workplace expectations, including appropriate work attire and professional conduct;

(D) describe and demonstrate principles of effective teamwork, including collaboration and conflict resolution;

(E) describe and demonstrate effective use of time-management skills, including prioritizing tasks, following schedules, and tending to goal-relevant activities to optimize efficiency and results;

(F) explain the importance of punctuality, dependability, reliability, and responsibility in reporting for duty and performing assigned tasks with little or no direction; and

(G) identify consequences and appropriate actions related to discrimination, harassment, and inequality in the workplace.

(2) The student demonstrates knowledge of the GIS field and GIS-related careers. The student is expected to:

(A) identify employment and career opportunities in spatial technology and remote sensing related GIS fields;

(B) describe and explore career preparation learning experiences, including job shadowing, mentoring, apprenticeship training, and preparation programs;

(C) identify industry certifications for GIS-related careers, including careers that use or benefit from spatial technology; and

(D) analyze and discuss ethical issues related to the field of spatial technology and remote sensing technology and spatial technology and remote sensing technology projects.

(3) The student applies basic GIS software knowledge and skills to explore the use of various geographic projections in GIS software. The student is expected to:

(A) identify and use Mercator map projection;

(B) identify and use Albers conic map projection; and

(C) research and explain the evolution of and need for different map projections.

(4) The student explores the application of GPS technology. The student is expected to:

(A) define and use data terminology related to GPS;

(B) identify and use appropriately GPS receiver components;

(C) describe various applications of GPS coordinates such as locating fire hydrants, extinguishers, lighting, and parking lots; and

(D) compare the accuracy of GPS coordinates from different receivers such as smartphones, tablets, and GPS handheld devices.

(5) The student demonstrates knowledge and understanding of the types and components of unmanned remote sensing platforms. The student is expected to:

(A) identify major components of aerial, terrestrial, and submersible remote sensing platforms;

(B) determine the most appropriate remote sensing platform to use based on various conditions;

(C) differentiate the types of sensing systems used by each type of platform, including active, passive, spectrometer, radar, LiDAR, scatter meter, and laser altimeter platforms; and

(D) compare situations in which different unmanned remote sensing platforms and sensing systems might be used.

(6) The student demonstrates skills related to GIS data analysis. The student is expected to:

(A) evaluate findings and potential problems using GIS data;

(B) create models that represent collected GIS data;

(C) create, query, map, and analyze cell-based raster data; and

(D) analyze density, distance, and proximity of various data points using spatial analyst tools.

(7) The student analyzes geospatial socioeconomic data to create three-dimensional maps to demonstrate findings. The student is expected to:

(A) identify key sources of and gather and organize geospatial socioeconomic data;

(B) plan, organize, and create thematic maps;

(C) convert two-dimensional themes to a three-dimensional map to demonstrate features, distributions, and themes; and

(D) interpret, draw conclusions about, and justify findings related to geospatial socioeconomic data.

(8) The student uses spatial technology to develop and analyze a location map. The student is expected to:

(A) identify and collect data using GPS and unmanned systems and identify the boundaries and topography of a location;

(B) analyze how the location of a community impacts resources and hardships such as jobs or traffic in the community;

(C) create a map of a location that includes buildings and facilities, adjacent streets, and transportation sites using GIS software; and

(D) develop a map that includes categories for a facility's features such as restrooms, spaces allocated for core activities, emergency equipment, and excavation routes.

(9) The student documents spatial technology knowledge and skills. The student is expected to:

(A) create a spatial technology and remote sensing portfolio that includes attainment of technical skill competencies and samples of work such as location maps and spatial technology and remote sensing-based reports; and

(B) present a portfolio to peers or interested stakeholders.

ATTACHMENT VI
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter N. Law and Public Service

§127.773. Legal Research and Writing (One Credit), Adopted 2025.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Court Systems and Practices. Students shall be awarded one credit for successful completion of this course.

(c) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Law and Public Service Career Cluster focuses on planning, managing, and providing legal services, public safety, protective services, and homeland security, including professional and technical support services.

(3) Legal Research and Writing provides an introduction to the study and practice of legal writing and research. This course is designed to introduce students to the methods and tools used to conduct legal research, develop and frame legal arguments, produce legal writings such as briefs, memorandums, and other legal documents, study U.S. Constitutional law, and prepare for appellate argument(s).

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) 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.

(d) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to achieve business and industry employability skills standards such as attendance, on-time arrival, meeting deadlines, working toward personal and team goals every day, and ethical use of technology.

(2) The student conducts legal research. The student is expected to:

(A) plan a legal research strategy;

(B) access print and online research materials to find and analyze case law;

(C) describe the difference between mandatory and persuasive authority;

(D) research mandatory and persuasive case history using online databases such as Lexis-Nexis;

(E) explain how to shepardize case law;

(F) critique other's legal writing(s) to determine whether cited case law and other legal sources were correctly referenced and relied upon for precedential holdings;

(G) evaluate and apply concepts found in Bluebook citation rules to one's writing.

(3) The student prepares legal arguments. The student is expected to:

(A) read and analyze case law;

(B) read and analyze case procedural history;

(C) apply legal precedent to current legal issues; and

(D) develop arguments supported by case law research.

(4) The student understands and prepares legal documents. The student is expected to:

(A) use and interpret legal reference documents such as the Bluebook to follow and apply requirements for legal writing and citations;

(B) prepare legal briefs that include standard elements, including an introduction and table of authorities;

(C) prepare memorandums that follow a standard legal format; and

(D) prepare other legal documents such as demand letters and pleadings.

(5) The student studies and analyzes U.S. Constitutional law. The student is expected to:

(A) analyze the relationship between the U.S. Constitution, Common Law, and state and local law(s);

(B) analyze the legal, social, and historical implications of court decisions affecting the interpretation of the U.S. Constitution;

(C) predict possible outcomes of future cases and frame arguments in ways that are likely to garner the support of the judiciary;

(D) critique cases related to U.S. Constitutional law and other current legal issues such free exercise clause, establishment clause, due process, and equal protection; and

(E) critique cases related to current legal issues.

(6) The student participates in a class moot court simulation. The student is expected to:

(A) research case law on a current legal issue;

(B) read and evaluate appellant, respondent, and amici briefs associated with the chosen case;

(C) write an appellate brief; and

(D) prepare an oral argument and respond to questions during the presentation of the argument.

Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum (Second Reading and Final Adoption)

April 11, 2025

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

SUMMARY: This item presents for second reading and final adoption a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum. The proposed amendment would update the list of high school courses for science that are required to be offered to students.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a), and 28.025(b-1).

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, §28.025(b-1), requires the SBOE to determine by rule specific courses for graduation under the foundation high school program.

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 August 1, 2025. 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 2025-2026 school year. The earlier effective date will enable districts to begin preparing for implementation of the revised curriculum requirements.

PREVIOUS BOARD ACTION: The SBOE adopted 19 TAC Chapter 74, Subchapter A, effective September 1, 1996. Section 74.3 was last amended effective August 1, 2022. A discussion item regarding the proposed amendment to §74.3 was presented to the Committee of the Full Board at the September 2024 SBOE meeting. At the November 2024 meeting, the SBOE approved the proposed amendment to §74.3, as amended, for first reading and filing authorization. At the January 2025 SBOE meeting, the board postponed action on the item for second reading and final adoption until the April 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject. In late 2019, the SBOE began the process to review and revise the Texas Essential Knowledge and Skills (TEKS) for Kindergarten-Grade 12 science. In November 2020, the SBOE approved for second reading and final adoption revised TEKS for four high school science courses: Biology, Chemistry, Physics, and Integrated Physics and Chemistry (IPC). At the June 2021 SBOE meeting, the board approved for second reading and final adoption new TEKS for Specialized Topics in Science and revised standards for Aquatic Science, Astronomy, Earth Science Systems

(formerly titled Earth and Space Science), and Environmental Systems. The updated TEKS for high school science are being implemented beginning with the 2024-2025 school year.

Career and technical education (CTE) TEKS review work groups were convened from March-July 2021 to develop recommendations for certain CTE courses that satisfy a science graduation requirement. Proposed new TEKS for certain CTE courses that may satisfy science graduation requirements were approved for second reading and final adoption by the SBOE at the April 2024 SBOE meeting.

Additional CTE TEKS review work groups were convened from May-December 2024 to develop recommendations for a set of CTE courses in engineering. At the January 2025 SBOE meeting, the SBOE approved two CTE engineering courses to satisfy a high school science graduation requirement for first reading and filing authorization: Fluid Mechanics and Mechanics of Materials. At the January 2025 meeting, the SBOE postponed action on this item for second reading to provide an opportunity to consider adding Fluid Mechanics and Mechanics of Materials to the updated list of high school courses for science that are required to be offered to students. The proposed new engineering courses will be presented to the SBOE for second reading and final adoption as a separate item on this agenda.

The attachment to this item reflects the text of the proposed amendment to §74.3 for second reading and final adoption. The proposed amendment would align the required secondary curriculum in §74.3(b)(2)(C) with the updates to the secondary science course offerings made during recent TEKS revisions and add state-approved Advanced Placement (AP) science courses to the list of options from which districts must select two courses to offer in addition to Biology, Chemistry, Physics, and IPC.

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

TEA has determined that for the first five years the proposal is in effect (2025-2029), there are no additional costs to state or local government, including school districts and open-enrollment charter schools, 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would expand an existing regulation by updating the list of high school courses for science that are required to be offered to students.

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 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 ensure the course titles in the required curriculum align with titles in the TEKS and would add additional course options to students to support relevant and meaningful curriculum. 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 or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

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 2024 SBOE meeting, notice of the proposed amendment to §74.3 was filed with the Texas Register, initiating the public comment period. The public comment period began December 20, 2024, and ended at 5:00 p.m. on January 21, 2025, and the SBOE took registered oral and written comments on the proposal at the committee meeting in January 2025. A summary of public comments received was provided to the SBOE prior to and during the January 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum; and

Make an affirmative finding that immediate adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, is necessary and shall have an effective date of August 1, 2025. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.3. Description of a Required Secondary Curriculum.

(a) (No change.)

(b) Secondary Grades 9-12.

(1) A school district that offers Grades 9-12 must provide instruction in the required curriculum as specified in §74.1 of this title. The district must ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.

(2) The school district must offer the courses listed in this paragraph and maintain evidence that students have the opportunity to take these courses:

(A) English language arts--English I, II, III, and IV and at least one additional advanced English course;

(B) mathematics--Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications;

(C) science--Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two additional science courses selected from Aquatic Science, Astronomy, Earth Systems Science [~~Earth and Space Science~~] , Environmental Systems, Advanced Animal Science, [~~Advanced Biotechnology,~~] Advanced Plant and Soil Science, Anatomy and Physiology, Physics for Engineering, Biotechnology I, Biotechnology II, Engineering Design and Problem Solving, Food Science, Forensic Science, Medical Microbiology, Pathophysiology, Scientific Research and Design, [~~and~~] Engineering Science , Advanced Placement (AP) Biology, AP Chemistry, AP Physics 1: Algebra Based, AP Physics 2: Algebra Based, AP Environmental Science, AP Physics C: Electricity and Magnetism, and AP Physics C: Mechanics . The requirement to offer two additional courses may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students. Science courses shall include at least 40% hands-on laboratory investigations and field work using appropriate scientific inquiry;

(D) social studies--United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, Economics with Emphasis on the Free Enterprise System and Its Benefits, and Personal Financial Literacy and Economics. The requirement to offer both Economics with Emphasis on the Free Enterprise System and Its Benefits and Personal Financial Literacy and Economics may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students;

(E) physical education--at least two courses selected from Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, or Skill-Based Lifetime Activities;

(F) fine arts--courses selected from at least two of the four fine arts areas (art, music, theatre, and dance)--Art I, II, III, IV; Music I, II, III, IV; Theatre I, II, III, IV; or Dance I, II, III, IV;

(G) career and technical education-- three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of

Texas Education Agency-designated programs of study determined by enrollment as follows:

(i) one program of study for a district with fewer than 500 students enrolled in high school;

(ii) two programs of study for a district with 501-1,000 students enrolled in high school;

(iii) three programs of study for a district with 1,001-2,000 students enrolled in high school;

(iv) four programs of study for a district with 1,001-5,000 students enrolled in high school;

(v) five programs of study for a district with 5,001-10,000 students enrolled in high school; and

(vi) six programs of study for a district with more than 10,000 students enrolled in high school.

(H) languages other than English--Levels I, II, and III or higher of the same language;

(I) computer science--one course selected from Fundamentals of Computer Science, Computer Science I, or AP [~~Advanced Placement (AP)~~] Computer Science Principles; and

(J) speech--Communication Applications.

(3) Districts may offer additional courses from the complete list of courses approved by the State Board of Education to satisfy graduation requirements as referenced in this chapter.

(4) The school district must provide each student the opportunity to participate in all courses listed in subsection (b)(2) of this section. The district must provide students the opportunity each year to select courses in which they intend to participate from a list that includes all courses required to be offered in subsection (b)(2) of this section. If the school district will not offer the required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact. A school district must teach a course that is specifically required for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, the district must either teach the course every year or employ options described in Subchapter C of this chapter (relating to Other Provisions) to enable students to earn credit for the course and must maintain evidence that it is employing those options.

(5) For students entering Grade 9 beginning with the 2007-2008 school year, districts must ensure that one or more courses offered in the required curriculum for the recommended and advanced high school programs include a research writing component.

(c) (No change.)

COMMITTEE ON INSTRUCTION

Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education (Second Reading and Final Adoption)

April 11, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item presents for second reading and final adoption the proposed repeal of 19 Texas Administrative Code (TAC) Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education. The proposed rule actions would repeal career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) in 19 TAC Chapter 130 and move the TEKS to 19 TAC Chapter 127 in order to ensure that all CTE TEKS are in the same chapter in administrative rule. The proposed rule action would also move some existing courses within 19 TAC Chapter 127 to reorganize the chapter.

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

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 identify by rule 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.

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 repeal and revisions is August 1, 2025. 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 2025-2026 school year. The earlier effective date will ensure the TEKS are available in their new location in time for districts of innovation with an earlier school start date to implement at the beginning of the school year districts.

PREVIOUS BOARD ACTION: The SBOE adopted the TEKS for CTE effective September 1, 1998. The SBOE approved revisions to the CTE TEKS in Chapter 127 and new Chapter 130, Subchapters A-P, effective August 23, 2010. In 2015, the CTE TEKS were amended effective August 28, 2017. In 2018, the SBOE adopted revisions to 19 TAC Chapter 130, Subchapters B, H, M, and O, effective March 27, 2018. In 2020, the SBOE approved revisions to the CTE TEKS in 19 TAC Chapter 130, Subchapters A, C, K, O, and Q, effective August 1, 2020.

At the November 2021 meeting, the board approved new CTE TEKS in 19 TAC Chapter 127, Subchapters G, I, J, M, and O, effective April 26, 2022. At the January 2022 SBOE meeting, the board approved the repeal of CTE TEKS in 19 TAC Chapter 130, Subchapters E, G, H, I, L, and O, and new

CTE TEKS in 19 TAC Chapter 127, Subchapters G, I, J, M, and O, effective April 7, 2022. The board approved new CTE TEKS in 19 TAC Chapter 127, Subchapters G and O, at the April 2022 meeting, effective June 14, 2022. At the June 2022 meeting, the board approved the repeal of CTE TEKS in 19 TAC Chapter 127, Subchapters G, I, and O, and Chapter 130, Subchapter J, effective August 1, 2022, and approved new CTE TEKS in 19 TAC Chapter 127, Subchapter O, effective August 7, 2022. At the June 2023 meeting, the board approved the repeal of CTE TEKS in 19 TAC Chapter 127, Subchapters I, M, and O, effective August 1, 2023. The board approved new CTE TEKS in 19 TAC Chapter 127, Subchapters B and F, at the November 2023 meeting, effective February 13, 2024. At the April 2024 meeting, the board approved for second reading and final adoption new CTE TEKS in 19 TAC Chapter 127, Subchapters C, O, and P. The board approved the repeal of CTE TEKS in 19 TAC Chapter 127, Subchapters B, G, I, J, and O, and Chapter 130, Subchapters J and N, at the June 2024 meeting, effective August 1, 2024. At the September 2024 meeting, the board discussed the proposed repeal of remaining CTE TEKS in 19 TAC Chapter 130, and proposed revisions to 19 TAC Chapter 127 to relocate and reorganize all CTE TEKS within Chapter 127. The board approved for first reading and filing authorization the proposed repeal of remaining CTE TEKS in 19 TAC Chapter 130 and proposed revisions to 19 TAC Chapter 127 at the January 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: In accordance with statutory requirements that the SBOE identify by rule the essential knowledge and skills of each subject in the required curriculum, the SBOE follows a board-approved cycle to review and revise the essential knowledge and skills for each subject.

The TEKS for courses associated with 14 CTE career clusters are codified by subchapter in 19 TAC Chapters 127 and 130. In December 2020, the SBOE began initial steps to prepare for the review and revision of CTE courses in programs of study for the education and training; health science; and science, technology, engineering, and mathematics career clusters. Two additional courses eligible to satisfy a graduation requirement in science were also part of the review. The board approved for second reading and final adoption new TEKS for these courses in November 2021 and January, April, and June 2022.

At the November 2023 SBOE meeting, the board approved new CTE TEKS in 19 TAC Chapter 127 for courses in career preparation and entrepreneurship, which became effective February 13, 2024, and were implemented beginning in the 2024-2025 school year. At the April 2024 meeting, the board approved new CTE TEKS in 19 TAC Chapter 127 for courses in agribusiness, animal science, plant science, aviation maintenance, and engineering that will be implemented beginning in the 2025-2026 school year.

Due to the current structure of 19 TAC Chapter 130, there are not enough sections to add new CTE courses under consideration in their assigned subchapters. To accommodate the addition of new and future courses, the board began the process of moving the CTE TEKS from Chapter 130 to Chapter 127 in order to keep all the TEKS together in administrative rule and avoid confusion. In addition, current subchapters in 19 TAC Chapter 127 will be assigned new subchapters within the same chapter. The related implementation sections will be repealed and will not be re-proposed. Instead, implementation information will be added to each individual course.

The proposed repeal of CTE courses in 19 TAC Chapter 130 and proposed revisions to courses in 19 TAC Chapter 127 were approved for first reading and filing authorization at the January 2025 meeting. At the January 2025 SBOE meeting, the SBOE approved adding to the introductions the level of each course identified in a CTE program of study.

The attachment to this item provides a crosswalk between the current TEKS in Chapters 127 and 130 that would be repealed and the new location of those TEKS in Chapter 127. The text of sections in Chapters 127 and 130 that will be repealed and moved to Chapter 127 is not included as an attachment to this item

due to the volume of rules; however, the rules are viewable on the Texas Education Agency (TEA) website at https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-127 and https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-130.

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

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, 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: No changes have been made to this section since published as proposed.

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. During the first five years the proposed rulemaking would be in effect, it would repeal existing regulations and create new regulations by transferring existing CTE TEKS from Chapters 127 and 130 to new locations in Chapter 127.

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 expand or limit 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 improve access to and organization of the CTE TEKS and avoid confusion regarding the revised TEKS. 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 or reporting impact.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed.

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 January 2025 SBOE meeting, notices of the proposed repeal of 19 TAC Chapter 130 and proposed revisions to 19 TAC Chapter 127 were filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. 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 April 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education; and
>
> Make an affirmative finding that immediate adoption of the proposed repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, is necessary and shall have an effective date of August 1, 2025. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Crosswalk of Current Section Numbers of CTE TEKS in 19 TAC Chapter 130 and New Section Numbers in Chapter 127 Relating to Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

ATTACHMENT

Crosswalk of Current Section Numbers of CTE TEKS in 19 TAC Chapter 130 and New Section Numbers in Chapter 127 Relating to Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Current Subchapter/Section Number	New Section Number
Ch. 127. Subchapter O. STEM	**Ch 127. Subchapter B. High School**
§127.758. Scientific Research and Design, (One Credit), Adopted 2015	No new course required. Replaced by new §127.796. Scientific Research and Design, (One Credit), Adopted 2024, effective September 9, 2024, implementation August 1, 2025
§127.796. Scientific Research and Design, (One Credit), Adopted 2024	127.18
Ch 130. Subchapter A. Agriculture, Food, and Natural Resources	**Ch 127. Subchapter C. Agriculture, Food, and Natural Resources**
§130.1. Implementation of Texas Essential Knowledge and Skills for Agriculture, Food, and Natural Resources, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
§130.2. Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2015.	No new course required. §127.30. Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2024, effective September 9, 2024
§130.3. Professional Standards in Agribusiness (One-Half Credit), Adopted 2015.	No new course required. §127.45. Professional Standards and Communication in Agribusiness (One Credit), Adopted 2024, effective September 9, 2024
§130.4. Agribusiness Management and Marketing (One Credit), Adopted 2015.	No new course required. §127.46. Agribusiness Management and Marketing (One Credit), Adopted 2024, effective September 9, 2024
§130.5. Mathematical Applications in Agriculture, Food, and Natural Resources (One Credit), Adopted 2015.	§127.31
§130.6. Equine Science (One-Half Credit), Adopted 2015.	No new course required. §127.48. Equine Science (One-Half Credit), Adopted 2024, effective September 9, 2024
§130.7. Livestock Production (One Credit), Adopted 2015.	No new course required. §127.49. Livestock & Poultry Production (One Credit), Adopted 2024, effective September 9, 2024
§130.8. Small Animal Management (One-Half Credit), Adopted 2015.	No new course required. §127.50. Small Animal Management (One-Half Credit), Adopted 2024, effective September 9, 2024
§130.9. Veterinary Medical Applications (One Credit), Adopted 2015.	No new course required. §127.51. Veterinary Science (One Credit), Adopted 2024, effective September 9, 2024
§130.10. Advanced Animal Science (One Credit), Adopted 2015.	No new course required. §127.52. Advanced Animal Science (One Credit), Adopted 2024, effective September 9, 2024

Current Subchapter/Section Number	New Section Number
§130.11. Energy and Natural Resource Technology (One Credit), Adopted 2015.	§127.32
§130.12. Advanced Energy and Natural Resource Technology (One Credit), Adopted 2015.	§127.33
§130.15. Food Technology and Safety (One Credit), Adopted 2015.	§127.34
§130.16. Food Processing (One Credit), Adopted 2015.	§127.35
§130.17. Wildlife, Fisheries, and Ecology Management (One Credit), Adopted 2015.	§127.36
§130.18. Forestry and Woodland Ecosystems (One Credit), Adopted 2015.	§127.37
§130.19. Range Ecology and Management (One Credit), Adopted 2015.	§127.38
§130.20. Floral Design (One Credit), Adopted 2015.	No new course required. §127.53. Floral Design (One Credit), Adopted 2024, effective September 9, 2024
§130.21. Landscape Design and Management (One-Half Credit), Adopted 2015.	§127.39
§130.22. Turf Grass Management (One-Half Credit), Adopted 2015.	§127.40
§130.23. Horticultural Science (One Credit), Adopted 2015.	No new course required. §127.54. Horticultural Science (One Credit), Adopted2024, effective September 9, 2024
§130.24. Greenhouse Operation and Production (One Credit), Adopted 2015.	No new course required. §127.55. Greenhouse Operation and Production (One Credit), Adopted2024, effective September 9, 2024
§130.25. Advanced Plant and Soil Science (One Credit), Adopted 2015.	No new course required. §127.58. Advanced Plant and Soil Science (One Credit), Adopted2024, effective September 9, 2024
§130.26. Agricultural Mechanics and Metal Technologies (One Credit), Adopted 2015.	§127.41
§130.27. Agricultural Structures Design and Fabrication (One Credit), Adopted 2015.	§127.42
§130.28. Agricultural Equipment Design and Fabrication (One Credit), Adopted 2015.	§127.43
§130.29. Agricultural Power Systems (Two Credits), Adopted 2015.	§127.44
§130.30. Agricultural Laboratory and Field Experience (One Credit), Adopted 2015.	§127.85
§130.31. Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2015.	No new course required. §127.86. Practicum in Agriculture, Food, and Natural Resources (Two Credits), Adopted 2024, effective September 9, 2024
§130.32. Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2015.	No new course required. §127.87. Extended Practicum in Agriculture, Food, and Natural Resources (One Credit), Adopted 2024, effective September 9, 2024

Current Subchapter/Section Number	New Section Number
Ch 130. Subchapter B. Architecture and Construction	**Ch 127. Subchapter D. Architecture and Construction**
§130.41. Implementation of Texas Essential Knowledge and Skills for Architecture and Construction, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
§130.42. Principles of Architecture (One Credit), Adopted 2015.	§127.94
§130.43. Principles of Construction (One Credit), Adopted 2015.	§127.95
§130.44. Building Maintenance Technology I (Two Credits), Adopted 2015.	§127.96
§130.45. Building Maintenance Technology II (Two Credits), Adopted 2015.	§127.97
§130.46. Construction Management I (Two Credits), Adopted 2015.	§127.98
§130.47. Construction Management II (Two Credits), Adopted 2015.	§127.99
§130.48. Construction Technology I (Two Credits), Adopted 2015.	§127.100
§130.49. Construction Technology II (Two Credits), Adopted 2015.	§127.101
§130.50. Mill and Cabinetmaking Technology (Two Credits), Adopted 2015.	§127.102
§130.51. Masonry Technology I (Two Credits), Adopted 2015.	§127.103
§130.52. Masonry Technology II (Two Credits), Adopted 2015.	§127.104
§130.53. Architectural Design I (One Credit), Adopted 2015.	§127.105
§130.54. Architectural Design II (Two Credits), Adopted 2015.	§127.106
§130.55. Interior Design I (One Credit), Adopted 2015.	§127.107
§130.56. Interior Design II (Two Credits), Adopted 2015.	§127.108
§130.57. Electrical Technology I (One Credit), Adopted 2015.	§127.109
§130.58. Electrical Technology II (Two Credits), Adopted 2015.	§127.110
§130.59. Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology I (One Credit), Adopted 2015.	§127.111
§130.60. Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II (Two Credits), Adopted 2015.	§127.112
§130.61. Plumbing Technology I (One Credit), Adopted 2015.	§127.113
§130.62. Plumbing Technology II (Two Credits), Adopted 2015.	§127.114
§130.63. Practicum in Construction Management (Two Credits), Adopted 2015.	§127.145
§130.68. Extended Practicum in Construction Management (One Credit), Adopted 2015.	§127.146
§130.64. Practicum in Construction Technology (Two Credits), Adopted 2015.	§127.147
§130.69. Extended Practicum in Construction Technology (One Credit), Adopted 2015.	§127.148
§130.65. Practicum in Masonry Technology (Two Credits), Adopted 2015.	§127.149
§130.70. Extended Practicum in Masonry Technology (One Credit), Adopted 2015.	§127.150

Current Subchapter/Section Number	New Section Number
§130.66. Practicum in Architectural Design (Two Credits), Adopted 2015.	§127.151
§130.71. Extended Practicum in Architectural Design (One Credit), Adopted 2015.	§127.152
§130.67. Practicum in Interior Design (Two Credits), Adopted 2015.	§127.153
§130.72. Extended Practicum in Interior Design (One Credit), Adopted 2015.	§127.154
Ch 130. Subchapter C. Arts, Audio/Video Technology, and Communications	**Ch 127. Subchapter E. Arts, Audio <u>Visual</u> Technology, and Communications**
§130.81. Implementation of Texas Essential Knowledge and Skills for Arts, Audio/Video Technology, and Communications, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
130.82. Principles of Arts, Audio/Video Technology, and Communications (One Credit), Adopted 2015.	§127.160
130.83. Animation I (One Credit), Adopted 2015.	§127.161
130.84. Animation I Lab (One Credit), Adopted 2015.	§127.162
130.85. Animation II (One Credit), Adopted 2015.	§127.163
130.86. Animation II Lab (One Credit), Adopted 2015.	§127.164
130.87. Audio/Video Production I (One Credit), Adopted 2015.	§127.165
130.88. Audio/Video Production I Lab (One Credit), Adopted 2015.	§127.166
130.89. Audio/Video Production II (One Credit), Adopted 2015.	§127.167
130.90. Audio/Video Production II Lab (One Credit), Adopted 2015.	§127.168
130.91. Digital Audio Technology I (One Credit), Adopted 2015.	§127.169
130.92. Digital Audio Technology II (One Credit), Adopted 2015.	§127.170
130.93. Video Game Design (One Credit), Adopted 2015.	§127.171
130.94. Printing and Imaging Technology I (One Credit), Adopted 2015.	§127.172
130.95. Printing and Imaging Technology I Lab (One Credit), Adopted 2015.	§127.173
130.96. Printing and Imaging Technology II (One Credit), Adopted 2015.	§127.174
130.97. Printing and Imaging Technology II Lab (One Credit), Adopted 2015.	§127.175
130.98. Commercial Photography I (One Credit), Adopted 2015.	§127.176
130.99. Commercial Photography I Lab (One Credit), Adopted 2015.	§127.177
130.100. Commercial Photography II (One Credit), Adopted 2015.	§127.178
130.101. Commercial Photography II Lab (One Credit), Adopted 2015.	§127.179
130.102. Fashion Design I (One Credit), Adopted 2015.	§127.180
130.103. Fashion Design I Lab (One Credit), Adopted 2015.	§127.181
130.104. Fashion Design II (One Credit), Adopted 2015.	§127.182
130.105. Fashion Design II Lab (One Credit), Adopted 2015.	§127.183

Current Subchapter/Section Number	New Section Number
130.106. Graphic Design and Illustration I (One Credit), Adopted 2015.	§127.184
130.107. Graphic Design and Illustration I Lab (One Credit), Adopted 2015.	§127.185
130.108. Graphic Design and Illustration II (One Credit), Adopted 2015.	§127.186
130.109. Graphic Design and Illustration II Lab (One Credit), Adopted 2015.	§127.187
130.110. Professional Communications (One-Half Credit), Adopted 2015.	§127.188
130.123. Digital Design and Media Production (One Credit).	§127.189
130.124. Digital Art and Animation (One Credit).	§127.190
130.125. 3-D Modeling and Animation (One Credit)	§127.191
130.126. Digital Communications in the 21st Century (One Credit).	§127.192
130.127. Web Game Development (One Credit).	§127.193
§130.111. Practicum in Animation (Two Credits), Adopted 2015.	§127.224
§130.117. Extended Practicum in Animation (One Credit), Adopted 2015.	§127.225
§130.112. Practicum in Audio/Video Production (Two Credits), Adopted 2015.	§127.226
§130.118. Extended Practicum in Audio/Video Production (One Credit), Adopted 2015.	§127.227
§130.113. Practicum in Printing and Imaging Technology (Two Credits), Adopted 2015.	§127.228
§130.119. Extended Practicum in Printing and Imaging Technology (One Credit), Adopted 2015.	§127.229
§130.114. Practicum in Commercial Photography (Two Credits), Adopted 2015.	§127.230
§130.120. Extended Practicum in Commercial Photography (One Credit), Adopted 2015.	§127.231
§130.115. Practicum in Fashion Design (Two Credits), Adopted 2015.	§127.232
§130.121. Extended Practicum in Fashion Design (One Credit), Adopted 2015.	§127.233
§130.116. Practicum in Graphic Design and Illustration (Two Credits), Adopted 2015.	§127.234
§130.122. Extended Practicum in Graphic Design and Illustration (One Credit), Adopted 2015.	§127.235
Ch 130. Subchapter D. Business Management and Administration	**Ch 127. Subchapter F. Business, Marketing, and Finance**
§130.131. Implementation of Texas Essential Knowledge and Skills for Business Management and Administration, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
§130.132. Principles of Business, Marketing, and Finance (One Credit), Adopted 2015.	§127.241
§130.133. Touch System Data Entry (One-Half Credit), Adopted 2015.	§127.242

Current Subchapter/Section Number	New Section Number
§130.134. Business Law (One Credit), Adopted 2015.	§127.243
§130.135. Business English (One Credit), Adopted 2015.	§127.244
§130.136: Foundations of Business Communication and Technologies (One Credit), Adopted 2015. *New course title to take effect 2/2/25	§127.245
§130.137. Business Communication and Technologies Adopted 2015. *New course title to take effect 2/2/25	§127.246
§130.138. Business Lab (One Credit), Adopted 2015.	§127.294
§130.139. Business Management (One Credit), Adopted 2015.	§127.247
§130.140. Global Business (One-Half Credit), Adopted 2015.	§127.248
§130.141. Virtual Business (One-Half Credit), Adopted 2015.	§127.249
§130.142. Human Resources Management (One-Half Credit), Adopted 2015.	§127.250
§130.143. Practicum in Business Management (Two Credits), Adopted 2015.	§127.295
§130.144. Extended Practicum in Business Management (One Credit), Adopted 2015.	§127.296
Ch 130. Subchapter F. Finance	**Ch 127. Subchapter F. Business, Marketing, and Finance**
§130.180. Financial Mathematics (One Credit), Adopted 2015.	§127.251
§130.181. Implementation of Texas Essential Knowledge and Skills for Finance, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
§130.182. Money Matters (One Credit), Adopted 2015.	§127.252
§130.184. Securities and Investments (One Credit), Adopted 2015.	§127.253
§130.185. Insurance Operations (One Credit), Adopted 2015.	§127.254
§130.186. Banking and Financial Services (One-Half Credit), Adopted 2015.	§127.255
§130.187. Accounting I (One Credit), Adopted 2015.	§127.256
§130.188. Accounting II (One Credit), Adopted 2015.	§127.257
§130.189. Financial Analysis (One Credit), Adopted 2015.	§127.258
§130.190. Statistics and Business Decision Making (One Credit), Adopted 2015.	§127.259
Ch 130. Subchapter N. Marketing	**Ch 127. Subchapter F. Business, Marketing, and Finance**
§130.381. Implementation of Texas Essential Knowledge and Skills for Marketing, Adopted 2015.	Repeal only. No new section required. Implementation language is included in subsection (a) for each course.
§130.382. Advertising (One-Half Credit), Adopted 2015.	§127.260
§130.383. Fashion Marketing (One-Half Credit), Adopted 2015.	§127.264
§130.385. Social Media Marketing (One-Half Credit), Adopted 2015.	§127.265
§130.386. Sports and Entertainment Marketing (One-Half Credit), Adopted 2015.	§127.266
§130.387. Practicum in Marketing (Two Credits), Adopted 2015.	§127.297

Current Subchapter/Section Number	New Section Number
§130.388. Extended Practicum in Marketing (One Credit), Adopted 2015.	§127.298
§130.389. Advanced Marketing (Two Credits), Adopted 2015.	§127.268
§127.277 Practicum in Entrepreneurship, Adopted 2023	§127.299
§127.278 Extended Practicum in Entrepreneurship, Adopted 2023	§127.300
Ch 127. Subchapter G. Education and Training	**Ch 127. Subchapter G. Education and Training**
§127.316 Principles of Education and Training (One Credit), Adopted 2021.	§127.309
§127.323 Human Growth and Development (One Credit), Adopted 2021.	§127.310
§127.317 Child Development (One Credit), Adopted 2021.	§127.311
§127.318 Child Guidance (Two Credits), Adopted 2021.	§127.312
§127.319 Child Development Associate Foundations (One Credit), Adopted 2021.	§127.313
§127.324 Communication and Technology in Education (One Credit), Adopted 2021.	§127.314
§127.325 Instructional Practices (Two Credits), Adopted 2021.	§127.315
127.320 Practicum in Early Learning (Two Credits), Adopted 2021.	§127.343
127.321 Extended Practicum in Early Learning (One Credit), Adopted 2021.	§127.344
127.326 Practicum in Education and Training (Two Credits), Adopted 2021.	§127.345
127.314 Extended Practicum in Education and Training (One Credit), Adopted 2015.	§127.346
Ch 130. Subchapter Q. Energy	**Ch 127. Subchapter H. Energy**
§130.490. Foundations of Energy (One Credit).	§127.351
§130.485. Oil and Gas Production I (One Credit).	§127.352
§130.486. Oil and Gas Production II (One Credit).	§127.353
§130.487. Oil and Gas Production III (One Credit).	§127.354
§130.488. Oil and Gas Production IV (One Credit).	§127.355
§130.489. Introduction to Process Technology (One Credit).	§127.356
§130.491. Petrochemical Safety, Health, and Environment (One Credit).	§127.357
Ch. 127. Subchapter O. STEM	**Ch 127. Subchapter I. Engineering**
§127.745. Principles of Technology (One Credit), Adopted 2015	Repeal only. No new section/course required. Revised and adopted as new §127.795. Physics For Engineering (One Credit), Adopted 2024, effective September 9, 2024 and implementing August 1, 2025.
127.781 Principles of Applied Engineering, Adopted 2021	§127.391
127.746. AC/DC Electronics (One Credit), Adopted 2015.	§127.392
127.747. Solid State Electronics (One Credit), Adopted 2015.	§127.393
127.748. Digital Electronics (One Credit), Adopted 2015.	§127.394

Current Subchapter/Section Number	New Section Number
127.749. Robotics I (One Credit), Adopted 2015. (STEM)	§127.395
127.750. Robotics II (One Credit), Adopted 2015. (STEM)	§127.396
127.782. Engineering Science, Adopted 2021	§127.397
127.754. Engineering Mathematics, Adopted 2021	§127.398
127. 786. Introduction to Computer-Aided Design and Drafting, Adopted 2021	§127.399
127.787 Intermediate Computer-Aided Design and Drafting, Adopted 2021	§127.400
§127.795. Physics for Engineering (One Credit), Adopted 2024	§127.401
127.783. Engineering Design and Presentation I, Adopted 2022	Repeal only. No new section/course required. Scheduled to be replaced by proposed new §127.404. Engineering Design and Presentation I, Adopted 2025, to be effective August 1, 2025.
127.784. Engineering Design and Presentation II, Adopted 2022	Repeal only. No new section/course required. Scheduled to be replaced by proposed new §127.405. Engineering Design and Presentation II, Adopted 2025, to be effective August 1, 2025.
127.785. Engineering Design and Problem Solving, Adopted 2021	Repeal only. No new section/course required. Scheduled to be replaced by proposed new §127.406. Engineering Design and Problem Solving, Adopted 2025, to be effective August 1, 2025.
127.759. Practicum in Science, Technology, Engineering, and Mathematics, Adopted 2015	Repeal only. No new section required. The SBOE is scheduled to consider proposed new Practicum in Engineering.
127.760. Extended Practicum in Science, Technology, Engineering, and Mathematics, Adopted 2015	Repeal only. No new section required. The SBOE is scheduled to consider proposed new Extended Practicum in Engineering.
Ch 127. Subchapter I. Health Science	**Ch 127. Subchapter J. Health Science**
127.403. Principles of Health Science (One Credit), Adopted 2015.	§127.461
127.778. Principles of Bioscience (One Credit), Adopted 2021	§127.462
127.410. Mathematics for Medical Professionals (One Credit), Adopted 2015.	§127.474
127.779. Biotechnology I (One Credit), Adopted 2021	§127.475
127.780. Biotechnology II (One Credit), Adopted 2021	§127.476
127.417. Medical Terminology (One Credit), Adopted 2021	§127.477
127.422. Health Science Theory (One Credit), Adopted 2021	§127.478
127.413. Health Science Clinical (One Credit), Adopted 2015.	§127.479
127.420. World Health and Emerging Technologies (One Credit), Adopted 2021.	§127.480
127.423. Anatomy and Physiology, (One Credit), Adopted 2021	§127.481
127.424. Pathophysiology (One Credit), Adopted 2021.	§127.482
127.425. Pharmacy I (One Credit), Adopted 2021.	§127.483
127.426. Pharmacy II (Two Credit), Adopted 2021.	§127.484
127.428. Pharmacology (One Credit), Adopted 2021.	§127.485

Current Subchapter/Section Number	New Section Number
127.433. Medical Microbiology (One Credit), Adopted 2021.	§127.486
127.418. Health Informatics (One Credit), Adopted 2021.	§127.487
127.421. Medical Billing and Coding (One Credit), Adopted 2021.	§127.488
127.427. Medical Assistant (One Credit), Adopted 2021.	§127.489
127.429. Respiratory Therapy I (One Credit), Adopted 2021.	§127.490
127.430. Respiratory Therapy II (One Credit), Adopted 2021.	§127.491
127.419. Healthcare Administration and Management (One Credit), Adopted 2021.	§127.492
127.431. Leadership and Management in Nursing (One Credit), Adopted 2021.	§127.493
127.414. Practicum in Health Science (Two Credits), Adopted 2015.	§127.553
127.415. Extended Practicum in Health Science (One Credit), Adopted 2015.	§127.554
127.432. Practicum in Nursing (two Credit), Adopted 2021.	§127.555
Ch 127. Subchapter J. Hospitality and Tourism	**Ch 127. Subchapter K. Hospitality and Tourism**
§127.469. Principles of Hospitality and Tourism (One Credit), Adopted 2015.	§127.561
127.470. Introduction to Culinary Arts (One Credit), Adopted 2015.	§127.562
§127.471. Culinary Arts (Two Credits), Adopted 2015.	§127.563
§127.472. Advanced Culinary Arts (Two Credits), Adopted 2015.	§127.564
§127.482. Food Science (One Credit), Adopted 2021.	§127.565
§127.475. Travel and Tourism Management (One Credit), Adopted 2015.	§127.566
§127.476. Hotel Management (One Credit), Adopted 2015.	§127.567
§127.477. Hospitality Services (Two Credits), Adopted 2015.	§127.568
127.474. Practicum in Culinary Arts (Two Credits), Adopted 2015.	§127.600
§127.479. Extended Practicum in Culinary Arts (One Credit), Adopted 2015.	§127.601
§127.478. Practicum in Hospitality Services (Two Credits), Adopted 2015.	§127.602
§127.480. Extended Practicum in Hospitality Services (One Credit), Adopted 2015.	§127.603
Ch 130. Subchapter J. Human Services	**Ch 127. Subchapter L. Human Services**
§130.271. Implementation of Texas Essential Knowledge and Skills for Human Services, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§130.272. Principles of Human Services (One Credit), Adopted 2015.	§127.611
§130.281. Principles of Cosmetology Design and Color Theory (One Credit), Adopted 2015.	§127.612
§130.273. Dollars and Sense (One-Half Credit), Adopted 2015.	§127.613
§130.274. Lifetime Nutrition and Wellness (One-Half Credit), Adopted 2015.	§127.614

Current Subchapter/Section Number	New Section Number
§130.275. Interpersonal Studies (One-Half Credit), Adopted 2015.	§127.615
§130.276. Counseling and Mental Health (One Credit), Adopted 2015.	§127.616
§130.279. Family and Community Services (One Credit), Adopted 2015.	§127.617
§130.282. Introduction to Cosmetology (One Credit), Adopted 2015.	§127.618
§130.283. Cosmetology I (Two Credits), Adopted 2015.	§127.619
§130.286. Cosmetology I Lab (One Credit), Adopted 2018.	§127.620
§130.284. Cosmetology II (Two Credits), Adopted 2015.	§127.621
§130.287. Cosmetology II Lab (One Credit), Adopted 2018.	§127.622
§130.280. Practicum in Human Services (Two Credits), Adopted 2015.	§127.665
§130.285. Extended Practicum in Human Services (One Credit), Adopted 2015.	§127.666
Ch 130. Subchapter K. Information Technology	**Ch 127. Subchapter M. Information Technology**
§130.301. Implementation of Texas Essential Knowledge and Skills for Information Technology, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§130.302. Principles of Information Technology (One Credit), Adopted 2015.	§127.671
127.788. Fundamentals of Computer Science (STEM), Adopted 2022.	§127.672
127.789. Computer Science I (One Credit), Adopted 2022.	§127.673
127.790. Computer Science II (One Credit), Adopted 2022.	§127.674
127.791. Computer Science III, (One Credit), Adopted 2022.	§127.675
127.792. Foundations of Cybersecurity, (One Credit), Adopted 2022.	§127.676
127.793. Digital Forensics (One Credit), Adopted 2022.	§127.677
127.794. Cybersecurity Capstone (One Credit), Adopted 2022.	§127.678
§130.303. Computer Maintenance (One Credit), Adopted 2015.	§127.679
§130.304. Computer Maintenance Lab (One Credit), Adopted 2015.	§127.680
§130.305. Networking (One Credit), Adopted 2015.	§127.681
§130.306. Networking Lab (One Credit), Adopted 2015.	§127.682
§130.307. Digital Media (One Credit), Adopted 2015.	§127.683
§130.315. Web Communications (One-Half Credit).	§127.684
§130.316. Web Design (One Credit).	§127.685
127.766. Discrete Mathematics for Computer Science (One Credit), Beginning with School Year 2012-2013.	§127.686
127.767. Game Programming and Design (One Credit)	§127.687
127.768. Mobile Application Development (One Credit)	§127.688
§130.317. Independent Study in Technology Applications (One Credit), Beginning with School Year 2012-2013.	§127.720

Current Subchapter/Section Number	New Section Number
§130.318. Independent Study in Evolving/Emerging Technologies (One Credit).	§127.721
127.771. Advanced Placement (AP) Computer Science A (Two Credits)	§127.722
127.772. Advanced Placement (AP) Computer Science Principles (One Credit)	§127.723
127.773. International Baccalaureate (IB) Computer Science Standard Level (Two Credits)	§127.724
127.774. International Baccalaureate (IB) Computer Science Higher Level (Two Credits)	§127.725
127.775. International Baccalaureate (IB) Information Technology in a Global Society Standard Level (Two Credits)	§127.726. International Baccalaureate (IB) Digital Society Standard Level (Two Credits)
127.776. International Baccalaureate (IB) Information Technology in a Global Society Higher Level (Two Credits)	§127.727. International Baccalaureate (IB) Digital Society Higher Level (Two Credits)
§130.312. Practicum in Information Technology (Two Credits), Adopted 2015.	§127.735
§130.314. Extended Practicum in Information Technology (One Credit), Adopted 2015.	§127.736
§130.311. Computer Technician Practicum (Two Credits), Adopted 2015.	§127.737
§130.313. Extended Computer Technician Practicum (One Credit), Adopted 2015.	§127.738
Ch 127. Subchapter M. Law and Public Service	**Ch 127. Subchapter N. Law and Public Service**
§127.625. Implementation of Texas Essential Knowledge and Skills for Law, Public Safety, Corrections, and Security, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§127.626. Principles of Law, Public Safety, Corrections, and Security (One Credit), Adopted 2015.	§127.746
§127.627. Correctional Services (One Credit), Adopted 2015.	§127.747
§127.628. Firefighter I (Two Credits), Adopted 2015.	§127.748
§127.629. Firefighter II (Three Credits), Adopted 2015.	§127.749
§127.630. Law Enforcement I (One Credit), Adopted 2015.	§127.750
§127.631. Law Enforcement II (One Credit), Adopted 2015.	§127.751
§127.632. Criminal Investigation (One Credit), Adopted 2015.	§127.758
§127.634. Court Systems and Practices (One Credit), Adopted 2015.	§127.759
§127.635. Federal Law Enforcement and Protective Services (One Credit), Adopted 2015.	§127.760
§127.638. Implementation of Texas Essential Knowledge and Skills for Government and Public Administration, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§127.639. Principles of Government and Public Administration (One Credit), Adopted 2015.	§127.761
§127.640. Political Science I (One Credit), Adopted 2015.	§127.762
§127.641. Political Science II (One Credit), Adopted 2015.	§127.763

Current Subchapter/Section Number	New Section Number
§127.642. Foreign Service and Diplomacy (One Credit), Adopted 2015.	§127.764
§127.643. Planning and Governance (One Credit), Adopted 2015.	§127.765
§127.644. National Security (One Credit), Adopted 2015.	§127.766
§127.645. Public Management and Administration (One Credit), Adopted 2015.	§127.767
§127.646. Revenue, Taxation, and Regulation (One Credit), Adopted 2015.	§127.768
§127.652. Forensic Science (One Credit), Adopted 2021.	§127.769
§127.636. Practicum in Law, Public Safety, Corrections, and Security (Two Credits), Adopted 2015.	§127.800
§127.637. Extended Practicum in Law, Public Safety, Corrections, and Security (One Credit), Adopted 2015.	§127.801
§127.647. Practicum in Local, State, and Federal Government (Two Credits), Adopted 2015.	§127.802
§127.648. Extended Practicum in Law, Public Safety, Corrections, and Security (One Credit), Adopted 2015.	§127.803
Ch 130. Subchapter M. Manufacturing	**Ch 127. Subchapter O. Manufacturing**
§130.351. Implementation of Texas Essential Knowledge and Skills for Manufacturing, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§130.352. Principles of Manufacturing (One Credit), Adopted 2015.	§127.810
§130.353. Diversified Manufacturing I (One Credit), Adopted 2015.	§127.811
§130.354. Diversified Manufacturing II (One Credit), Adopted 2015.	§127.812
§130.355. Manufacturing Engineering Technology I (One Credit), Adopted 2015.	§127.813
§130.356. Manufacturing Engineering Technology II (One Credit), Adopted 2015.	§127.814
§130.357. Metal Fabrication and Machining I (Two Credits), Adopted 2015.	§127.815
§130.358. Metal Fabrication and Machining II (Two Credits), Adopted 2015.	§127.816
§130.359. Precision Metal Manufacturing I (Two Credits), Adopted 2015.	§127.817
§130.360. Precision Metal Manufacturing II (Two Credits), Adopted 2015.	§127.818
§130.361. Precision Metal Manufacturing II Lab (One Credit), Adopted 2015.	§127.819
§130.362. Introduction to Welding (One Credit), Adopted 2015.	§127.820
§130.363. Welding I (Two Credits), Adopted 2015.	§127.821
§130.364. Welding II (Two Credits), Adopted 2015.	§127.822
§130.365. Welding II Lab (One Credit), Adopted 2015.	§127.823

Current Subchapter/Section Number	New Section Number
§130.366. Practicum in Manufacturing (Two Credits), Adopted 2015.	§127.865
§130.367. Extended Practicum in Manufacturing (One Credit), Adopted 2015.	§127.866
Ch 130. Subchapter P. Transportation, Distribution, and Logistics	**Ch 127. Subchapter P. Transportation, Distribution, and Logistics**
§130.441. Implementation of Texas Essential Knowledge and Skills for Transportation, Distribution, and Logistics, Adopted 2015.	No new section required. Implementation language is included in subsection (a) for each course.
§130.442. Principles of Transportation Systems (One Credit), Adopted 2015.	§127.871
§130.443. Principles of Distribution and Logistics (One Credit), Adopted 2015.	§127.872
§130.444. Introduction to Transportation Technology (One-Half Credit), Adopted 2015.	§127.873
§130.445. Introduction to Small Engine Technology (One Credit), Adopted 2015 *New course title to take effect 2/2/25	§127.874
§130.446. Small Engine Technology (Two Credits), Adopted 2015 *New course title to take effect 2/2/25	§127.875
§130.447. Automotive Basics (One Credit), Adopted 2015.	§127.876
§130.449. Automotive Technology I: Maintenance and Light Repair (Two Credits), Adopted 2015.	§127.877
§130.450. Automotive Technology II: Automotive Service (Two Credits), Adopted 2015.	§127.878
§130.451. Advanced Transportation Systems Laboratory (One Credit), Adopted 2015	No new course required. §127.920. Advanced Transportation Systems Laboratory (One Credit), Adopted 2024, effective September 9, 2024
§130.452. Introduction to Aircraft Technology (One Credit), Adopted 2015	No new course required. §127.887. Introduction to Aircraft Technology (One Credit), Adopted 2024, effective September 9, 2024
§130.453. Aircraft Airframe Technology (Two Credits), Adopted 2015.	No new course required. §127.888. Aircraft Airframe Technology (Two Credits), Adopted 2024, effective September 9, 2024
§130.454. Aircraft Powerplant Technology (Two Credits), Adopted 2015.	No new course required. §127.889, Aircraft Powerplant Technology (Two Credits), Adopted 2024, effective September 9, 2024
§130.455. Basic Collision Repair and Refinishing (One Credit), Adopted 2015.	§127.879
§130.456. Collision Repair (Two Credits), Adopted 2015.	§127.880
§130.457. Paint and Refinishing (Two Credits), Adopted 2015.	§127.881
§130.458. Diesel Equipment Technology I (Two Credits), Adopted 2015.	§127.882
§130.459. Diesel Equipment Technology II (Two Credits), Adopted 2015.	§127.883

Current Subchapter/Section Number	New Section Number
§130.460. Energy and Power of Transportation Systems (One Credit), Adopted 2015.	§127.884
§130.461. Management of Transportation Systems (One Credit), Adopted 2015.	§127.885
§130.462. Distribution and Logistics (One Credit), Adopted 2015.	§127.886
§130.463. Practicum in Transportation Systems (Two Credits), Adopted 2015.	§127.921
§130.465. Extended Practicum in Transportation Systems (One Credit), Adopted 2015.	§127.922
§130.464. Practicum in Distribution and Logistics (Two Credits), Adopted 2015.	§127.923
§130.466. Extended Practicum in Distribution and Logistics (One Credit), Adopted 2015.	§127.924

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

April 11, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: CONSENT

SUMMARY: This item presents for second reading and final adoption proposed amendments to 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements. The proposed amendments would reflect changes to a career and technical education (CTE) course to align with recently adopted CTE TEKS and update cross references. No changes are recommended since approved for first reading.

STATUTORY AUTHORITY: Texas Education Code (TEC), §7.102(c)(4) and §28.025(a), (b-2)(2), and (c-1).

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

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

TEC, §28.025(b-2)(2), requires the SBOE to allow a student by rule to comply with the curriculum requirements for the third and fourth mathematics credits under TEC, §28.025(b-1)(2), or the third and fourth science credits under TEC, §28.025(b-1)(3), by successfully completing a CTE course designated by the SBOE as containing substantially similar and rigorous content.

TEC, §28.025(c-1), requires the SBOE to adopt rules regarding earning an 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 is August 1, 2025. 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 2025-2026 school year. The earlier effective date will allow districts of innovation that begin school prior to the statutorily required start date to implement the proposed rulemaking when they begin their school year.

PREVIOUS BOARD ACTION: The SBOE adopted rules in Chapter 74, Subchapter B, to implement the Foundation High School Program effective July 8, 2014. The SBOE adopted amendments to §74.12 effective August 22, 2016; August 28, 2017; August 27, 2018; August 1, 2019; August 1, 2020; August 1, 2022, and August 1, 2024. The SBOE adopted amendments to §74.13 effective August 22, 2016; August 28, 2017; August 27, 2018; August 1, 2019; August 1, 2020; August 1, 2022; and August 1, 2024. At the January 2025 meeting, the SBOE approved the proposed amendments to 19 TAC Chapter 74, Subchapter B, for first reading and filing authorization.

BACKGROUND INFORMATION AND JUSTIFICATION: At the April 2024 SBOE meeting, the SBOE approved for second reading and final adoption Texas Essential Knowledge and Skills (TEKS) for a set of CTE courses in agriculture; aviation maintenance; and science, technology, engineering, and mathematics (STEM) with an effective date of August 1, 2025. The proposed amendments would update the list of courses that can satisfy a science graduation requirement to reflect a CTE course that was retitled Physics for Engineering (formerly titled Principles of Technology), as a result of the 2024 CTE TEKS review.

The proposed amendments would also update cross references to certain subchapters that are being reorganized.

The attachment to this item reflects the text of proposed amendments to §74.12 and §74.13 for consideration by the SBOE for second reading and final adoption.

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

TEA has determined that there are no additional costs to state or local government, including school districts and open-enrollment charter schools, 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: No changes have been made to this section since published as proposed.

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

The proposal would clarify the rules by updating out-of-date language. 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: No changes have been made to this section since published as proposed.

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 January 2025 SBOE meeting, notice of the proposed amendments to §74.12 and §74.13 was filed with the Texas Register, initiating the public comment period. The public comment period on the proposal began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. 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 April 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements; and
>
> Make an affirmative finding that immediate adoption of proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, is necessary and shall have an effective date of August 1, 2025. *(Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:
Text of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements

ATTACHMENT
Text of Proposed Amendments 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)-(2) (No change.)

(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) Physics for Engineering [~~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)-(xvii) (No change.)

(xviii) Physics for Engineering [~~Principles of Technology~~] ;

(xix)-(xxiv) (No change.)

(C) Credit may not be earned for both physics and Physics for Engineering [~~Principles of Technology~~] to satisfy science credit requirements.

(4)-(7) (No change.)

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

§74.13. Endorsements.

(a)-(d) (No change.)

(e) To earn an endorsement a student must demonstrate proficiency in the following.

(1)-(5) (No change.)

(6) An additional credit in science that 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)-(Q) (No change.)

(R) Physics for Engineering [~~Principles of Technology~~] ;

(S)-(X) (No change.)

(Y) credit may not be earned for both physics and Physics for Engineering [~~Principles of Technology~~] to satisfy science credit requirements.

(Z) (No change.)

(7) (No change.)

(f) A student may earn any of the following endorsements.

(1) Science, technology, engineering, and mathematics (STEM). Students who entered high school prior to the 2022-2023 school year may earn a STEM endorsement by completing the requirements specified in subsection (e) of this section, including Algebra II, chemistry, and physics or Physics for Engineering [~~Principles of Technology~~] and:

(A) a coherent sequence of courses for four or more credits in career and technical education (CTE) that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from [~~Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education),~~] Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development and Career and Technical Education) [~~,~~] or CTE innovative courses. The final course in the sequence must be selected from Chapter 127, Subchapter O, of this title (relating to Science, Technology, Engineering, and Mathematics) as it existed prior to August 1, 2025, or Career Preparation I or II (Career Preparation General or Career Preparation for Programs of Study) and Project-Based Research (Career and Technical Education Project-Based Capstone) in Chapter 127, Subchapter B, of this title (relating to High School), if the course addresses a STEM-related field;

(B)-(E) (No change.)

(2) Business and industry. Students who entered high school prior to the 2022-2023 school year may earn a business and industry endorsement by completing the requirements specified in subsection (e) of this section and:

(A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from [~~Chapter 130 of this title,~~] Chapter 127 of this title [~~,~~] or CTE innovative courses. The final course in the sequence must be selected from one of the following:

(i) Chapter 127, Subchapter C, of this title (related to Agriculture, Food, and Natural Resources);

(ii) Chapter 127, Subchapter D, of this title (relating to Architecture and Construction;

(iii) Chapter 127, Subchapter E, of this title (relating to Arts, Audio/Video Technology, and Communications);

[~~(ii) Chapter 130, Subchapter A, of this title (relating to Agriculture, Food, and Natural Resources)~~] ;

[~~(iii) Chapter 130, Subchapter B, of this title (relating to Architecture and Construction)~~] ;

[~~(iv) Chapter 130, Subchapter C, of this title (relating to Arts, Audio/Video Technology, and Communications);~~]

(iv) [~~(v)~~] Chapter 127, Subchapter F, of this title (relating to Business, Marketing, and Finance);

(v) Chapter 127, Subchapter H, of this title (relating to Energy);

[~~(vi) Chapter 130, Subchapter D, of this title (relating to Business Management and Administration);~~]

[~~(vii) Chapter 130, Subchapter F, of this title (relating to Finance);~~]

(vi) [~~(viii)~~] Chapter 127, Subchapter K [~~J~~] , of this title (relating to Hospitality and Tourism);

(vii) Chapter 127, Subchapter M, of this title (relating to Information Technology);

(viii) Chapter 127, Subchapter O, of this title (relating to Manufacturing);

[~~(ix) Chapter 130, Subchapter K, of this title (relating to Information Technology);~~]

[~~(x) Chapter 130, Subchapter M, of this title (relating to Manufacturing);~~]

[~~(xi) Chapter 130, Subchapter N, of this title (relating to Marketing);~~]

(ix) [~~(xii)~~] Chapter 127, Subchapter P, of this title (relating to Transportation, Distribution, and Logistics); or

[~~(xiii) Chapter 130, Subchapter P, of this title (relating to Transportation, Distribution, and Logistics);~~]

[~~(xiv) Chapter 130, Subchapter Q, of this title (relating to Energy); or~~]

(x) [~~(xv)~~] Career Preparation I or II (Career Preparation General or Career Preparation for Programs of Study) and Project-Based Research (Career and Technical Education Project-Based Capstone) in Chapter 127, Subchapter B, of this title if the course addresses a career from a field listed in clauses (i)-(ix) [~~(i)-(xiv)~~] of this subparagraph;

(B)-(D) (No change.)

(3) Public services. Students who entered high school prior to the 2022-2023 school year may earn a public services endorsement by completing the requirements specified in subsection (e) of this section and:

(A) a coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster and at least one advanced CTE course. The courses may be selected from [~~Chapter 130 of this title,~~] Chapter 127 of this title [~~,~~] or CTE innovative courses. The final course in the sequence must be selected from one of the following:

(i) Chapter 127, Subchapter G, of this title (relating to Education and Training);

(ii) Chapter 127, Subchapter J [~~I~~] , of this title (relating to Health Science);

(iii) Chapter 127 [~~130~~] , Subchapter L [~~J~~] , of this title (relating to Human Services);

(iv) Chapter 127, Subchapter N [~~M~~] , of this title (relating to Law and Public Service); or

(v) Career Preparation I or II (Career Preparation General or Career Preparation for Programs of Study) and Project-Based Research (Career and Technical Education Project-Based Capstone) in Chapter 127, Subchapter B, of this title if the course addresses a field from a cluster listed in clauses (i)-(iv) [~~(i)-(v)~~] of this subparagraph;

(B)-(C) (No change.)

(4)-(5) (No change.)

(6) STEM. Students who entered high school in the 2022-2023 school year or later may earn a STEM endorsement by completing the requirements specified in subsection (e) of this section, including Algebra II, chemistry, and physics or Physics for Engineering [~~Principles of Technology~~] and:

(A)-(D) (No change.)

(7)-(8) (No change.)

(g) (No change.)

Consideration of Renewal of Currently Approved Innovative Courses

April 11, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for consideration the renewal of currently approved innovative courses that are scheduled to expire.

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, and December 25, 2007. In November 2019, the SBOE adopted additional amendments to 19 TAC §74.27 to be effective December 25, 2019. In November 2022, the SBOE again adopted amendments to 19 TAC §74.27 to be effective February 26, 2023. In November 2023, the SBOE adopted amendments effective February 18, 2024.

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. At the January-February 2019 SBOE meeting, the SBOE renewed one course for a period of three years and granted one course a one-year extension. At the April 2019 SBOE meeting, the board approved for renewal two courses for a period of three years and one course for a period of five years. At the June 2019 SBOE meeting, the board approved renewal of one course for a period of three years and one new course for a period of two years. The board approved renewal of eight innovative courses for a period of five years at the January 2020 SBOE meeting. At the June-July 2020 SBOE meeting, the SBOE renewed ten courses for a period of five years and granted one new course a two-year approval. In January 2021, the SBOE renewed one course for a period of five years. At the January 2022 SBOE meeting, the board approved renewal of one course for a period of three years and five courses for a period of five years. At the April 2022 SBOE meeting, the board approved

renewal of six courses for a period of five years. At the June 2023 meeting, the SBOE approved one new innovative course for a period of two years. At the June 2024 meeting, the SBOE extended the of approvals for 24 innovative courses that were part of career and technical education (CTE) programs of study. At the November 2024 meeting, the SBOE approved the renewal of six innovative courses for a period of five years. At the January 2025 meeting, the SBOE approved the renewal of 14 innovative courses for a period of five years.

BACKGROUND INFORMATION AND JUSTIFICATION: After the board adopted new rules concerning graduation requirements, the previously approved experimental courses were phased out as of August 31, 1998. Since the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts and other entities have submitted new requests for approval of innovative courses that do not have TEKS and meet a demonstrated student need. The process originally outlined in §74.27 provided authority for the commissioner of education to approve discipline-based courses but reserved for SBOE review and approval those courses that did not fall within any of the subject areas of the foundation or enrichment curriculum. In November 2023, the SBOE amended §74.27 to shift from the commissioner of education to the SBOE the authority to approve all innovative courses that fall under the foundation or enrichment curriculum. The amendments also specified the number of years for initial approval and renewal of innovative courses and provided an exemption from the pilot requirement for career and technical education courses that support an approved program of study.

A brief description of the courses submitted for SBOE review and consideration will be provided to SBOE members prior to the April 2025 meeting. If approved, the recommended effective date for the courses would be August 1, 2025. With the approval of the local board of trustees, the courses would be available for school districts' use beginning with the 2025-2026 school year.

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

Staff Members Responsible:
Monica Martinez, Associate Commissioner, Standards and Programs
Jessica Snyder, Senior Director, Curriculum Standards and Student Support

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

Separate Exhibit:
Innovative Courses Submitted for Approval
(to be provided at the April 2025 SBOE meeting)

ATTACHMENT

Chapter 74. Curriculum Requirements

Subchapter C. Other Provisions

§74.27. Innovative Courses and Programs.

(a) 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 discipline-based courses in the foundation or enrichment curriculum and courses that do 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) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.

(3) To request approval from the SBOE, 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) data that demonstrates successful piloting of the course in Texas;

(D) a description of activities, major resources, and materials to be used;

(E) the methods of evaluating student outcomes;

(F) the qualifications of the teacher;

(G) any training required in order to teach the course and any associated costs;

(H) the amount of credit requested; and

(I) a copy of or electronic access to any recommended instructional resources for the course.

(4) To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.

(5) To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.

(6) The requirements of paragraphs (3)(C) and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.

(7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.

(8) With the approval of the local board of trustees, a school district may offer, without changes or deletions to content, any state-approved innovative course.

(9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least three years and meet the following criteria:

(A) zero enrollment for the previous two years;

(B) average enrollment of less than 100 students statewide for the previous three years;

(C) student enrollment at an average of fewer than 20 districts or charter schools statewide

for the previous three years;

(D) duplicative of another innovative or TEKS-based course; or

(E) approved for implementation as a TEKS-based course.

(b) An ethnic studies course that has been approved by the SBOE as an innovative course shall be considered by the SBOE at a subsequent meeting for inclusion in the TEKS.

(1) Only comprehensive ethnic studies courses in Native American studies, Latino studies, African American studies, and/or Asian Pacific Islander studies, inclusive of history, government, economics, civic engagement, culture, and science and technology, shall be considered by the SBOE.

(2) The chair of the Committee on Instruction, in accordance with SBOE Operating Rule 2.5(b), shall collaborate with the board chair to place the item on the next available Committee on Instruction agenda following SBOE approval of the innovative course.

Approval of Updates and Substitutions to Approved Instructional Materials

April 11, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item provides an opportunity for the committee and board to approve or reject update and/or substitution requests received for Instructional Materials Review and Approval (IMRA)-approved products or require that the request(s) be reviewed by IMRA reviewers.

STATUTORY AUTHORITY: Texas Education Code (TEC), §31.003 and §31.022.

TEC, §31.003, permits the State Board of Education (SBOE) to adopt rules for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

TEC, §31.022(b), requires the SBOE to adopt rules to provide for a full and complete investigation of instructional materials for each subject in the foundation curriculum and for each subject in the enrichment curriculum.

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

PREVIOUS BOARD ACTION: Instructional materials products were approved by the SBOE through the IMRA process at the November 2024 meeting.

At the January 2025 meeting, the SBOE adopted rules related to updates to instructional materials that have previously been reviewed and approved in the IMRA process.

BACKGROUND INFORMATION AND JUSTIFICATION: Rules in 19 TAC §67.39 permit a publisher to submit a request for approval to update content in SBOE-approved instructional materials.

MOTION TO BE CONSIDERED: The State Board of Education:

> Approve requests from Texas Education Agency to update content in its English language arts and reading materials.

Staff Member Responsible:
Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Attachment:
Texas Education Agency, Bluebonnet Learning ELAR Grades K, 2, 4, and 5

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

Adoption of Review of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract (Adoption of Review)

April 11, 2025

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

SUMMARY: Texas Government Code, §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 adoption of the review of 19 Texas Administrative Code (TAC) Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract. The rules being reviewed provide requirements for school districts relating to budgeting, accounting, financial reporting, and auditing; Texas Education Agency (TEA) financial review functions; adoption by reference of the *Financial Accountability System Resource Guide* (FASRG); and the bank bid and proposal forms and the depository contract and surety bond forms.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code (TGC), §2001.039. The statutory authority for 19 TAC Chapter 109 is Texas Education Code (TEC), §§7.102(c)(32), 44.001, 44.002, 44.007, and 44.008, for Subchapter A; TEC, §§7.102(c)(32), 44.001, 44.007, 44.008, 44.010, and 48.104, for Subchapter B; TEC, §§7.102(c)(32); 44.001; 44.007; and 44.008, for Subchapter C; and TEC, §§7.102(c)(34), 45.206, and 45.208, for Subchapter D.

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

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

TEC, §7.102(c)(34), requires the SBOE to prescribe uniform bid blanks for school districts to use in selecting a depository bank.

TEC, §44.001, requires the commissioner to report annually to the SBOE the status of school district fiscal management.

TEC, §44.002, requires a superintendent to prepare a proposed district budget according to rules adopted by the SBOE.

TEC, §44.007, directs the SBOE to require each district to file a report of revenues and expenditures by a date set by the SBOE.

TEC, §44.008, requires each district's independent audit to meet minimum standards and be in the format prescribed by the SBOE.

TEC, §44.010, requires TEA staff to review and analyze the budgets, fiscal reports, and audit reports filed by school districts to determine if all legal requirements have been met and to collect fiscal data needed to report to the governor and the legislature.

TEC, §45.206, requires school districts to use the uniform bid blank and request for proposal forms prescribed by the SBOE when selecting a depository bank.

TEC, §45.208, requires that a school district and a bank selected as a depository enter into a depository contract using the form prescribed by the SBOE.

TEC, §48.104, requires the SBOE to adopt rules requiring a report on the use of compensatory education funds as part of the annual audit and develop minimum requirements for that report.

TEC, §48.105, requires the SBOE to adopt rules requiring a report on the use of bilingual education funds as part of the annual audit and develop minimum requirements for that report.

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

PREVIOUS BOARD ACTION: The review of 19 TAC Chapter 109, Subchapters A-D, was presented to the Committee on School Finance/Permanent School Fund for discussion at the January 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Following is a summary of the SBOE rules in Chapter 109.

Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts

The rule in this subchapter provides for a uniform system of accounting in public schools. Under current rules, school districts must use a uniform accounting system and maintain certain information for reporting to the TEA.

Subchapter B, Texas Education Agency Audit Functions

The rules in this subchapter provide for an annual audit plan, the completion and review of independent audits, and reporting and auditing for state compensatory education funds. School districts are held accountable for the use of compensatory education allotments through desk reviews and detailed investigations as needed to ensure compliance with the limitations in statute and rule.

Subchapter C, Adoptions by Reference

The rule in this subchapter adopts by reference the FASRG. The FASRG describes rules for financial accounting in modules for financial accounting and reporting, budgeting, purchasing, auditing, site-based decision making, accountability, data collection and reporting, management, and state compensatory education. The FASRG also includes special supplements for nonprofit charter schools. Public school districts use the FASRG to meet the accounting, auditing, budgeting, and reporting requirements set forth in the TEC and other state statutes relating to public school finance. The FASRG is available on the TEA website at http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/.

Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

The rules in this subchapter provide uniform depository bank bid, proposal, contract, and surety bond forms. A school district is required to use a uniform bank bid or proposal form to obtain bids or proposals

from depository banks located in the district at least 30 days before the termination of the current depository contract. However, a school district may add to the uniform bank bid or proposal form to specify additional depository requirements. Depository contracts have traditionally been executed for a

two-year period, expiring on August 31 in odd-numbered years. Depository bank contracts are legal instruments that help ensure the security of all school district funds on deposit. Additionally, depository contracts contain terms and conditions describing depository bank services and fees.

At a future meeting, TEA anticipates presenting a proposed amendment to §109.52(c) and (e) to remove outdated references.

PUBLIC COMMENTS: TEA filed the proposed review of 19 TAC Chapter 109, Subchapters A-D, with the Texas Register following the January 2025 SBOE meeting. The public comment period on the proposed review began February 28, 2025, and ended at 5:00 p.m. on March 31, 2025. At the time this item was prepared, no comments had been received regarding this review. Any public comments received will be provided to the SBOE during the April 2025 meeting. The SBOE will take registered oral and written comments on the proposed review at the appropriate committee meeting in April 2025 in accordance with the SBOE board operating policies and procedures.

MOTION TO BE CONSIDERED: The State Board of Education:

> Adopt the review of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract.

Staff Members Responsible:
Amy Copeland, Associate Commissioner, School Finance
David Marx, Director, Financial Compliance

Attachment I:
Text of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract

Attachment II:
Figure: 19 TAC §109.51(c)

Attachment III:
Figure: 19 TAC §109.51(d)

Attachment IV:
Figure: 19 TAC §109.52(b)

Attachment V:
Figure: 19 TAC §109.52(d)

ATTACHMENT I
Text of 19 TAC

Chapter 109. Budgeting, Accounting, and Auditing

Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts

§109.1. Financial Accounting.

(a) A uniform system of public school budgeting, accounting, and financial reporting shall be provided and employed throughout the state as required by law. The uniform system for budgeting, accounting, and financial reporting is to reflect the full implementation of modified and full accrual accounting, as appropriate, in accordance with generally accepted accounting principles.

(b) The commissioner of education shall develop and administer the requirements relating to budgeting, accounting, financial reporting, and auditing for Texas public schools. The commissioner of education shall ensure adequate stakeholder involvement in the design and modification of these requirements. The State Board of Education shall approve the budgeting, accounting, and reporting systems and the auditing procedures as determined by the commissioner of education. The school districts and charter schools shall install the budgeting, accounting, and financial reporting system as required by law and meet the audit requirements as developed by the commissioner of education and subject to review and comment by the state auditor when required by law.

Subchapter B. Texas Education Agency Audit Functions

§109.21. Annual Audit Plan.

The commissioner of education shall submit an annual audit plan for field and independent audits for review of the designated committee of the State Board of Education. The plan may be amended as needed by the commissioner of education. The designated committee of the State Board of Education shall be informed at least annually by the commissioner of education on the progress of and amendments to the plan.

§109.23. School District Independent Audits and Agreed-Upon Procedures.

(a) A school district, governmental charter school, open-enrollment charter school, nonprofit service provider, county education district, or regional education service center must file with the Texas Education Agency (TEA) an annual financial and compliance report and, if applicable, a state compensatory agreed-upon procedures report. These reports must be audited by an independent auditor, and the audit must be reviewed by the TEA, including review of auditors' working papers, in accordance with the Financial Accountability System Resource Guide, as adopted by reference in §109.41 of this title (relating to Financial Accountability System Resource Guide).

(b) The annual financial audit report and state compensatory agreed-upon procedures report are due 150 days after the end of the fiscal year.

(c) Auditors from the TEA must review independent audit reports. The commissioner's designee must resolve audit findings.

(d) The district or other educational entity must hire at its own expense an independent auditor to conduct an independent audit of its financial statements and provide an opinion on its annual financial and compliance report.

(1) The independent auditor must:

(A) be associated with a certified public accountancy (CPA) firm that has a current valid license issued by the Texas State Board of Public Accountancy or a state licensing agency from another state;

(B) be a certified public accountant with a current valid license issued by the Texas State Board of Public Accountancy, as required under the Texas Education Code, §44.008; and

(C) adhere to the generally accepted auditing standards (GAAS), adopted by the American Institute of CPAs (AICPA), as amended, and the generally accepted government auditing standards (GAGAS), adopted by the US Government Accountability Office, as amended.

(2) The CPA firm must:

(A) be a member of the AICPA Governmental Audit Quality Center (GAQC);

(B) adhere to GAQC's membership requirements; and

(C) collectively have the knowledge, skills, and experience to be competent for the audit being conducted, including thorough knowledge of the government auditing requirements and:

(i) Texas public school district environment;

(ii) public sector; or

(iii) nonprofit sector.

(e) If at any time the TEA division responsible for financial compliance reviews an audit firm's working papers and finds that the firm or the quality of the work does not meet the standards required as stated in subsection (d) of this section, the division may require the district or other educational entity to change its audit firm.

(f) To the extent that this section conflicts with any other rule regarding audits of school districts and other educational entities by independent auditors and the TEA, this section controls.

§109.25. State Compensatory Education Program Reporting and Auditing System.

(a) Each school district and charter school shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA). Each school district and charter school shall report the information according to standards for financial accounting provided in §109.41 of this title (relating to Financial Accountability System Resource Guide.) The financial data will be reported annually through the Public Education Information Management System. The commissioner of education shall ensure that districts follow guidelines contained in the "Financial Accountability System Resource Guide" in attributing supplemental direct costs to state compensatory education and accelerated instruction programs and services. Costs charged to state compensatory education shall be for programs and services that supplement the regular education program.

(b) Each school district and charter school shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. Each school district and charter school shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. School districts and charter schools must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Texas Education Code (TEC), §29.081.

(c) The TEA shall conduct risk assessment and desk audit processes to identify the school districts, charter schools, or campuses most at risk of inappropriate allocation and/or underexpenditure of the compensatory education allotment. In the risk assessment and desk audit processes, the TEA shall consider the following factors:

(1) aggregate performance of students in at-risk situations on the state assessment instruments that is below the standards for the "acceptable" rating, as defined in the state accountability system;

(2) the financial management of compensatory education funds; and/or

(3) the quality of data related to compensatory education submitted by a school district or charter school.

(d) The TEA shall use the results of risk assessment and desk audit processes to prioritize school districts or charter schools for the purpose of on-site visits and may conduct on-site visits.

(e) The TEA shall issue a preliminary report resulting from a desk audit or an on-site visit before submitting a final report to the school district or charter school. After issuance of a preliminary report, a school district or charter school must file with the TEA the following:

(1) a response to the preliminary report within 20 calendar days from the date of the preliminary report outlining steps the school district or charter school will take to resolve the issues identified in the preliminary report; and

(2) a corrective action plan within 60 calendar days from the date of the preliminary report if the school district's or charter school's response to the preliminary report does not resolve issues identified in the preliminary report.

(f) The TEA shall issue a final report that indicates whether the school district or charter school has resolved the findings in the preliminary report and whether the corrective action plan filed under subsection (e)(2) of this section is adequate.

(1) If the final report contains a finding of noncompliance with TEC, §48.104(k), the report shall include a financial penalty authorized under TEC, §48.104(o).

(2) If the school district or charter school responds with an appropriate corrective action plan, the TEA shall rescind the financial penalty and release the amount of the penalty to the school district or charter school.

(g) The TEA may conduct an on-site visit to verify the implementation of a school district's or charter school's corrective action plan.

Subchapter C. Adoptions By Reference

§109.41. Financial Accountability System Resource Guide.

The rules for financial accounting are described in the official Texas Education Agency (TEA) publication Financial Accountability System Resource Guide, Version 19, which is adopted by this reference as the agency's official rule. A copy is available on the TEA website with information related to financial compliance.

Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract

§109.51. Uniform Depository Bank Bid or Proposal Form.

(a) At least 60 days before the end of the current depository contract, each school district must decide to use either competitive bidding or a request for proposals to choose a new depository.

(b) At least 30 days before the end of the current depository contract, the district must mail the uniform blank form for the selected process to each bank located in the district. The district must use either the uniform bid form specified in subsection (c) of this section or the uniform proposal form specified in subsection (d) of this section. The district may add other terms to the uniform bid or proposal form if the added terms do not unfairly restrict competition between banks as stated in the Texas Education Code, §45.206(b). The district must keep the selected bid or proposal form in the district and make it available to the Texas Education Agency upon request.

(c) This subsection provides the uniform bid blank form, entitled "Bid Form for Depository Services."

Figure: 19 TAC §109.51(c)

(d) This subsection provides the uniform proposal blank form, entitled "Proposal Form for Depository Services."

Figure: 19 TAC §109.51(d)

§109.52. Uniform Depository Bank Contract and Surety Bond Forms.

(a) Each school district must use the uniform depository contract form as provided in subsection (b) of this section. The district must complete the form and file it electronically with the Texas Education Agency (TEA) as specified in the Texas Education Code (TEC), §45.208, and in accordance with filing instructions provided on the TEA website.

(b) This subsection provides the uniform depository contract form, entitled "Depository Contract for Funds of Independent School Districts under the Texas Education Code, Chapter 45, Subchapter G, School District Depositories."

Figure: 19 TAC §109.52(b)

(c) If a district's depository elects a surety bond to secure the district's deposit amounts less any applicable Federal Deposit Insurance Corporation insurance, the depository must complete the surety bond form provided in subsection (d) of this section, attach it to the contract, and file it with the district. The district must file a copy of the contract and the surety bond form with the TEA as specified in the TEC, §45.208, and in accordance with filing instructions provided on the TEA website.

(d) This subsection provides the uniform surety bond form, entitled "Texas School Depository Surety Bond Form."

Figure: 19 TAC §109.52(d)

(e) If the TEA receives a contract form and determines that it is incomplete, the TEA will notify the district.

(f) A district that has no current depository contract in force and filed with the TEA will receive its warrants from the TEA by US mail.

(g) For depository contract filing requirements for charter schools, refer to §100.1043 of this title (relating to Status and Use of State Funds; Depository Contract).

Bid Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your bid.

We have the right to reject any bid. If any part of this bid or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate. Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a $1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR): _____%
Interest Bearing Accounts: _____%
Money Market Accounts: _____%
Sweep Accounts: _____%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than $250,000:

Maturity	Basis point spread over (+) or under (−) T-Bill "asked" yield *[District-specified rate]*
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be $_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.

2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.

3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

   To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

   a. Designate a depository officer as a primary contact with us.

      Name _____

      Title _____

      Telephone # _____

      Fax # _____

      Email _____

   b. Designate a depository representative as a backup contact with us.

      Name _____

      Title _____

      Telephone # _____

      Fax # _____

      Email _____

   c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?

   d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.

5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.

7. Provide a copy of all agreements (including those not directly referenced in this bid) that will be required under the contract.

8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one:* We have attached our investment policy to this bid notice. *or* We have provided a link to our investment policy on our website.*]*

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option:* We will not accept a repurchase agreement or offshore investments as sweep investment vehicles.*]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
b. State the average interest rate on the recommended alternative structure for the past 12 months.
c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a $1 NAV.
d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
- intraday detail and summary balances (on local main and payroll accounts)
- initiation and monitoring of stop payments
- positive pay exception transactions
- initiation and monitoring of internal and wire transfers
- image access
- controlled disbursement presentment totals [optional]

a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
b. What is your backup process to report balances and transactions in case the system is not available?
c. When is daily balance information available?

d. Submit samples of major screens available, or provide web link access to a demonstration module.
e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
f. [Optional] With regard to controlled disbursements:
   – What is the cutoff time for disbursements?
   – What Federal Reserve location do these accounts clear through?
   – How do we have access to this information?

3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your bid. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

a. What is your daily cutoff time to ensure same-day ledger credit?
b. Describe how and when you send credit and debit advices to us.
c. What type of deposit bags do you use or require? Are these available from you?
d. In what city does item processing occur?

Remote Deposit

We are interested in establishing (or using] remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
f. Give two comparable references with contact information.
g. Do you produce a daily balancing report? Provide a sample.
h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

a. Do you image all paid checks, deposit items, and deposit slips?
b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
c. How long do you maintain check and deposit images online?
d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

a. Describe the data transmission and transfer requirements for automated and manual checks.
b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
c. How can we change or delete check records, if necessary?
d. How do you notify us of a positive pay exception?
e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
g. Do you offer payee positive pay?
h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

a. Describe the partial and full reconciliation processes.
b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
c. Please provide references of customers who use the XX ledger system?

d. Specify all reporting alternatives.
e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
b. Is any paper transaction required for transfers or wires as follow-up?
c. How and when will you notify us of incoming wires? Online? Email?
d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
e. What is the deadline for initiation:
   – by telephone?
   – online?

f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)? How long are each available online?
b. What items are captured on the monthly CD, if provided?
c. When do you make the monthly CD or imaged reports available?
d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
b. What filters and blocks are available on our accounts for ACH transactions?
c. Are ACH addenda shown in their entirety online and in reports?
d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?

f. Is ACH positive pay available?

g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping.

Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.

b. Are security transactions available online for either originating or monitoring?

c. What is the deadline for settlement instructions on a cash (same-day) settlement? Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The bid must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We may grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?

b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

a. When is the account analysis available each month?

b. Is the account analysis available online? Is it imaged monthly on electronic media?

c. Are paper statements also sent to us? If so, when?
d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

a. State when monthly statements will be available each month online and on paper.
b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

a. Are all accounts aggregated for overdraft calculation purposes?
b. State the rate basis for intraday and interday overdrafts.
c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

a. What are the time period options available for stop payments?
b. What are the options for extended stop payment periods? How are they extended?
c. What is the cutoff hour for same-day action on stop payments?
d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
e. What information on current and expiring stop payments is available online?

16. Customer Service

a. Do you offer customer services in languages other than English?
b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the bid and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating $_____ in collections per month with an average ticket size of $_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively:* We are interested in possibly accepting credit card payments for various activities.*]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.*]*

a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
b. How many institutions and end customers do you have?
c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
d. Do you have software that allows online payments to us through your portal?
e. Describe the reporting functions and data availability.
f. Describe billing options.
g. Describe the authorization method or process used. How are incorrect authorizations reversed?
h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
j. Is data imaging available online? What is available online? When? For how long?
k. Describe the dispute resolution process.
l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions

a. Do you currently provide this service? If so, how long has it been available?
b. How many institutions and end customers use the service? Provide three comparable references for the service.
c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
d. Describe the enrollment process. Is enrollment batched and web-based?
e. Describe the manner by which funds will be made available to the cardholders.
f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
c. What client support is available? How is it provided?
d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
g. Provide three comparable references for the service.

5. Check Printing

a. Do you offer check printing services? Describe?
b. What is the deadline for same-day and next day printing?
c. Where are checks printed and sent from?

6. Smart Safes

a. Do you offer smart safes? Describe.
b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the bid:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this bid) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[The district has the option to insert these acknowledgments.]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this bid, you acknowledge that you agree with and accept all specifications in the bid except as you expressly qualified in the bid.

Bank: _____

Address: _____

City, State, Zip:_____

Phone Number: _____

Fax Number: _____

Email Address:_____

Typed Name: _____

Date:_____

Proposal Form

for Depository Services

by _____ Independent School District

Definitions and Instructions

In this document, the terms “you” and “your” refer to the depository bank, and “we,” “our,” and “us” refer to the district named above.

You must answer all questions in this form and provide it to us as your proposal.

We have the right to reject any proposal. If any part of this proposal or any contract entered into between you and us is invalid, the remainder, at our option, remains in force and is not affected. We have the right to use a sub-depository bank other than the primary bank and those deposits will be collateralized.

Bank Compensation

We may pay for your services by targeted balances or by fees and change the methodology when appropriate? Please detail any differences in related costs to us with either option.

Compensation Based on a Targeted Balance

We may choose to pay for your services by maintaining a targeted amount of our funds in the depository. We will maintain balances in the checking accounts to compensate you in full or in part for services provided. You must provide a monthly account analysis that reflects the earnings credited for these balances.

You may invest any excess collected balance daily as directed by us in an overnight investment that we approve, an interest bearing account, or a money market mutual fund registered with the Securities and Exchange Commission (SEC) which strives to maintain a $1 NAV. Please list below the overnight investment and any index upon which the rate will be based.

The rate history at your bank for the months beginning MM/YY and ending MM/YY was:

Earnings Credit Rate (ECR): _____%
Interest Bearing Accounts: _____%
Money Market Accounts: _____%
Sweep Accounts: _____%

[Alternatively, the district may require the depository bank to complete the information by month according to Attachment A, Historical Information about the Bank.]

If any of these rates is based on an index rate (such as the T-Bill auction rate), stipulate how you will use the index to calculate the rate.

Compensation Based on Fees

We may choose to pay for your services on a straight fee basis in which we will not maintain a targeted balance. You will assess fees, and we will pay them in accordance with your proposed fees as listed on Attachment A, Volumes for Pricing Transactions.

District Investments

We reserve the right to purchase, sell, and invest our funds and funds under our control, including bond funds, as authorized by the Texas Government Code, Chapter 2256, Public Funds Investment Act, and in compliance with our investment policy, a copy of which is attached as Attachment C *[alternatively, the district may provide the link to the investment policy on the district's website]*.

[The district chooses to insert language of Option A or Option B]

Option A

We may choose to invest in time deposits at the depository, but all investments including certificates of deposit are bid competitively at the time of purchase.

Option B

We may choose to invest in time deposits at the depository. You will pay interest on our funds placed in time deposits with maturities we chose. The interest rate spread on the deposits should be indicated as above, below, or equal to the "asked" yield on the comparable maturity T-Bill of the proposed time deposit being purchased as reported in an independent, financial source.

Single Maturity Time Deposits of more than $100,000:

Maturity	Basis point spread over (+) or under (−) T-Bill "asked" yield *[District-specified rate]*
7 – 29 Days	_____
30 – 59 Days	_____
60 – 89 Days	_____
90 – 179 Days	_____
180 – 364 Days	_____
365 Days or More	_____

Collateral

Collateral Conditions

You must provide collateral equal to 102 percent of all our time and demand deposits plus accrued interest minus applicable Federal Deposit Insurance Corporation (FDIC) coverage. Collateral will be pledged to us and held in an independent safekeeping institution by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. You will be liable for monitoring and maintaining the collateral and the required margin at all times and will provide an original safekeeping notice and a monthly report of the collateral including at least the security description, par amount, cusip, and market value.

You and we must execute a collateral agreement in accordance with the Financial Institutions Reform, Recovery, and Enforcement Act of 1989 (FIRREA). Provide a sample collateral agreement as Attachment D, Sample Collateral Agreement.

We estimate our maximum anticipated collateral requirement to be $_____.

If voluntary collateral pooling is legislated during the period of this contract, you and we may consider it and agree to use it under this contract.

Eligible Collateral

We will accept only approved securities as specified by the TEC, §45.201, as pledged collateral, voluntary pooled collateral (if available) or a Federal Home Loan Bank Letter of Credit.

[Alternatively, the district may require specific collateral in accordance with its investment policy. In that case, the district would refer to its investment policy and use the following paragraph instead:

We will accept only the following as pledged collateral in accordance with our investment policy (see Attachment C, District Investment Policy):

The district lists items here.]

Banking Services Fees

Based on the services we require from you, complete the proposed fee schedule, Attachment A, Volumes for Pricing Transactions. All fees which may be charged to supply the services must be included or will not be eligible under the contract. We and you reserve the right to mutually agree upon any change of contract terms or pricing during the contract extension periods.

Depository Information

Please answer the following questions about your depository bank.

1. State the full name and address of the depository and any parent holding company. List all branch locations within our boundary.

2. Provide the annual audited financial statement for the most current fiscal year. This may be in printed form, but we prefer an electronic link to the website. Members of your holding companies must include corporate annual financial statements and your individual call report for the most recent operating quarter. Audited financial statements are required each year of the contract.

3. State your rating from an independent depository rating agency or, if that rating is not available, the rating on your senior and subordinate debt. You must inform us of any change in this rating during the period of the contract within a reasonable period.

4. Contact Information

   To ensure smooth communication and continuation of services, you must assign a specific account executive and a backup to our account to coordinate services and help solve any problem encountered.

   a. Designate a depository officer as a primary contact with us.

      Name _____

      Title _____

      Telephone # _____

      Fax # _____

      Email _____

   b. Designate a depository representative as a backup contact with us.

      Name _____

      Title _____

      Telephone # _____

      Fax # _____

      Email _____

   c. If the primary and backup contacts are not available, how do we contact someone in an emergency? After hours?

   d. Describe in detail how you handle problem resolution, customer service, day-to-day contact, and ongoing maintenance for governmental clients. Please be specific about exactly whom we will be calling and working with for the situations described above.

5. List references from at least three of your current, comparable governmental clients. Include the length of time under contract and a client contact, title, and telephone number.

6. Based on the services we require, please provide a proposed timeline for implementing the contract; include the timeline activities and direct responsibilities of both our district and your depository bank during implementation.

7. Provide a copy of all agreements (including those not directly referenced in this proposal) that will be required under the contract.

8. If we award the contract to you, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy. *[The district specifies one:* We have attached our investment policy to this proposal notice. *or* We have provided a link to our investment policy on our website.*]*

9. We may conduct a preaward interview on-site at your deposition bank before awarding the contract. Please provide us with a contact name for arranging the preaward interview.

10. Are you offering any transition or retention incentive to us? If so, please describe it in detail

Banking Services

1. Consolidated Account Structure with Sweep Mechanism

We are interested in earning at then-current interest rates available at all times. We want the option to use an automated, daily sweep to a money market mutual fund or depository alternative account (if competitive) to reach our full investment goal. *[District option:* We will not accept a repurchase agreement or offshore investments as a sweep investment vehicle*.]*

Our current account structure is listed as Attachment B, District's Current Account Structure. We do not guarantee that we will maintain the balances or structure at these same levels.

You must clearly describe your most cost-effective account structure (interest bearing accounts, zero balance accounts [ZBAs], or sweep, etc.).

a. Fully describe the proposed account structure. Would a sweep be from a master account with ZBAs or directly swept from the individual accounts? Is interest distributed at the account level?
b. State the average interest rate on the recommended alternative structure for the past 12 months.
c. If an SEC-registered money market fund is used for the sweep proposal, provide the full name and a copy of the prospectus. It must strive to maintain a $1 NAV.
d. Interest earned on interest bearing accounts must **not** be charged as an expense on the account analysis. Confirm acceptance of this condition.

We may be required or may desire to open additional accounts, close accounts, or change account types during the contract period. If this occurs, the new accounts and services must be charged at the same contracted amount or, if unanticipated, at not more than published rates.

2. Automated Cash Management Information

We are interested in automated balance and detail information and online retention. Minimum automated services must include the following *[The district specifies the requirements.]*:

- prior-day summary and detail balance reporting on all accounts
- intraday detail and summary balances (on local main and payroll accounts)
- initiation and monitoring of stop payments
- positive pay exception transactions
- initiation and monitoring of internal and wire transfers
- image access
- controlled disbursement presentment totals [optional]

a. Fully describe your online service. **List** the system capabilities (for example, balance reporting, wires, positive pay, stop payment, etc.).
b. What is your backup process to report balances and transactions in case the system is not available?
c. When is daily balance information available?

d. Submit samples of major screens available, or provide web link access to a demonstration module.
e. How is an individual security sign-on assigned, and who maintains the security module? How many levels of security are available?
f. [Optional] With regard to controlled disbursements:
   – What is the cutoff time for disbursements?
   – What Federal Reserve location do these accounts clear through?
   – How do we have access to this information?

3. Deposit Services

We require standard commercial deposit services for all accounts.

We expect all deposited checks to clear based on your current published availability schedule, but please note any options for expedited availability in your proposal. For all cleared deposits you receive by your established deadline, you must process them for same-day ledger credit. If you fail to credit our accounts in a timely fashion, you must pay interest to us at the then-current effective federal funds rate.

a. What is your daily cutoff time to ensure same-day ledger credit?
b. Describe how and when you send credit and debit advices to us.
c. What type of deposit bags do you use or require? Are these available from you?
d. In what city does item processing occur?

Remote Deposit

We are interested in [] establishing or using remote check deposit for a few high-volume locations during the contract period. These deposits include both consumer and commercial checks.

e. What are your current capabilities in remote check deposit? Describe how checks are processed and cleared. Please state the cutoff time for same-day ledger credit.
f. Give two comparable references with contact information.
g. Do you produce a daily balancing report? Provide a sample.
h. What scanner equipment is required to operate the system? Is this equipment available through your depository bank for purchase or lease? Please list the equipment required along with its cost.

4. Standard Disbursing Services

We are interested in standard disbursing services for designated accounts.

a. Do you image all paid checks, deposit items and deposit slips?
b. Are check and deposit images available online? When? Do you provide a monthly compact disc (CD)? If not, are reports downloadable?
c. How long do you maintain check and deposit images online?
d. Do you pay all our checks without charge upon presentation?

5. Positive Pay

We require positive pay services if available at the bank for designated accounts on which checks are written. The positive pay process should be fully automated and web based. We will transmit check information electronically to you on each check run and as we create checks manually.

a. Describe the data transmission and transfer requirements for automated and manual checks.
b. Is input available online for manual checks? If it is not available online, how do we transmit information on individual manual checks to you?
c. How can we change or delete check records, if necessary?
d. How do you notify us of a positive pay exception?
e. When do you report exception information to us? When is the deadline for our exception elections? Are images of exceptions available?
f. Are all checks, including those received by the tellers and vault, verified against the positive pay file before processing? How often do you update teller information?
g. Do you offer payee positive pay?
h. Please provide a copy of your file layout format.

6. Account Reconciliation

We anticipate using partial or full reconciliation services on all accounts in concert with positive pay, depending on cost effectiveness.

a. Describe the partial and full reconciliation processes.
b. With what format(s) does your system interface? What record formats are required? *[Alternatively, the district can specify its interface format for the depository to determine compatibility.]* How do you send reconciled data to us? When?
c. Please provide references of customers who use the XX ledger system?
d. Specify all reporting alternatives.
e. Are reports available online? How long are reports maintained online? Provide a sample copy of reports.

7. Funds Transfer and Wire Services

Incoming wire transfers must receive immediate same-day collected credit. Wire initiation should be available online. We require that wires be released the same business day if information is provided by the established deadline.

a. Describe the process of online wire initiation. What backup process is available for the online process in case the system is unavailable?
b. Is any paper transaction required for transfers or wires as follow-up?
c. How and when will you notify us of incoming wires? Online? Email?
d. Is future dating available for both repetitive and non repetitive wires and transfers? How far in advance?
e. What is the deadline for initiation:
   – by telephone?
   – online?
f. Are templates and template storage available?

8. Optical Imaging

We desire optical images that are downloadable or on CD on all accounts.

a. What items and reports are available online (checks, statements, deposit slips, deposited items, etc.)?How long are each available?
b. What items are captured on the monthly CD, if provided?
c. When do you make the monthly CD or imaged reports available?
d. When and for how long are statements and account analyses available online?

9. Automated Clearinghouse (ACH) Services

We require ACH transactions for payable and receivable transactions. We require a pre-notification (pre-note) on all new transactions.

a. Describe the transmission alternatives for individual ACH transactions. Can we initiate individual ACH transactions online?
b. What filters and blocks are available on our accounts for ACH transactions?
c. Are ACH addenda shown in their entirety online and in reports?
d. What is your policy on pre-notification? Is the pre-note charged as a standard ACH transaction?
e. What is the deadline for transmission (hour and day) for a payroll to credit employee accounts on a Friday?
f. Is ACH positive pay available?
g. Does ACH debit the account on day of initiation or settlement?

10. Safekeeping Services

We may require you or another eligible offeror to provide book-entry safekeeping services for any securities we own. We will make all our investments and transmit instructions for clearing and safekeeping to you in writing or electronically.

All securities must be cleared on a **delivery versus payment (DVP)** basis. Ownership must be documented by original clearing confirmations, and safekeeping of receipts must be provided within one business day of the transaction. Funds for investments must be drawn from our designated demand deposit account. All principal and interest payments, coupon payments, and maturities must receive automated same-day collected credit on our designated account without requiring any additional action by us.

If you use a correspondent bank for safekeeping our securities, the transactions must be handled through your systems and must not require additional interaction by us with the correspondent bank. No delay in transactions, wires, or flow of funds is acceptable under a correspondent relationship.

a. Are you a member of either the Federal Reserve or a Federal Home Loan Bank? If not, name the correspondent depository you would use for clearing and safekeeping. Describe any safekeeping arrangement proposed with a correspondent depository including processing requirements by us.
b. Are security transactions available online for either originating or monitoring?

c. What is the deadline for settlement instructions on a cash (same-day) settlement? Would we incur any charge for late instructions?

We may choose to purchase time deposits from you, but all time deposits will be competitively bid at the time of purchase.

11. Collateral Requirements

You must meet all the requirements, including those beyond the Public Funds Collateral Act, as stated below. The proposal must state that you agree to the following terms and conditions:

- All collateral pledged to us must be held by a custodian or permitted institution as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act. *[Alternatively, the district may specify any limitations on its preferred custodial arrangement.]*
- We, you, and the safekeeping bank must execute a triparty safekeeping agreement for custody of pledged securities in full compliance with the FIRREA requiring a depository resolution. (Or completion of Circular 7 if a Federal Reserve bank is acting as custodian. Even if a Federal Reserve bank is used, you and we must still execute a depository agreement.)
- All time and demand deposits above FDIC coverage must be collateralized at a minimum of 102 percent of principal plus accrued interest at all times (110 percent on mortgage-backed securities).
- You are contractually liable for continuously monitoring and maintaining collateral at our required margin levels.
- The custodian must provide evidence of pledged collateral by sending original safekeeping receipts or a report directly to us within one business day of receipt.
- We must receive a monthly report of collateral pledged including description, par, market value, and cusip, at a minimum.
- We must grant substitution rights if you obtain our prior approval and if substituting securities are received before previously pledged securities are removed from safekeeping.

Authorized collateral includes only approved securities as specified by the Texas Government Code, Chapter 2257, Public Funds Collateral Act and noted above.

a. Do you propose any collateral charges? If so, under what conditions are they charged, and how is the charge applied?
b. What is your deadline for requesting collateral in excess of existing requirements?

12. Account Analysis

You should provide monthly account analysis reports for each account and on a consolidated account basis.

a. When is the account analysis available each month?
b. Is the account analysis available online? Is it imaged on electronic media monthly?
c. Are paper statements also sent to us? If so, when?
d. How long will it take you to correct any billing errors on the account analysis?

13. Monthly Statements

You must provide monthly account statements on all accounts with complete supporting documentation.

a. State when monthly statements will be available each month online and on paper.
b. Is the monthly statement available online? If so, when and for how long? Are the statements imaged and/or put on electronic media monthly?
c. If imaged, are paper statements also sent to us? If so, when?

14. Overdrafts

a. Are all accounts aggregated for overdraft calculation purposes?
b. State the rate basis for intraday and interday overdrafts.
c. What is the policy for daylight overdrafts?

15. Stop Payments

We desire an automated stop payment process.

a. What are the time period options available for stop payments?
b. What are the options for extended stop payment periods? How are they extended?
c. What is the cutoff hour for same-day action on stop payments?
d. Can we initiate stop payment orders online? If so, do you require any paper follow-up document?
e. What information on current and expiring stop payments is available online?

16. Customer Service

a. Do you offer customer services in languages other than English?
b. What languages are offered?

17. Service Enhancements

Based on the information you provide in the proposal and your knowledge of the public sector, please describe any services or technological enhancements, not previously mentioned, that we should consider to manage our treasury operations more effectively.

Optional Services

1. Nonsufficient Funds (NSF) Checks Re-presented as ACH (Re-presented Check [RCK] Entry)

We may want the option of the second presentment to be made by ACH to targeted dates for maximum collection potential.

a. Are you currently using ACH for collection of NSF checks? How long have you been providing this service? Provide two comparable references with contact information.
b. How are the NSF and the later ACH transactions matched and reconciled? Does your system cross-reference the two transactions in any way?
c. Is the NSF information, image, or occurrence available online? When and how? For how long is it available online?
d. Can we specify any target pay day(s)?

2. Merchant Services.

We currently accept Visa, MasterCard, American Express, Discover, and debit card payments approximating $_____ in collections per month with an average ticket size of $_____. There are _____ (specify number) locations with _____ (specify number) terminals. *[Alternatively:* We are interested in possibly accepting credit card payments for various activities.*]* The service should include daily capture, transmission, and authorization of payments at point of sale and on the web. The service must include reporting by location.

[The district inserts this statement if it is true: We can and do comply with Payment Card Industry Data Security Standards.*]*

a. Do you currently offer merchant card processing services? How long has this service been available? What interface format(s) does your system supply?
b. How many institutions and end customers do you have?
c. Describe the fee components of a merchant card processing relationship. Provide a list of all the fees to us. State the association fees, the discount rates, and your fee per transaction.
d. Do you have software that allows online payments to us through your portal?
e. Describe the reporting functions and data availability.
f. Describe billing options.
g. Describe the authorization method or process used. How are incorrect authorizations reversed?
h. Describe your debit card processing capabilities. Do you distinguish between debit and credit cards on your bank identification number (BIN)? Can you program a debit card to the lowest cost network?
i. Describe your transmission process. Describe the monitoring and notification process if transmissions fail.
j. Is data imaging available online? What is available online? When? For how long?
k. Describe the dispute resolution process.
l. Describe your security measures for Internet transactions and unauthorized use.

3. Payroll Cards or Debit Cards

We are exploring the use of stored-value cards (payroll cards or debit cards) as a payroll option for employees at a minimum. Cardholders should be able to use the cards as debit

cards for purchases at point of sale as well as for cash withdrawals at financial institutions and automated teller machines.

The purchasing ability of the cards must be limited to the stored value of the card. We may choose not to pay for access fees for the employees issued the stored-value cards.

We will be responsible for any marketing of the program and have total discretion on the distribution of the cards. We will enroll the employees. You must provide cardholders with all processing and transaction information and reports. We expect the following services from you, at a minimum:

- embossing, encoding, and distributing standard cards as directed by us
- providing paper and electronic statements to cardholders
- administering accounts, including maintenance of accounts, application of funds, authorization of transactions, and related tracking
- customer service functions

a. Do you currently provide this service? If so, how long has it been available?
b. How many institutions and end customers use the service? Provide three comparable references for the service.
c. Which program (authorization marks) does your program use? (Visa, MasterCard, etc.)
d. Describe the enrollment process. Is enrollment batched and web-based?
e. Describe the manner by which funds will be made available to the cardholders.
f. What are the inactivity levels for the program? Do these generate additional fees? Describe any other potential fees.
g. Are all funding transmissions by standard ACH? Describe the data transmission requirements and deadlines.

4. Purchasing Cards

We may consider a purchasing card program during the contract period. Cards would be assigned to our employees for defined use.

a. What card platforms do you support (MasterCard, Visa)? Do you use a third-party processor?
b. What, if any, information is available online? When? Describe data download and integration capabilities. Describe reporting capabilities.
c. What client support is available? How is it provided?
d. Describe the diverse parameters and restrictions available for the card control. How many access levels are available?
e. Discuss settlement and corporate liability terms. Include information on your support for the program and your experience, settlement terms on payment, security procedures, and license requirements. How will we receive billing?
f. Describe how cards are issued, deleted, or replaced. How do you handle lost or stolen cards?
g. Provide three comparable references for the service.

5. Check Printing

a. Do you offer check printing services? Describe?
b. What is the deadline for same-day and next day printing?
c. Where are checks printed and sent from?

6. Smart Safes

a. Do you offer smart safes? Describe.
b. From our deposit history is this cost effective?

Schedules and Attachments

We provide the following:

- copy of our audited financial statements *[or link to website]*
- Attachment A, Volumes for Pricing Transactions (filled in with volumes)
- Attachment B, District's Current Account Structure
- Attachment C, District Investment Policy *[or link to website]*

You must include the following information with the proposal:

- copy of your audited financial statements *[or link to website]*
- corporate audited financial statements and the individual depository's call report (for members of your holding companies) *[or link to website]*
- Uniform Bank Performance Report reference
- Attachment A, Volumes for Pricing Transactions (filled in with rates)
- Sample Account Analysis Statement
- Attachment D, Sample Collateral Agreement
- any service agreements (including those not directly referenced in this proposal) that must be executed under the contract (if applicable)
- screen shots of major pages within your automated cash management system, or online web demo access (if available)
- sample daily balancing report for remote deposit (if applicable)
- sample account reconciliation reports (if applicable)

Optional Acknowledgments *[insert as required by district preference]*

You confirm that you will not charge interest earned on the account analysis.

If awarded the contract, you must review our then-current district investment policy and certify in writing to that review in accordance with the Public Funds Investment Act verifying that you have sufficient controls in place to avoid transactions not authorized by the policy.

You accept the investment options and/or collateral conditions as specified in our investment policy.

By submitting this proposal, you acknowledge that you agree with and accept all specifications in the proposal except as you expressly qualified in the proposal.

Bank: _____

Address: _____

City, State, Zip:_____

Phone Number: _____

Fax Number: _____

Email Address:_____

Typed Name: _____

Date:_____

Depository Contract for Funds of Independent School Districts under the Texas Education Code, Chapter 45, Subchapter G, School District Depositories

* = Required Field

State of Texas

_____
*County-District Number

County of *_____

Article I. The *_____, referred to in this contract
Name of District

as the "District," is located in* _____ County, Texas. The board of trustees of the District has selected
Name of County

*_____, referred to in this contract as the "Depository," to serve as the Depository of the
Name of Depository Bank

school funds of the District (or if there are tie bids or proposals as defined in the Texas Education Code [TEC], as one of the Depositories). This selection was made in accordance with the TEC, Chapter 45, Subchapter G. The Depository will serve under this contract for a two-year term starting with the fiscal year beginning *_____ and ending * _____, and until its successor is selected and has qualified unless
Date *Date*

this contract is terminated sooner by the Depository's failure to adhere to all requirements of the TEC and of this contract. The school funds of the District include all school funds except those permitted by law to be deposited or invested otherwise at the sole discretion of the District's board of trustees.

The Depository is located at *_____* _____ County, State of Texas, and is a
Bank Mailing Address, City, Zip Code *Name of County*

bank as defined in the TEC, §45.201.

Article II. The District selected the Depository based on the Depository's written bid or proposal submitted as provided by State Board of Education rule. The District determined that the Depository's written bid or proposal was the best, or equal to the best, among *_____ bids or
Number Submitted

proposals submitted to the District and opened on *_____. The bid or proposal is incorporated in this contract by reference.
Date

This contract is subject to the TEC and any amendments to it and to any acts of the Texas Legislature that affect public moneys held by the District during the term of this contract.

Article III. The Depository has elected a method to adequately protect the funds of the District deposited with the Depository in accordance with the TEC, §45.208, and a copy of the election is attached to this contract and incorporated by reference.

Article IV.

A. The TEC, §45.205, requires that this contract and any extension of this contract coincide with the District's fiscal year. If the District changes its fiscal year in accordance with the TEC, §44.0011, the parties may agree to shorten or extend the two-year term of the contract by no more than one year to coincide with the end of the new fiscal year, provided that this contract remains in effect until the Depository's successor is selected and has qualified. If the parties cannot agree, the District has the option to change the term of this contract to coincide with the end of a new fiscal year closest to its original expiration date.

B. The District and the Depository may agree to extend this contract for three additional two-year terms in accordance with the TEC, §45.205(b). The contract may be modified for each two-year extension if both parties mutually agree to the terms. An extension under this subsection is not subject to the requirements of the TEC, §45.206.

C. The District must electronically file this contract and any additional two-year extension of this contract with the Texas Education Agency.

D. The Depository must allow the District to purchase time deposits that mature after the ending date of this contract; however, the Depository may apply new interest rates to the time deposits after the ending date of this contract. The District is entitled to withdraw these time deposits without penalty when this contract expires. But in that event, the Depository will be obligated only to pay interest rates comparable to rates offered in the contract for the term the time deposits were actually held. The Depository may impose an early withdrawal penalty on a time deposit withdrawn within six days of creation of the deposit, to the extent required to comply with federal regulations defining time deposits.

E. If a contractual dispute results in litigation between the Depository and the District, the trial will be held in the county in which the District has its central office, but only if this venue designation is not considered to be a waiver of any immunity that either party to this contract may be entitled to claim.

Article V. The District and the Depository execute this contract and each retain a copy, both of which are considered to be originals, and file the contract with the TEA electronically as specified in Article IV, item C, above.

To Be Completed by the District and Verified by the Depository
(For all funds received from the Texas Education Agency)

* Routing Transit Number
(Must be 9 digits)

Type of Account:

_____
*Account Number
(Up to 13 digits)

Check One:
☐ Checking
☐ Savings

☐ Check here if the TEA currently sends funds to an investment pool and no change is required in routing of funds.

Please note that the account information above must match the current direct deposit information on file with the Texas Education Agency, Accounting Division. If the District is changing the current direct deposit information, the District must submit a Vendor Direct Deposit Authorization form along with the depository contract.

Agreed and accepted on behalf of the District this *_____ dayof *_____,* _____

_____
Signature of President of School Board

Agreed and accepted on behalf of the Depository this *_____ day of*_____, *_____

_____
* Typed Name of Depository

_____
Signature of Authorized Officer

_____
* Title of Authorized Officer

Acknowledgment

Acknowledged before me in *_____ County, Texas, on *_____, 20*____, by

*_____, bank officer of the Depository named in the preceding document, for the Depository.

_____
Signature of Notary

(SEAL)

Notary Public in and for *_____
County, Texas

Election of Collateral Method for Funds
of Independent School Districts
under the Texas Education Code, Chapter 45, Subchapter G,
School District Depositories

In accordance with Article III of the Depository Contract for Funds, the Depository has elected to use the following method(s) to protect the funds of the District:

☐ Surety bond (TEC, §45.208[b])

☐ Deposit or pledge securities (TEC, §45.208[f])

A. If the Depository elected to file with the District a corporate surety bond, then the corporate surety bond is in an initial amount of $ *_____, which is equal to the estimated highest daily balance of the District funds determined by the board of trustees of the District to be on deposit with the Depository during the term of this contract. The corporate surety bond is executed in the form and with the content prescribed by State Board of Education rule. A fully executed copy of the corporate surety bond is attached to and made a part of this contract by reference, provided further that:
   (1) the initial amount of the corporate surety bond may rise or fall from day to day so long as all deposits of the District are fully protected;
   (2) the bond is made payable to the District and is signed by the Depository and the surety company authorized to do business in this state;
   (3) the bond and the surety on the bond are approved by the board of trustees of the District;
   (4) the bond exists under the condition that the Depository must:
      (a) faithfully perform all duties and obligations required by law and this contract;
      (b) pay on presentation all checks or drafts ordered according to law by the District's board of trustees;
      (c) pay on demand any demand deposit in the Depository;
      (d) pay any time deposit after the required notice period expires;
      (e) faithfully keep school district funds and account for the funds according to law; and
      (f) faithfully pay over to the successor depository all balances remaining in the account; and
   (5) the District may not pay a premium on the depository bond out of school district funds.

B. If the Depository did not elect to make the corporate surety bond in the amount and as referred to in A, above, then the Depository must either deposit or pledge with the District, or with a trustee designated by the District, approved securities as defined in the TEC, §45.201. The pledged or deposited securities must meet the following conditions:
   (1) The pledged securities must be approved securities and authorized by law and must be in a total market value sufficient to protect the funds of the District on deposit as directed at any time by the District in accordance with standards acceptable to the Texas Education Agency.
   (2) The pledge of approved securities must be waived only to the extent of the exact dollar amount of Federal Deposit Insurance Corporation insurance protection for the District's funds on deposit with the Depository from day to day, and if the insurance protection ends, this contract must immediately become void except as provided in (4) below.
   (3) The conditions of the pledge of approved securities required by this contract are that the Depository must:
      (a) credit the account(s) of the District with the full amount of all State of Texas warrants presented to the Depository for the District's account no later than the next banking day after the day the Depository receives the warrants credit the account(s) of the District with the full amount of electronically transferred funds on the effective settlement date;
      (b) faithfully perform all duties and obligations required by law and this contract;
      (c) pay upon presentation all checks or drafts ordered according to law by the District's board of trustees;
      (d) pay upon demand any demand deposit of the District in the Depository;
      (e) pay any time deposit or certificate of deposit upon maturity or after the required notice period expires;
      (f) faithfully keep school district funds and account for the funds according to law; and
      (g) faithfully pay over to the successor depository all balances of funds remaining in the account.
   (4) The pledge of approved securities required by this contract must continue until either this contract ends or the Depository fulfills all its duties and obligations arising out of this contract, whichever is later. And a continuing security interest in the District's favor must immediately apply to any pledge to all proceeds of sale and to all substitutions, replacements, and exchanges of the securities, and in no event may this continuing security interest be voided by any act of the Depository; however, the Depository will have the right, with the District's consent, to purchase and sell, and substitute or replace with other approved securities, any of the approved securities pledged under this contract, provided that the Depository adheres to all the other conditions of this contract, and the pledge is in addition to all other remedies available in law to the District.
   (5) The Depository must immediately furnish or cause to be furnished to the District original and valid safekeeping or trust receipts issued by the custodian holding the approved securities pledged under this contract, marked on their face by the custodian to show the pledge and market value as required above, and the Depository must upon the District's request provide a description of securities being pledged and evidence that the securities are legally acceptable in accordance with (1) above.
   (6) The District may examine and verify at any reasonable time a pledged investment security or a record that a custodian maintains in accordance with the Texas Government Code, §2257.061. The District or its agent may inspect at any time an investment security evidenced by trust receipt.
   (7) Upon any closing or failure of the Depository, or any event considered by a state or federal regulatory agency to constitute a closing or failure of the Depository, title to all securities pledged under this depository contract must be considered to be vested in, and to be held by

the District. The District is empowered to take immediate possession of and to sell any such pledged securities, whether in safekeeping at another bank or in possession of the District or the Depository, and the District is specifically so empowered by execution of this contract.

(8) The collateral pledge agreement must conform to Title 12 United States Code Annotated, §1823(e), so to defeat the claim of the Federal Deposit Insurance Corporation, its successor, or any other receiver to the securities, and be:
   (a) in writing;
   (b) executed by the Depository at the same time the asset is acquired;
   (c) approved by the Depository's board of directors or loan committee, with the approval reflected in the board's or committee's minutes; and
   (d) maintained continuously from the date of its execution as an official record of the Depository.

The Depository must furnish the minutes of the Depository's board of directors or loan committee to the District.

C. If the Depository elects to give both a corporate surety bond and to pledge approved securities, the corporate surety bond and pledged approved securities must be in an aggregate amount that, together with applicable Federal Deposit Insurance Corporation insurance, will adequately protect the total amount of District funds on deposit with the Depository from day to day. The provisions of A, above, permitting the amount of the corporate surety bond to rise or fall from day to day, and all the provisions of B, above, relating to the amount and conditions of pledge of approved securities, including but not limited to substitution and conditions of pledge, apply to the election permitted by this paragraph C.

D. The Depository agrees to cover by corporate surety bond, pledge of approved securities, or both an amount that is equal to funds anticipated to be on deposit from day to day, which is estimated not to exceed $ *_____ . The amount of collateral will be calculated in accordance with the Texas Government Code, Chapter 2257, Collateral for Public Funds Act.

E. After the beginning date of this contract if the amount of deposit exceeds that which is initially covered by corporate surety bond, pledged approved securities, and FDIC insurance, the amount covered will be increased, and original and valid safekeeping or trust receipts of the additional securities, increased corporate surety bond, or both will be provided in accordance with the TEC and Texas Education Agency rules.

Texas School Depository Surety Bond Form

Bond Number _____

I.
Guarantee

1. Under all the terms and conditions of this bond, _____ (referred to in this
Surety Company
document as *the Surety Company*) and _____ (referred to in this
Bank
document as *the Bank*) agree that:
   a. the Bank will pay a premium to the Surety Company and
   b. the Surety Company will guarantee the deposits in certain Designated Depository Accounts in the Bank, in excess of the $250,000.00 deposit insurance provided by the Federal Deposit Insurance Corporation (FDIC).

2. The Surety Company must promptly reimburse the Owner(s) of a Designated Depository Account or Accounts (referred to in this document as *the Owner*) up to a limit of liability as specified in Section III of this bond if the Bank becomes insolvent and fails.

3. "Becomes insolvent and fails" means that either:
   a. the Bank must be taken over by a regulatory authority, either state or federal, and ordered liquidated or
   b. the FDIC must sell the Bank's deposits in such a manner that the FDIC refuses to sell or reimburse the deposits in excess of the $250,000.00 deposit insurance.

II.
Designation of Account Owner and Depository Account(s)

Designated Owner of the Depository Account(s):

[_____ *Independent School District (ISD)*].

Address of the Owner:

_____

Designated Depository Account Number(s):

[*List Various Depository Accounts in the Name of _____ISD*]

III.
Limit of Liability

The Surety Company's total liability under this bond is [***written dollar amount $XXXXXXXX***], which is the maximum guaranteed amount. Regardless of the number of Owners and the number of Designated Depository Accounts, the maximum amount of payment under this bond must not exceed **[*$XXXXXXXX*]**.

IV.
Payment of Loss

If the Bank should be declared insolvent and fail, the Surety Company must pay the Owner of the Designated Depository Account(s) for which this bond has been issued the amount that the receiver's certificate indicates to be uninsured by the FDIC. The amount of the payment is limited to the maximum guaranteed amount specified in Section III of this bond. This bond does not cover any indirect or consequential damages or loss. The Surety Company must pay the Owner promptly upon receiving assignment of the receiver's certificate from the Owner or upon demand.

V.
Termination or Cancellation

This bond becomes effective at 12:01 a.m. on [*date*] and remains in effect until terminated or canceled for any of the following reasons:

1. The Surety Company cancels the bond for nonpayment of the annual premium 15 days after notifying the Bank of the nonpayment and impending cancellation.
2. The Owner notifies the Surety Company in writing of the Owner's desire to cancel the bond, and the Surety Company cancels the bond immediately.
3. The Surety Company desires to cancel the bond for reasons allowed by the laws of Texas.
   a. The Surety Company sends a written notice by facsimile transmission, hand delivery, or certified mail, return receipt requested to the Bank and to the Owner's address as shown on this bond. The notice is considered effective upon receipt by the parties to whom the notice is addressed.
   b. The cancellation is effective 90 days after the notice is effective.
4. This bond is automatically terminated if all funds in the Designated Depository Account(s) listed in Section II of this bond are withdrawn, the account(s) are closed, or both.

If this bond is canceled or terminated, the Surety Company has no obligation to make any payment to any Owner.

VI.
Responsibility of the Bank

It is understood and agreed that this bond is for and on behalf of the Bank to enable the Bank to protect the Owner of its Designated Depository Account(s). All designations of accounts are the complete responsibility of the Bank. The Surety Company's liability to the Owner begins upon the declaration of insolvency and failure of the Bank, and not before that event. In addition, under the Texas Education Code, §45.208, the Surety Company and the Bank agree that the Bank must:

1. faithfully perform all duties and obligations required by law,
2. pay on presentation all checks or drafts ordered according to law by the district's board of trustees,
3. pay on demand any demand deposit in the Bank,
4. pay any time deposit of the school district after the required notice period expires,
5. faithfully keep the school district funds and account for the funds according to law, and
6. faithfully pay over to any successor depository all balances remaining in the accounts of the Bank.

VII.
Consolidation or Merger

This bond becomes void at 12:01 a.m. on the date the Bank consolidates with or merges into any other bank or financial institution. The Bank must notify the Surety Company and the Owner 90 days before any consolidation or merger of the Bank's intention to merge into another bank or financial institution. Any deposits in the Designated Depository Account(s) in excess of the $250,000.00 FDIC deposit limit must be guaranteed by a new bond or other means as authorized by Texas law at the time of the consolidation or merger.

VIII.
Sole Use and Benefit

This bond is for the sole use and benefit of the Owner. This bond is nonnegotiable and may not be assigned under any circumstances by the Owner or any other person, entity, or holder. The Bank may not be considered an agent or representative of the Surety Company for any purpose in connection with this bond.

Signed, sealed, and dated this _____ day of _____, _____.

[*Bank*]
(Address)
(Phone)

By_____

Title_____

[*Surety Company*]
(Address)
(Phone)

By_____

Title_____

Acknowledgment

Acknowledged before me in _____ County, Texas, on _____, 20___, by _____, officer of the Bank named in the preceding document, for the Bank, and by _____, officer of the Surety Company named in the preceding document, for the Surety Company.

_____
Signature of Notary

(SEAL)

Notary Public in and for _____
County, Texas
My Commission Expires_____

Last Modified: 12/12/2013

Surrender of Bond Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety.

By_____

Date_____

OR

Surrender of Bond for Reissuance Form

By signature below of the Owner, the Owner gives notice to the Surety Company of the Owner's desire to cancel Bond Number _____ in its entirety, on the condition that another similar bond is issued with the following listed Owner, Owner address, Designated Depository Account Number(s) and limit of liability:

Requested Designated Depository Account Owner:

Address of Requested Designated Owner:

Requested Designated Depository Account Number(s):

Requested Limit of Liability:

By_____

Date_____

Last Modified: 12/12/2013

Report of the State Auditor's Office Related to the Certification of the Bond Guarantee Program for Fiscal Year Ending August 31, 2024

April 10, 2025

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

SUMMARY: This item provides an opportunity for representatives of the State Auditor's Office (SAO) to make a presentation related to the certification of the Bond Guarantee Program for the fiscal year ending August 31, 2024.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §2 and §5; Texas Education Code (TEC), §45.053(b).

The Texas Constitution, Article VII, §§2 and 5 establish the permanent school fund, the assets that comprise the permanent school fund, the bond guarantee program, the available school fund, and authorize the State Board of Education (SBOE) to manage and invest the permanent school fund in accordance with the prudent person standard.

TEC, §45.053(b) requires the SAO to analyze the status of guaranteed bonds and certify that the amount of such bonds is within limits prescribed by law.

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

BACKGROUND INFORMATION AND JUSTIFICATION: Statute requires the state auditor to analyze annually, the status of guaranteed bonds under TEC, Chapter 45, Subchapter C as compared to the cost value of the permanent school fund. Based on that analysis, the state auditor shall certify whether the amount of bonds guaranteed under Subchapter C is within the limit prescribed by TEC, §45.053.

Staff Member Responsible:
John McGeady, Director of External Relations, Texas Permanent School Fund Corp.

Attachment:
Annual Status Report Bond Guarantee Program FY Ended August 31, 2024

Texas Permanent School Fund

Annual Status Report
BOND GUARANTEE PROGRAM
Fiscal Year Ended August 31, 2024

(UNAUDITED)

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AN OVERVIEW OF THE BOND GUARANTEE PROGRAM

Since its inception in 1983, the Bond Guarantee Program (BGP) has guaranteed 8,807 school district bond issues for a total of $268.1 billion. At the end of fiscal year 2024, there were 3,330 issues of guaranteed school district bonds outstanding with a balance of just over $121.0 billion. This balance represents the principal amount of the bonds issued and does not reflect any subsequent accretions in value for compound interest bonds (zero coupon securities). The balance also excludes bonds that have been refunded and released from the Bond Guarantee Program. During this fiscal year the total amount of school district bonds outstanding increased by $9.4 billion while the number of outstanding issues guaranteed by the Fund decreased by 9.

The BGP has also guaranteed 128 charter district bond issues for a total of $5.3 billion, since 2014 when charter districts were added to the program. During fiscal year 2024, the amount of charter district bonds outstanding increased by $686.2 million while the number of outstanding issues guaranteed by the Fund increased by 1. At the end of fiscal year 2024, there were 103 issues of guaranteed charter district bonds outstanding with a balance of $4.8 billion. As with school district debt, this amount represents the principal amount of the bonds issued and does not reflect any subsequent accretions in value for compound interest bonds (zero coupon securities).

The Commissioner of Education (Commissioner) is charged with administering the Program. For eligible bonds, including refunding bonds, school districts and charter districts submit an application for guarantee and a processing fee of $1,500. The Commissioner may endorse bonds for guarantee only after investigating the accreditation and financial viability of the applying school or charter district. If the district is considered viable and the bonds are approved by the State of Texas Attorney General, then the guarantee is endorsed at a zero-premium charge to the district.

In the event of a default by a school district, and upon proper notice to the Commissioner, Texas PSF will transfer to the Paying Agent/Registrar an amount necessary to pay the maturing or matured principal and/or interest. Upon receipt of funds for payment of such principal or interest, the Paying Agent/Registrar must pay the amount due and forward the canceled Bond or evidence of payment of the interest to the State Comptroller of Public Accounts (Comptroller). The Commissioner will instruct the Comptroller to withhold the amount paid, plus interest, from the first State money payable to the school district. The amount withheld will be deposited to the credit of Texas PSF. To date, no school district has ever defaulted on their guaranteed bonded indebtedness.

Statute requires charter district participants in the Program to contribute a portion of their savings that result from participation in the Program to a Charter District Bond Guarantee Reserve Fund. This Reserve Fund is separately administered by TEA but the assets of the Fund are managed by Texas PSF. In the event of a default by a charter district, the Commissioner of Education shall instruct the Comptroller to transfer from the Charter District Bond Guarantee Reserve Fund to the district's paying agent the amount necessary to pay the maturing or matured principal and/or interest. If funds in the Reserve Fund are insufficient to pay the amount due on a bond in default, the payment process described above for school districts would apply.

The guarantee maximum capacity of the overall Program is limited in two ways. The first limit is the lower of that imposed by the "State Capacity Limit" limiting the amount guaranteed to 350% of the current historical cost value of the Fund, including the portion managed by the SLB, or the limit imposed by the Internal Revenue Service, Notice 2023-39 dated May 10, 2023 or the "IRS Limit" (calculated to be no more than 500% of the total book value). The second limit is a 0.25% reserve of the maximum capacity set aside by the SBOE for specific purposes as described by Texas Administrative Code Title 19 Part 2 Chapter 33 Subchapter A Rule 33.6.

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Charter district capacity is further defined as the remaining capacity as described above (the lower of 3.50 times asset cost or the IRS limit, less the 0.25% reserve), the difference of which is applied against the ratio of charter district students compared to all public school students.

As of August 31, 2024, the ratio of guaranteed debt outstanding to the book value of the Fund was 2.67:1 and the ratio of guaranteed debt to the fair value of the Fund was 2.00:1.

To be eligible for the bond guarantee program, school districts and charter districts must be accredited by the State, have bond ratings below AAA, and have their applications approved by the Commissioner of Education. If a school district or charter district fails to make scheduled payments for any bond issues guaranteed by the Fund, Texas PSF will make the scheduled debt service payment for the defaulting school district as described above. The Fund will not accelerate total bond issue payments. Any State funds subsequently due to the district will instead be paid to Texas PSF until all monies paid by Texas PSF are repaid.

Figure 9 lists the districts with the ten largest aggregate amounts of bonds outstanding, which are guaranteed under the program as of August 31, 2024.

Figure 9: Bond Guarantee Program Ten Largest Total Debt Outstanding Guaranteed Under the Program

District Name		Balance
Dallas ISD	$	3,870,215,000
Cypress-Fairbanks ISD		3,376,585,000
Lamar CISD		2,477,480,000
Northside ISD [Bexar]		2,397,075,000
Katy ISD		2,356,650,000
Northwest ISD		2,280,247,569
Frisco ISD		2,181,685,934
Denton ISD		2,075,742,488
Conroe ISD		2,000,395,000
Prosper ISD		1,937,492,968

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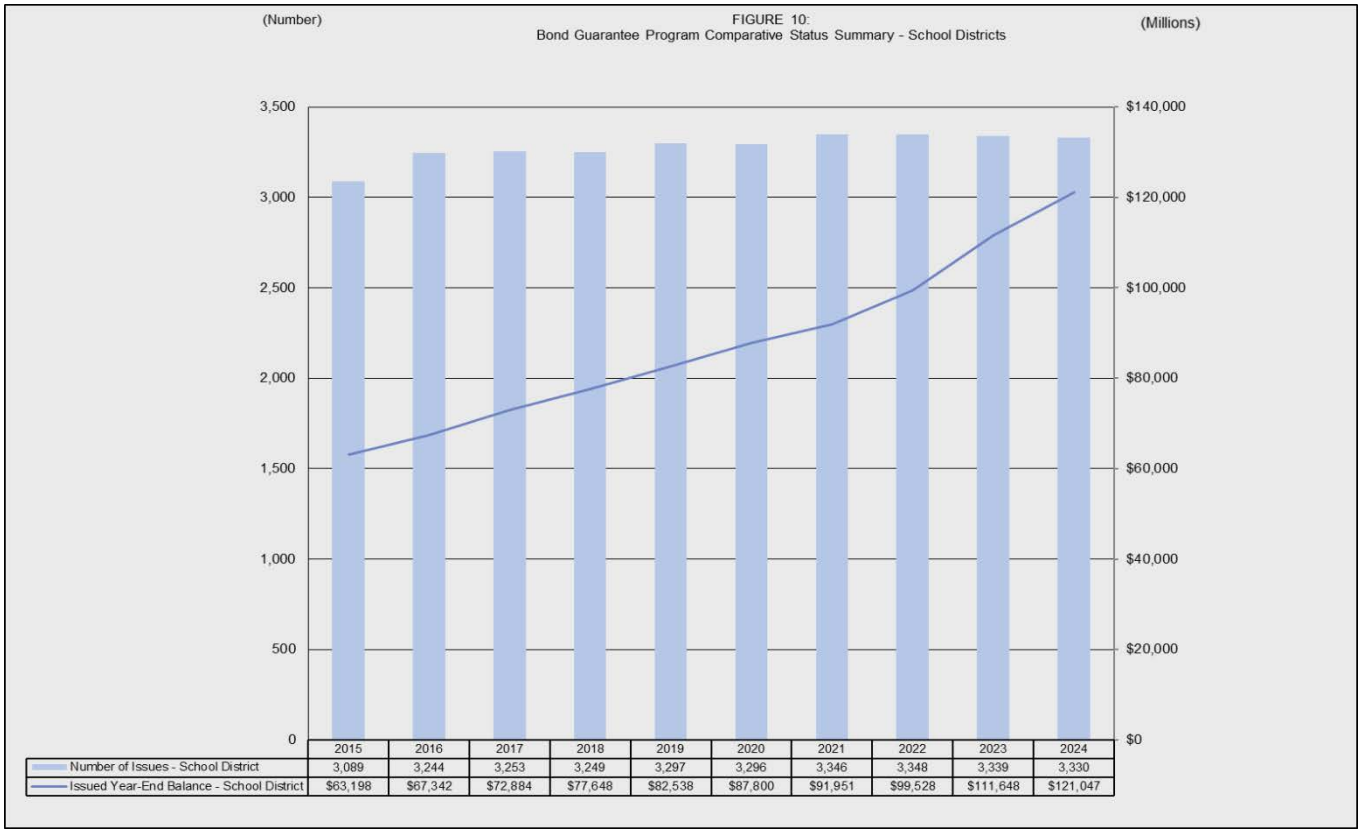
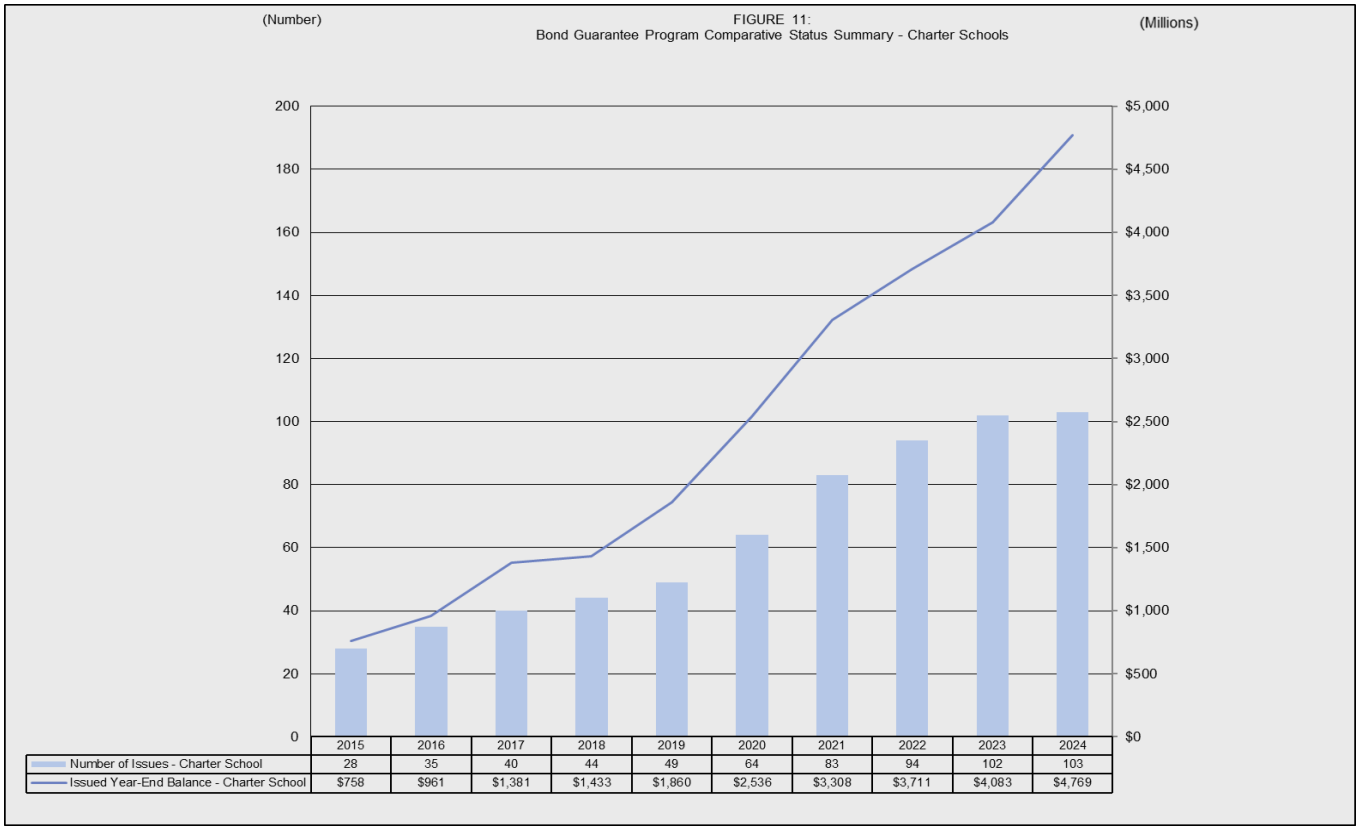
Bond Guarantee Program Comparative Status Summary
For the Fiscal Year Ended August 31, 2024

	Total	School Districts	Charter Districts
NUMBER OF ISSUES			
Number of Issues as of September 1, 2023	3,441	3,339	102
Fiscal Year Activity:			
District Issues Guaranteed During Fiscal Year	202	195	7
District Issues Matured	(151)	(148)	(3)
District Issues Refunded	(59)	(56)	(3)
Number of Issues as of August 31, 2024	3,433	3,330	103
BALANCE			
Balance as of September 1, 2023	$115,730,826,682	$111,647,914,682	$ 4,082,912,000
Fiscal Year Activity:			
District Issues Guaranteed During Fiscal Year	18,157,790,000	17,375,530,000	782,260,000
District Issues Matured	(4,799,794,842)	(4,725,227,842)	(74,567,000)
District Issues Refunded	(3,272,840,237)	(3,251,345,237)	(21,495,000)
Balance as of August 31, 2024	$125,815,981,603	$121,046,871,603	$ 4,769,110,000

BOND GUARANTEE PROGRAM COMPARATIVE STATUS SUMMARY
LAST TEN FISCAL YEARS



	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Number of Issues - School District	3,089	3,244	3,253	3,249	3,297	3,296	3,346	3,348	3,339	3,330
Issued Year-End Balance - School District	$63,198	$67,342	$72,884	$77,648	$82,538	$87,800	$91,951	$99,528	$111,648	$121,047



	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Number of Issues - Charter School	28	35	40	44	49	64	83	94	102	103
Issued Year-End Balance - Charter School	$758	$961	$1,381	$1,433	$1,860	$2,536	$3,308	$3,711	$4,083	$4,769

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME	BALANCE	SCHOOL DISTRICT NAME	BALANCE
Abbott ISD	$ 13,400,000	Bastrop ISD	$ 479,920,084
Abernathy ISD	15,995,000	Bay City ISD	117,630,000
Abilene ISD	185,300,246	Beaumont ISD	194,830,000
Academy ISD	83,044,994	Beckville ISD	14,295,000
Adrian ISD	2,305,000	Beeville ISD	45,690,000
Agua Dulce ISD	3,415,000	Bellevue ISD	3,675,000
Alamo Heights ISD	201,945,000	Bells ISD	39,205,000
Alba-Golden ISD	1,170,000	Bellville ISD	58,985,000
Aldine ISD	1,235,855,000	Belton ISD	369,655,000
Aledo ISD	366,109,021	Ben Bolt-Palito Blanco ISD	1,815,000
Alice ISD	63,200,000	Benavides ISD	3,420,000
Alief ISD	388,900,000	Benjamin ISD	16,840,000
Allen ISD	581,371,098	Big Sandy ISD [Polk]	12,700,000
Alpine ISD	17,390,000	Big Sandy ISD [Upshur]	6,165,000
Alto ISD	4,920,000	Big Spring ISD	36,295,000
Alvarado ISD	179,625,000	Birdville ISD	482,465,000
Alvin ISD	918,045,000	Bishop CISD	23,745,000
Alvord ISD	3,315,000	Blanco ISD	41,720,000
Amarillo ISD	200,280,000	Bland ISD	12,135,000
Anahuac ISD	63,325,000	Blanket ISD	495,000
Anderson-Shiro CISD	21,040,000	Bloomburg ISD	89,000
Andrews ISD	66,000,000	Blooming Grove ISD	315,000
Angleton ISD	218,630,000	Bloomington ISD	6,965,000
Anna ISD	313,614,090	Blue Ridge ISD	32,140,000
Anson ISD	3,240,000	Bluff Dale ISD	4,515,000
Anthony ISD	2,630,000	Blum ISD	5,035,000
Aquilla ISD	9,316,000	Boerne ISD	411,844,896
Aransas Pass ISD	11,515,000	Boles ISD	2,145,000
Archer City ISD	13,045,000	Bonham ISD	87,245,000
Argyle ISD	399,757,391	Booker ISD	4,760,000
Arlington ISD	1,152,325,000	Borger ISD	59,036,811
Arp ISD	15,090,000	Bosqueville ISD	24,205,000
Aspermont ISD	5,110,000	Bovina ISD	14,990,000
Athens ISD	50,535,000	Bowie ISD	16,280,000
Atlanta ISD	9,720,500	Boyd ISD	15,665,000
Aubrey ISD	347,661,976	Brady ISD	11,520,000
Austin ISD	1,789,613,000	Brazos ISD	9,044,987
Austwell-Tivoli ISD	11,590,000	Brazosport ISD	314,630,000
Avalon ISD	515,000	Breckenridge ISD	1,155,000
Azle ISD	273,195,000	Bremond ISD	5,430,000
Baird ISD	18,590,000	Brenham ISD	23,882,300
Balmorhea ISD	63,820,000	Bridge City ISD	82,289,991
Bandera ISD	7,035,000	Bridgeport ISD	4,550,000
Bangs ISD	4,940,000	Broaddus ISD	19,255,000
Banquete ISD	45,985,000	Brock ISD	119,952,639
Barbers Hill ISD	391,245,000	Brookesmith ISD	90,000
Bartlett ISD	20,411,000	Brooks Co ISD	22,620,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME		BALANCE	SCHOOL DISTRICT NAME		BALANCE
Brownfield ISD	$	35,815,000	Chico ISD	$	23,865,000
Brownsboro ISD		13,605,000	Chillicothe ISD		7,600,000
Brownsville ISD		33,160,000	Chilton ISD		12,985,000
Brownwood ISD		54,985,000	China Spring ISD		74,374,986
Bruceville-Eddy ISD		4,185,000	Chireno ISD		492,000
Bryan ISD		272,730,000	Chisum ISD		49,575,000
Bryson ISD		9,760,000	Christoval ISD		19,310,000
Buckholts ISD		90,000	City View ISD		9,812,197
Buena Vista ISD		55,270,000	Clarksville ISD		15,785,000
Buffalo ISD		6,987,138	Claude ISD		750,000
Bullard ISD		152,800,000	Clear Creek ISD		1,007,970,000
Buna ISD		15,510,000	Cleburne ISD		157,890,000
Burkburnett ISD		27,580,000	Cleveland ISD		301,189,989
Burkeville ISD		4,950,000	Clifton ISD		19,295,000
Burleson ISD		260,735,000	Clint ISD		132,877,986
Burnet CISD		50,325,000	Clyde CISD		15,960,000
Burton ISD		42,600,000	Coahoma ISD		16,625,000
Bushland ISD		90,160,000	Coldspring-Oakhurst CISD		15,280,000
Bynum ISD		335,000	College Station ISD		393,685,000
Caddo Mills ISD		187,348,463	Collinsville ISD		22,435,000
Calallen ISD		119,065,000	Colorado ISD		24,975,000
Caldwell ISD		32,132,600	Columbia-Brazoria ISD		103,320,000
Calhoun Co ISD		23,590,000	Columbus ISD		16,185,000
Callisburg ISD		13,280,000	Comal ISD		1,027,760,214
Calvert ISD		8,625,000	Comanche ISD		34,485,000
Cameron ISD		25,890,000	Comfort ISD		38,805,000
Canadian ISD		10,000,000	Commerce ISD		81,960,000
Canton ISD		56,180,000	Community ISD		347,555,000
Canutillo ISD		152,099,627	Como-Pickton CISD		9,700,000
Canyon ISD		212,335,000	Connally ISD		5,710,000
Carlisle ISD		8,425,000	Conroe ISD		2,000,395,000
Carrizo Springs CISD		106,520,000	Coolidge ISD		7,865,000
Carroll ISD		208,665,000	Cooper ISD		7,755,000
Carrollton-Farmers Branch ISD		628,570,000	Coppell ISD		354,841,196
Carthage ISD		29,661,000	Copperas Cove ISD		1,805,000
Castleberry ISD		31,930,000	Corpus Christi ISD		927,230,403
Cedar Hill ISD		310,435,596	Corsicana ISD		74,734,534
Celeste ISD		5,055,000	Cotulla ISD		69,540,000
Celina ISD		389,660,000	Coupland ISD		25,875,000
Center ISD		38,150,000	Covington ISD		9,940,000
Centerville ISD [Leon]		35,940,000	Crandall ISD		225,265,000
Central Heights ISD		10,525,000	Crane ISD		37,475,000
Central ISD		8,255,000	Crawford ISD		11,850,000
Channelview ISD		251,425,000	Crockett Co Cons CSD		12,010,000
Chapel Hill ISD [Smith]		97,545,000	Crockett ISD		7,615,000
Chapel Hill ISD [Titus]		1,355,000	Crosby ISD		178,300,000
Charlotte ISD		6,105,000	Crosbyton CISD		5,645,000
Chester ISD		5,115,000	Cross Roads ISD		3,120,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME	BALANCE	SCHOOL DISTRICT NAME	BALANCE
Crowell ISD	$ 2,340,000	East Chambers ISD	$ 19,520,000
Crowley ISD	1,161,113,722	Eastland ISD	7,230,000
Crystal City ISD	35,055,000	Ector Co ISD	339,570,000
Cuero ISD	41,785,000	Ector ISD	865,000
Culberson Co-Allamoore ISD	7,610,000	Edcouch-Elsa ISD	19,455,000
Cumby ISD	7,500,000	Eden CISD	16,925,000
Cushing ISD	7,150,000	Edgewood ISD [Bexar]	31,780,000
Cypress-Fairbanks ISD	3,376,585,000	Edgewood ISD [Van Zandt]	30,725,000
D'Hanis ISD	3,216,000	Edinburg CISD	81,510,000
Daingerfield-Lone Star ISD	5,469,000	Edna ISD	15,230,000
Dalhart ISD	36,135,000	El Campo ISD	16,130,000
Dallas ISD	3,870,215,000	El Paso ISD	816,980,000
Danbury ISD	15,450,000	Electra ISD	9,325,000
Darrouzett ISD	910,000	Elgin ISD	327,460,000
Dawson ISD [Navarro]	19,522,151	Elkhart ISD	10,825,000
Dayton ISD	60,120,000	Elysian Fields ISD	2,650,000
De Leon ISD	835,000	Ennis ISD	63,879,620
Decatur ISD	17,739,846	Era ISD	2,520,000
Deer Park ISD	348,695,000	Eula ISD	25,018,000
Del Valle ISD	623,145,000	Eustace ISD	35,230,000
Denison ISD	203,470,000	Evadale ISD	23,655,000
Denton ISD	2,075,742,488	Everman ISD	104,140,000
Denver City ISD	52,340,000	Ezzell ISD	3,065,000
DeSoto ISD	65,035,773	Fabens ISD	19,623,000
Detroit ISD	3,830,000	Fairfield ISD	6,729,000
Devine ISD	17,200,000	Falls City ISD	12,390,000
Deweyville ISD	2,060,000	Fannindel ISD	615,000
Diboll ISD	13,319,924	Farmersville ISD	57,260,000
Dickinson ISD	448,075,000	Farwell ISD	6,985,000
Dilley ISD	19,790,000	Fayetteville ISD	4,600,000
Dime Box ISD	2,600,000	Ferris ISD	22,687,629
Dimmitt ISD	27,300,000	Flatonia ISD	15,840,000
Dodd City ISD	3,330,000	Florence ISD	52,605,000
Donna ISD	160,590,000	Floresville ISD	44,465,000
Douglass ISD	9,475,000	Flour Bluff ISD	39,160,000
Dripping Springs ISD	319,145,000	Floydada Collegiate ISD	27,845,000
Driscoll ISD	5,488,298	Follett ISD	620,000
Dublin ISD	1,765,000	Forney ISD	1,103,776,907
Dumas ISD	92,165,000	Forsan ISD	11,900,000
Duncanville ISD	333,240,000	Fort Bend ISD	1,670,170,000
Eagle Mountain-Saginaw ISD	1,156,070,000	Fort Elliott CISD	1,760,000
Eagle Pass ISD	31,190,000	Fort Hancock ISD	565,000
Eanes ISD	143,545,000	Fort Stockton ISD	17,120,000
Early ISD	14,440,000	Fort Worth ISD	1,625,140,000
East Bernard ISD	17,765,000	Franklin ISD	24,900,000
East Central ISD	183,973,479	Frankston ISD	11,405,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME	BALANCE	SCHOOL DISTRICT NAME	BALANCE
Fredericksburg ISD	$ 81,980,000	Groom ISD	$ 9,600,000
Freer ISD	19,805,000	Gruver ISD	19,180,000
Frenship ISD	416,755,000	Gunter ISD	85,959,999
Friendswood ISD	183,375,000	Gustine ISD	520,000
Friona ISD	14,065,000	Hale Center ISD	3,698,641
Frisco ISD	2,181,685,934	Hallettsville ISD	27,691,000
Frost ISD	4,795,000	Hallsburg ISD	1,755,008
Fruitvale ISD	1,470,000	Hallsville ISD	70,790,000
Gainesville ISD	18,800,000	Hamlin ISD	2,235,000
Galena Park ISD	291,764,938	Hamshire-Fannett ISD	48,495,000
Galveston ISD	329,760,000	Hardin ISD	15,055,000
Ganado ISD	19.820,000	Hardin-Jefferson ISD	48,315,000
Garland ISD	1,110,435,000	Harlandale ISD	167,342,045
Garner ISD	305,000	Harleton ISD	296,000
Garrison ISD	13,265,000	Harlingen CISD	74,330,000
Gary ISD	5,265,000	Harmony ISD	9,000,000
Gatesville ISD	17,500,000	Harrold ISD	9,825,000
George West ISD	23,805,000	Hart ISD	1,405,000
Georgetown ISD	885,870,000	Hartley ISD	3,550,000
Giddings ISD	23,150,000	Haskell CISD	28,010,000
Gilmer ISD	36,615,000	Hawkins ISD	22,050,000
Gladewater ISD	26,247,809	Hawley ISD	3,750,000
Glasscock Co ISD	6,060,000	Hays CISD	872,065,000
Glen Rose ISD	31,275,000	Hearne ISD	4,680,000
Godley ISD	225,490,000	Hempstead ISD	20,650,000
Goldthwaite CISD	18,705,000	Henderson ISD	28,721,922
Goliad ISD	74,245,000	Henrietta ISD	2,565,000
Gonzales ISD	64,285,000	Hereford ISD	15,230,000
Goodrich ISD	2,300,000	Hermleigh ISD	2,510,000
Goose Creek CISD	573,972,572	Hico ISD	1,695,000
Gordon ISD	11,135,000	Hidalgo ISD	18,615,000
Gorman ISD	3,020,000	High Island ISD	6,775,000
Graford ISD	5,730,000	Highland ISD	5,115,000
Graham ISD	11,405,000	Highland Park ISD [Dallas]	275,740,000
Granbury ISD	67,345,000	Highland Park ISD [Potter]	101,545,000
Grand Prairie ISD	306,750,000	Hillsboro ISD	22,814,164
Grand Saline ISD	1,512,000	Hitchcock ISD	60,905,000
Grandfalls-Royalty ISD	7,970,000	Holland ISD	6,600,000
Grandview ISD	14,120,000	Holliday ISD	42,615,000
Granger ISD	37,635,000	Hondo ISD	28,255,000
Grape Creek ISD	9,115,000	Honey Grove ISD	6,470,000
Grapeland ISD	8,580,000	Hooks ISD	15,895,000
Grapevine-Colleyville ISD	242,680,659	Houston ISD	1,407,155,000
Greenville ISD	49,850,000	Howe ISD	18,965,482
Greenwood ISD	283,989,155	Hubbard ISD [Hill]	5,800,000
Gregory-Portland ISD	287,225,000	Huckabay ISD	6,370,000
Groesbeck ISD	3,430,000	Hudson ISD	7,575,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME		BALANCE	SCHOOL DISTRICT NAME		BALANCE
Huffman ISD	$	107,890,000	Kilgore ISD	$	132,520,000
Hull-Daisetta ISD		342,000	Killeen ISD		373,035,000
Humble ISD		1,133,725,000	Kingsville ISD		46,495,000
Hunt ISD		3,995,000	Kirbyville CISD		17,169,766
Huntington ISD		10,030,000	Klein ISD		1,317,660,000
Huntsville ISD		123,995,000	Klondike ISD		5,595,000
Hurst-Euless-Bedford ISD		772,845,000	Knippa ISD		2,370,000
Hutto ISD		675,910,000	Kountze ISD		6,865,000
Idalou ISD		9,285,000	Kress ISD		1,665,000
Industrial ISD		13,275,000	Krum ISD		124,430,000
Ingleside ISD		54,190,000	La Feria ISD		15,790,000
Ingram ISD		33,530,000	La Grange ISD		27,215,000
Iola ISD		7,465,000	La Joya ISD		140,792,680
Iowa Park CISD		27,120,000	La Porte ISD		334,285,000
Ira ISD		8,350,000	La Poynor ISD		5,105,000
Iraan-Sheffield Collegiate ISD		4,050,000	La Pryor ISD		1,230,000
Iredell ISD		4,050,000	La Vega ISD		30,219,999
Irion Co ISD		6,590,000	La Vernia ISD		47,950,000
Irving ISD		561,185,000	La Villa ISD		6,590,000
Italy ISD		10,890,000	Lago Vista ISD		76,385,000
Itasca ISD		8,275,000	Lake Dallas ISD		164,904,158
Jacksboro ISD		52,100,000	Lake Travis ISD		291,335,000
Jacksonville ISD		65,370,000	Lake Worth ISD		71,601,942
Jarrell ISD		282,454,810	Lamar CISD		2,477,480,000
Jasper ISD		23,485,000	Lamesa ISD		20,550,000
Jefferson ISD		3,870,000	Lampasas ISD		21,124,976
Jim Hogg Co ISD		10,800,000	Lancaster ISD		113,960,000
Jim Ned CISD		56,905,000	Laredo ISD		194,935,000
Joaquin ISD		8,770,000	Lasara ISD		3,930,000
Johnson City ISD		59,285,000	Latexo ISD		4,422,000
Joshua ISD		83,785,000	Lazbuddie ISD		4,165,000
Jourdanton ISD		34,161,044	Leander ISD		1,269,576,343
Judson ISD		710,534,085	Lefors ISD		1,170,000
Karnack ISD		575,000	Leggett ISD		1,665,000
Karnes City ISD		25,890,000	Leon ISD		9,054,000
Katy ISD		2,356,650,000	Leonard ISD		9,450,000
Kaufman ISD		158,195,000	Levelland ISD		36,374,971
Keene ISD		8,970,000	Lewisville ISD		1,292,540,000
Keller ISD		736,234,989	Lexington ISD		5,340,000
Kelton ISD		5,520,000	Liberty Hill ISD		831,152,702
Kemp ISD		12,964,990	Liberty ISD		26,165,000
Kenedy County-Wide CSD		1,320,000	Liberty-Eylau ISD		20,165,000
Kenedy ISD		16,174,984	Lindale ISD		57,424,843
Kennedale ISD		57,050,025	Lindsay ISD		15,100,000
Kerens ISD		13,175,000	Lingleville ISD		6,456,000
Kermit ISD		74,589,989	Lipan ISD		15,393,347
Kerrville ISD		82,285,000	Little Cypress-Mauriceville CISD		46,630,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME		BALANCE	SCHOOL DISTRICT NAME		BALANCE
Little Elm ISD	$	405,887,736	McDade ISD	$	5,235,000
Littlefield ISD		39,830,000	McGregor ISD		20,330,485
Livingston ISD		46,635,000	McKinney ISD		478,860,000
Llano ISD		55,480,000	McLean ISD		455,000
Lockhart ISD		119,181,145	McMullen Co ISD		660,000
Lockney ISD		3,310,000	Meadow ISD		545,000
Lohn ISD		560,000	Medina ISD		4,430,000
Lometa ISD		3,995,000	Medina Valley ISD		547,879,613
London ISD		82,142,247	Melissa ISD		376,525,000
Lone Oak ISD		46,060,000	Mercedes ISD		30,945,000
Longview ISD		298,095,000	Meridian ISD		4,515,000
Loraine ISD		5,110,000	Merkel ISD		7,330,000
Lorena ISD		21,369,122	Mesquite ISD		655,349,280
Los Fresnos CISD		69,200,000	Mexia ISD		9,035,000
Lovejoy ISD		127,735,000	Miami ISD		10,350,000
Lovelady ISD		6,185,000	Midland ISD		876,570,000
Lubbock ISD		273,015,000	Midlothian ISD		364,510,000
Lubbock-Cooper ISD		504,742,084	Midway ISD [Clay]		2,460,000
Lueders-Avoca ISD		624,000	Midway ISD [McLennan]		160,070,000
Lufkin ISD		90,255,000	Milano ISD		3,270,000
Luling ISD		27,910,000	Mildred ISD		13,565,000
Lumberton ISD		68,975,000	Miles ISD		6,095,000
Lyford CISD		21,335,000	Milford ISD		11,255,000
Lytle ISD		20,175,000	Miller Grove ISD		2,475,000
Mabank ISD		30,028,437	Millsap ISD		11,375,000
Madisonville CISD		16,740,000	Mineola ISD		27,675,000
Magnolia ISD		69,280,000	Mineral Wells ISD		38,883,658
Malakoff ISD		70,180,000	Mission CISD		78,244,960
Malone ISD		568,000	Monahans-Wickett-Pyote ISD		113,505,000
Malta ISD		465,000	Monte Alto ISD		9,070,000
Manor ISD		465,599,999	Montgomery ISD		509,715,000
Mansfield ISD		938,890,000	Moody ISD		19,855,000
Marble Falls ISD		62,425,000	Moulton ISD		9,930,000
Marfa ISD		2,890,000	Mount Calm ISD		9,070,000
Marion ISD		105,550,000	Mount Enterprise ISD		11,360,000
Marshall ISD		111,835,000	Mount Pleasant ISD		61,475,000
Mart ISD		29,270,000	Mount Vernon ISD		74,775,000
Martins Mill ISD		1,740,000	Muenster ISD		11,125,000
Martinsville ISD		3,125,000	Muleshoe ISD		10,850,000
Mason ISD		2,160,000	Munday CISD		5,805,000
Matagorda ISD		3,300,000	Nacogdoches ISD		82,760,000
Mathis ISD		16,355,000	Natalia ISD		7,295,000
Maud ISD		6,585,000	Navarro ISD		167,700,494
May ISD		485,000	Navasota ISD		43,351,776
Maypearl ISD		39,776,320	Nazareth ISD		110,000
McAllen ISD		26,800,000	Neches ISD		2,445,000
McCamey ISD		1,495,000	Nederland ISD		137,450,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME		BALANCE	SCHOOL DISTRICT NAME		BALANCE
Needville ISD	$	133,165,000	Pecos-Barstow-Toyah ISD	$	318,950,000
New Boston ISD		20,595,000	Perrin-Whitt CISD		2,085,000
New Braunfels ISD		500,792,000	Perryton ISD		38,563,712
New Caney ISD		906,025,000	Petersburg ISD		17,715,000
New Deal ISD		43,130,000	Petrolia CISD		1,620,000
New Diana ISD		6,475,000	Pettus ISD		24,395,000
New Home ISD		20,910,000	Pewitt CISD		16,995,000
New Summerfield ISD		6,160,874	Pflugerville ISD		407,070,000
New Waverly ISD		25,775,000	Pharr-San Juan-Alamo ISD		204,130,000
Newcastle ISD		18,855,000	Pilot Point ISD		43,680,000
Newton ISD		26,000,000	Pine Tree ISD		86,680,000
Nixon-Smiley CISD		22,908,500	Pittsburg ISD		13,065,000
Nocona ISD		18,800,000	Plainview ISD		60,375,000
Nordheim ISD		4,900,000	Plano ISD		230,595,000
Normangee ISD		32,206,984	Pleasant Grove ISD		75,190,000
North East ISD		1,110,160,000	Pleasanton ISD		41,210,000
North Hopkins ISD		3,435,000	Plemons-Stinnett-Phillips CISD		7,780,000
North Lamar ISD		42,570,000	Point Isabel ISD		37,960,000
North Zulch ISD		6,275,000	Ponder ISD		65,705,000
Northside ISD [Bexar]		2,397,075,000	Port Aransas ISD		35,117,000
Northside ISD [Wilbarger]		805,000	Port Arthur ISD		206,175,000
Northwest ISD		2,280,247,569	Port Neches-Groves ISD		179,285,000
Nursery ISD		1,520,000	Post ISD		27,980,000
O'Donnell ISD		9,383,000	Poteet ISD		51,425,000
Oakwood ISD		4,064,862	Poth ISD		10,050,000
Odem-Edroy ISD		37,760,000	Pottsboro ISD		58,555,000
Olfen ISD		450,000	Prairie Lea ISD		6,705,000
Olney ISD		2,900,000	Prairiland ISD		26,090,000
Onalaska ISD		7,323,998	Premont ISD		13,535,000
Orange Grove ISD		4,805,000	Presidio ISD		1,135,122
Orangefield ISD		38,520,000	Priddy ISD		1,870,000
Ore City ISD		6,545,000	Princeton ISD		531,187,658
Overton ISD		5,945,000	Progreso ISD		24,195,000
Paint Creek ISD		6,075,000	Prosper ISD		1,937,492,968
Palacios ISD		106,640,000	Queen City ISD		830,000
Palestine ISD		42,895,000	Quinlan ISD		31,205,000
Palmer ISD		12,350,000	Quitman ISD		9,720,000
Palo Pinto ISD		1,800,000	Rains ISD		8,140,000
Pampa ISD		27,114,959	Rankin ISD		63,830,000
Panhandle ISD		6,385,000	Raymondville ISD		8,575,000
Panther Creek CISD		435,000	Reagan Co ISD		38,320,000
Paradise ISD		63,575,000	Red Lick ISD		2,225,000
Paris ISD		38,645,000	Red Oak ISD		145,905,000
Pasadena ISD		837,205,000	Redwater ISD		4,545,000
Pearland ISD		383,840,000	Refugio ISD		17,370,000
Pearsall ISD		11,510,000	Rice CISD		23,044,989
Peaster ISD		41,794,352	Rice ISD		21,282,442

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME	BALANCE	SCHOOL DISTRICT NAME	BALANCE
Richards ISD	$ 5,995,000	Santa Anna ISD	$ 615,000
Richardson ISD	975,230,000	Santa Fe ISD	63,750,000
Richland Springs ISD	2,175,000	Santa Maria ISD	12,205,000
Riesel ISD	21,845,000	Santa Rosa ISD	12,330,000
Rio Grande City Grulla ISD	111,855,000	Santo ISD	17,200,000
Rio Hondo ISD	25,650,000	Schertz-Cibolo-Universal City ISD	331,975,612
River Road ISD	6,485,000	Schulenburg ISD	23,720,000
Rivercrest ISD	2,400,000	Scurry-Rosser ISD	4,315,000
Robert Lee ISD	8,315,000	Seagraves ISD	5,230,000
Robinson ISD	12,984,992	Sealy ISD	43,410,000
Robstown ISD	40,768,096	Seguin ISD	186,050,000
Roby CISD	7,900,000	Seminole ISD	18,815,000
Rockdale ISD	45,955,000	Shallowater ISD	71,645,000
Rockport-Fulton ISD	81,760,000	Sharyland ISD	72,250,000
Rocksprings ISD	11,030,000	Shelbyville ISD	155,000
Rockwall ISD	942,257,549	Sheldon ISD	341,939,996
Rogers ISD	11,402,009	Shepherd ISD	15,390,000
Roma ISD	50,760,000	Sherman ISD	408,200,000
Roosevelt ISD	5,945,000	Shiner ISD	5,380,000
Ropes ISD	7,915,000	Sidney ISD	855,000
Roscoe Collegiate ISD	1,395,000	Sierra Blanca ISD	7,575,000
Rosebud-Lott ISD	10,074,464	Silsbee ISD	21,324,997
Rotan ISD	11,560,000	Silverton ISD	4,775,000
Round Rock ISD	520,500,000	Simms ISD	750,000
Round Top-Carmine ISD	905,000	Sinton ISD	106,610,000
Royal ISD	133,984,994	Skidmore-Tynan ISD	18,485,000
Royse City ISD	588,511,086	Slaton ISD	9,760,000
Runge ISD	390,000	Slidell ISD	25,984,000
Rusk ISD	4,605,000	Slocum ISD	2,305,000
S & S CISD	24,725,000	Smithville ISD	33,195,000
Sabinal ISD	6,755,000	Snook ISD	12,430,000
Sabine ISD	15,404,994	Snyder ISD	5,625,000
Sabine Pass ISD	67,443,256	Socorro ISD	716,704,806
Saint Jo ISD	5,750,000	Somerset ISD	41,660,000
Salado ISD	158,725,000	Somerville ISD	9,690,000
Sam Rayburn ISD	2,971,383	South San Antonio ISD	91,879,710
San Angelo ISD	68,184,994	Southside ISD	73,470,000
San Antonio ISD	1,376,399,988	Southwest ISD	418,808,090
San Augustine ISD	29,995,000	Spearman ISD	2,840,000
San Benito CISD	77,560,000	Splendora ISD	188,425,000
San Diego ISD	26,215,000	Spring Branch ISD	1,045,030,000
San Elizario ISD	23,620,000	Spring Hill ISD	31,304,000
San Felipe Del Rio CISD	29,464,993	Spring ISD	420,730,000
San Marcos CISD	310,335,000	Springtown ISD	41,420,000
San Perlita ISD	13,530,000	Spur ISD	1,090,000
Sanford-Fritch ISD	6,193,179	Spurger ISD	1,180,000
Sanger ISD	140,076,699	Stafford MSD	88,930,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME	BALANCE	SCHOOL DISTRICT NAME	BALANCE
Stamford ISD	$ 6,265,000	United ISD	$ 383,860,000
Stanton ISD	4,260,000	Uvalde CISD	1,040,000
Stephenville ISD	65,805,000	Valley Mills ISD	12,085,000
Sterling City ISD	735,000	Valley View ISD [Cooke]	8,535,000
Stockdale ISD	10,310,000	Valley View ISD [Hidalgo]	29,110,000
Stratford ISD	4,305,000	Van Alstyne ISD	168,520,000
Sudan ISD	6,610,000	Van ISD	32,119,447
Sulphur Bluff ISD	160,000	Van Vleck ISD	66,830,000
Sulphur Springs ISD	83,830,000	Vega ISD	12,590,000
Sundown ISD	4,760,000	Venus ISD	25,971,974
Sunnyvale ISD	77,422,574	Veribest ISD	14,530,000
Sunray ISD	12,296,000	Vernon ISD	36,045,000
Sweeny ISD	75,695,000	Victoria ISD	98,495,000
Sweetwater ISD	41,025,000	Vidor ISD	8,835,000
Taft ISD	20,145,000	Waco ISD	449,280,000
Tahoka ISD	10,805,000	Waelder ISD	2,310,000
Tarkington ISD	4,220,000	Walcott ISD	700,000
Tatum ISD	9,080,000	Wall ISD	13,335,000
Taylor ISD	126,929,973	Waller ISD	533,940,000
Temple ISD	299,505,000	Warren ISD	15,884,881
Tenaha ISD	2,330,000	Waskom ISD	10,085,000
Terrell Co ISD	4,260,000	Water Valley ISD	19,790,000
Terrell ISD	26,752,793	Waxahachie ISD	592,221,701
Texarkana ISD	163,875,000	Weatherford ISD	83,613,498
Texas City ISD	296,210,000	Webb CISD	18,945,000
Texline ISD	1,430,000	Weimar ISD	12,380,000
Thrall ISD	51,915,000	Wellman-Union CISD	16,050,240
Three Rivers ISD	22,210,000	Wells ISD	2,185,000
Throckmorton Collegiate ISD	23,785,000	Weslaco ISD	184,199,977
Tidehaven ISD	35,340,000	West Hardin Co CISD	935,000
Timpson ISD	7,070,000	West ISD	17,219,703
Tioga ISD	4,749,977	West Orange-Cove CISD	70,870,000
Tolar ISD	6,804,461	West Oso ISD	25,465,000
Tom Bean ISD	7,191,163	West Rusk Co CISD	10,850,000
Tomball ISD	855,775,000	West Sabine ISD	5,900,000
Tornillo ISD	13,555,000	Westwood ISD	34,285,000
Trent ISD	1,470,000	Wharton ISD	65,945,000
Trenton ISD	14,440,000	Wheeler ISD	3,660,000
Trinidad ISD	370,000	White Deer ISD	8,260,000
Trinity ISD	12,275,000	White Oak ISD	15,256,000
Troup ISD	4,460,000	White Settlement ISD	240,335,599
Troy ISD	25,774,997	Whiteface CISD	3,935,000
Tulia ISD	10,870,000	Whitehouse ISD	95,990,000
Tuloso-Midway ISD	75,965,000	Whitesboro ISD	650,000
Turkey-Quitaque ISD	1,890,000	Whitewright ISD	18,010,000
Tyler ISD	405,020,000	Whitharral ISD	1,190,000
Union Grove ISD	9,820,000	Whitney ISD	28,415,000

BOND GUARANTEE PROGRAM --- ISSUED AND GUARANTEED
FOR THE FISCAL YEAR ENDED AUGUST 31, 2024

SCHOOL DISTRICT NAME		BALANCE
Wichita Falls ISD	$	301,290,000
Wildorado ISD		9,205,000
Willis ISD		358,740,000
Wilson ISD		5,330,000
Wimberley ISD		85,943,649
Windthorst ISD		1,130,000
Wink-Loving ISD		26,950,000
Winnsboro ISD		27,995,000
Winona ISD		23,165,000
Woden ISD		9,325,000
Wolfe City ISD		2,355,000
Woodsboro ISD		37,820,000
Woodville ISD		46,730,000
Wortham ISD		5,645,000
Wylie ISD [Collin]		645,210,971
Wylie ISD [Taylor]		216,460,000
Yoakum ISD		51,550,000
Ysleta ISD		832,678,032
Zapata Co ISD		10,530,000
Zavalla ISD		5,030,000
Zephyr ISD		3,050,000
Total School District Amount Outstanding	**$**	**121,046,871,603**

CHARTER DISTRICT NAME		BALANCE
A+ Charter Schools, Inc.	$	12,160,000
Academy of Accelerated Learning, Inc		15,000,000
Austin Achieve Public Schools Inc		55,890,000
Ben Yehuda Academy		10,815,000
BRAINATION, INC (dba Inspire Academies)		39,385,000
Cityscape Schools Inc.		19,935,000
Compass Academy Charter School, Inc.		39,675,000
Eagle Advantage Schools, Inc.		16,395,000
El Paso Education Initiative, Inc.		18,715,000
Faith Family Kids, Inc.		17,925,000
Golden Rule Schools Inc.		22,100,000
Great Hearts America Texas		243,360,000
Harmony Public Schools		647,690,000
IDEA Academy, Inc.		1,092,460,000
International Leadership of Texas		368,915,000
KIPP Texas, Inc.		553,023,000
Leadership Prep School, Inc.		15,415,000
Lifeschool Of Dallas		98,260,000
Nova Academy		3,750,000
Odyssey 2020 Academy, Inc.		11,340,000
Orenda Education		48,470,000
Pineywoods Community Academy		15,155,000
Responsive Education Solutions		247,835,000
Riverwalk Education Foundation, Inc.		311,067,000
SER-Ninos, Inc.		36,055,000
South Texas Educational Technologies, Inc.		15,615,000
The Hughen Center, Inc.		41,785,000
Trinity Basin Preparatory Inc.		225,420,000
UMEP Inc (dba UME Preparatory Academy)		24,590,000
Uplift Education		306,660,000
Vanguard Academy, Inc.		42,290,000
Yes Prep Public Schools Inc.		151,960,000
Total Charter District Amount Outstanding	**$**	**4,769,110,000**
Grand Total Amount Outstanding	**$**	**125,815,981,603**

Adoption of the Annual Report on the Status of the Bond Guarantee Program

April 11, 2025

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 adopt an annual report on the status of the Bond Guarantee Program.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §2 and §5; Texas Education Code (TEC), §45.053(c).

The Texas Constitution, Article VII, §2 and §5 establish the permanent school fund, the assets that comprise the permanent school fund, the bond guarantee program, the available school fund, and authorize the State Board of Education (SBOE) to manage the permanent school fund.

TEC, §45.053(c) requires the SBOE to adopt an annual report on the status of the guaranteed bond program.

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

BACKGROUND INFORMATION AND JUSTIFICATION: Pursuant to TEC §45.053(c), the commissioner shall prepare, and the board shall adopt an annual report on the status of the guaranteed bond program.

Staff Member Responsible:
John McGeady, Director of External Relations, Texas Permanent School Fund Corp.

Review the Processes for Consideration of Board Member Nominees for State Board Positions

April 11, 2025

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 the processes for consideration of board member nominees for state board positions.

STATUTORY AUTHORITY: Texas Constitution, Article VII, §2 and §5, Natural Resources Code (NRC), §32.012; and Texas Government Code (TGC), §825.003.

The Texas Constitution, Article VII, §2 and §5 establish the permanent school fund, the assets that comprise the permanent school fund, the bond guarantee program, the available school fund, and authorize the State Board of Education (SBOE) to manage the permanent school fund.

NRC §32.012 provides that two of the citizens appointed to the School Land Board by the governor must be selected from the lists of nominees submitted by the SBOE.

TGC §825.003 provides that the governor shall appoint two members to the Teacher Retirement System Board of Trustees from the lists of nominees submitted by the SBOE.

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

Staff Member Responsible:
John McGeady, Director of External Relations, Texas Permanent School Fund Corp.

COMMITTEE ON SCHOOL INITIATIVES

Open-Enrollment Charter School Generation 30 Application and Texas Charter School Portfolio Updates

April 10, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive updates regarding the Generation 30 Open-Enrollment Charter Application cycle.

STATUTORY AUTHORITY: Texas Education Code (TEC), §12.101.

TEC, §12.101 requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board, present and voting, vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect.

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

FUTURE ACTION EXPECTED: Following the conclusion of the application cycle, the board will have an opportunity to review and take action or no action on the commissioner's list of proposed Generation 30 Subchapter D Open-Enrollment Charter Schools.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is engaged in an ongoing effort to remain abreast of the evolving state-educational landscape and prepare to address areas within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 30 application.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Applications page found on the Texas Education Agency's website (https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants). The Generation 30 applications and required attachments will also be linked on that page upon publication.

Staff Members Responsible:
Kelvey Oeser, Deputy Commissioner, Educator and System Support
Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy

Approval of 2025-2029 Rule Review Plan for State Board of Education Rules

April 11, 2025

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

SUMMARY: This item presents for approval the Proposed 2025-2029 Rule Review Plan for State Board of Education (SBOE) Rules. 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.

STATUTORY AUTHORITY: Texas Government Code (TGC), §2001.039.

Texas Government Code, §2001.039, requires a state agency to review and consider for readoption each of its rules.

PREVIOUS BOARD ACTION: The SBOE is in the process of completing the 2021-2025 rule review cycle, which was approved in April 2021.

BACKGROUND INFORMATION AND JUSTIFICATION: Texas Government Code, §2001.039, requires the review of existing state agency rules to ensure that the reason for initially adopting or readopting a rule continues to exist. In order to implement and comply with the statutory rule review requirements, the SBOE has adopted rule review plans since 1997.

The proposed 2025-2029 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2021-2025 SBOE rule review plan with the addition of new rules that took effect subsequent to the adoption of that plan and the deletion of repealed 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 proposed 2025-2029 plan. The SBOE conducts a review of the curriculum content on a schedule determined by the SBOE designed to align with the approval of instructional materials.

Once approved by the SBOE, the rule review plan is included in the information pages of the SBOE agenda and is updated as necessary. The rule review plan will also be posted on the agency's website.

Attachment II includes a status report on the 2021-2025 SBOE rule review plan, including changes generated as a result of the reviews. The current review cycle concludes in August 2025. Chapter 101, Assessment, and Chapter 109, Budgeting, Accounting, and Auditing, are the last chapters to be reviewed in this cycle, and they are presented for adoption as separate items in this agenda.

Secretary of State rules specify a two-step review process to implement the rule review requirement in Texas Government Code, §2001.039. First, a notice of proposed review announces a public comment period. Last, a notice of adopted review summarizes and responds to any public comments received and states whether changes are anticipated as a result of the review.

The SBOE rule review process may identify that changes need to be made to existing rules. If changes are identified, the adoption will complete the rule review process and staff will present the rule changes under a separate item at a subsequent SBOE meeting. If no changes are identified, the adoption will complete the rule review process, and no further action is necessary.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the Proposed 2025-2029 Rule Review Plan for State Board of Education Rules.

Staff Member Responsible:
Cristina De La Fuente-Valadez, Director, Rulemaking

Attachment I:
Proposed 2025-2029 Rule Review Plan for State Board of Education Rules

Attachment II:
Status Report on the 2021-2025 SBOE Rule Review Plan

Attachment I

Proposed 2025-2029 Rule Review Plan for State Board of Education Rules

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) 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.

Review Period: September 2025–August 2029			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 74. Curriculum Requirements	*Subchapter A. Required Curriculum*	Curriculum	September 2025
	Subchapter B. Graduation Requirements		
	Subchapter C. Other Provisions		
	Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008		
	Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013		
Chapter 89. Adaptations for Special Populations	*Subchapter A. Gifted/Talented Education*	Special Populations	January 2026
	Subchapter C. Texas Certificate of High School Equivalency		
	Subchapter D. Special Education Services and Settings		
Chapter 61. School Districts	*Subchapter A. Board of Trustees Relationship*	Administration	April 2026
	Subchapter B. Special Purpose School Districts		

Review Period: September 2026–August 2027			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 157. Hearings and Appeals	*Subchapter A. General Provisions for Hearings Before the State Board of Education*	Personnel	January 2027
	Subchapter D. Independent Hearing Examiners		

Review Period: September 2027–August 2028			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	*Subchapter A. State Board of Education Rules*	Finance	September 2027
	Subchapter B. Texas Permanent School Fund Corporation Rules		
Chapter 66. State Adoption and Distribution of Instructional Materials	*Subchapter A. General Provisions*	Instructional Materials	November 2027
	Subchapter B. State Adoption of Instructional Materials		
	Subchapter C. Local Operations		
Chapter 67. State Review and Approval of Instructional Materials	*Subchapter B. State Review and Approval*	Instructional Materials	January 2028
	Subchapter D. Duties of Publishers and Manufacturers		
Chapter 100. Charters	*Subchapter A. Open-Enrollment Charter Schools*	Charter Schools	January 2028
	Subchapter B. Home-Rule School District Charters		

Review Period: September 2028–August 2029			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 30. Administration	*Subchapter A. State Board of Education: General Provisions*	Administration	November 2028
	Subchapter B. State Board of Education: Purchasing and Contracts		
Chapter 101. Assessment	*Subchapter A. General Provisions*	Assessment	January 2029
	Subchapter B. Implementation of Assessments		
	Subchapter C. Local Option		
Chapter 109. Budgeting, Accounting, and Auditing	*Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts*	Finance	January 2029
	Subchapter B. Texas Education Agency Audit Functions		
	Subchapter C. Adoptions by Reference		
	Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract		

Attachment II

Status Report on the 2021-2025 SBOE Rule Review Plan (as of April 2025)

Chapter Title	Review Approved by SBOE as Proposed	Review Approved by SBOE as Adopted	Rules Should Continue?	Changes Adopted in Response to Review
Chapter 30. Administration	November 2024	January 2025	Yes	No changes identified.
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	September 2023	November 2023	Yes	No changes identified.
Chapter 61, School Districts	April 2022	June 2022	Yes	No changes identified.
Chapter 66. State Adoption and Distribution of Instructional Materials	November 2023	February 2024	Yes	No changes identified. House Bill 1605, 88th Texas Legislature, Regular Session, 2023, implemented significant changes to the instructional materials review and adoption process. Chapter 66 will remain for previous proclamations, while new Chapter 67 implements the new instructional materials approval process under HB 1605.
Chapter 74. Curriculum Requirements	September 2021	November 2021	Yes, for Subchapters A-C, F, and G	The review found that Subchapters D and E contained outdated graduation requirements. The repeal of Subchapters D and E was adopted at the January 2022 SBOE meeting.
Chapter 89. Adaptations for Special Populations	January 2022	April 2022	Yes	No changes identified.
Chapter 100. Charters	January 2024	April 2024	Yes	No changes identified.
Chapter 101. Assessment	January 2025	April 2025	Yes	Public comment period ended 3/25/25. No staff-recommended changes.

Chapter Title	Review Approved by SBOE as Proposed	Review Approved by SBOE as Adopted	Rules Should Continue?	Changes Adopted in Response to Review
Chapter 109. Budgeting, Accounting, and Auditing	January 2025	April 2025	Yes	Public comment period ended 3/25/25. No staff-recommended changes.
Chapter 157. Hearings and Appeals	January 2023	April 2023	Yes	As a result of the review, the SBOE requested an amendment to §157.41 to modify the experience requirements for hearing examiners. The amendment was adopted at the April 2024 meeting.

Review of Adoption of Proposed Amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases

April 11, 2025

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

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed amendments to 19 Texas Administrative Code (TAC) Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases. The proposed amendments reflect the results of prior discussions on Chapter 249 by the SBEC, as well as multiple stakeholder engagement sessions. The proposed amendments would amend the contract abandonment mitigating factors; amend the definition of solicitation to add grooming behaviors; update the SBEC's mandatory minimum sanctions; update the SBEC's mailing procedures to allow original petitions and default petitions to be sent via electronic mail; clarify that all notices sent to comply with Texas Government Code, §2001.054, will be sent via certified or registered mail, remove the requirement that exceptions must be filed or an issue is waived; clarify the erroneously issued certificate section to explicitly state that the cancellation of a certificate issued as the result of a Texas Education Agency (TEA) information technology (IT) error will not result in a contested case; and amend the SBEC's definition of abuse to mirror the definition of abuse found in Texas Family Code, Chapter 261, as well as make additional technical edits.

STATUTORY AUTHORITY: The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 249, Subchapters A, B, C, and E, is TEC, §§21.006(a), (b), (b-1), (b-2), (c), (c-1), (c-2), (f), (g), (g-1), and (i); 21.0062; 21.007; 21.009(e); 21.031(a); 21.035; 21.041(a) and (b)(1), (4), (7), and (8); 21.044(a), 21.058; 21.0581; 21.060; 21.065; 21.105(c); 21.160(c); 21.210(c); 22.082; 22.0831; 22.085; 22.087; 22.092; and 22.093; Texas Government Code (TGC), §§411.090, 2001.054(c), 2001.058(e), and 2001.142(a); Texas Family Code (TFC), §261.308(d) and (e) and §261.406(a) and (b); Texas Occupations Code (TOC), §§53.021(a), 53.022–53.025, 53.051, 53.052 and 56.003; and the Every Student Succeeds Act (ESSA), 20 United States Code (U.S.C.) §7926.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject a 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 proposed by the SBEC.

TEC, §21.006(a)-(c-2), (f)-(g-1), and (i), require the superintendent or director of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center or shared services arrangement to report to the SBEC within seven business days of when the superintendent knew or received a report from a principal that an educator has resigned or is terminated and there is evidence that the educator has engaged in certain misconduct, unless the superintendent or director completes an investigation before the educator resigns or is terminated and determines that the educator did not commit the alleged misconduct. It also requires principals to report to superintendents within seven business days of when the superintendent knew or received a report from a principal that an educator has resigned or is terminated and there is evidence that the educator has engaged in certain misconduct. It further authorizes the SBEC to impose sanctions on educators who fail to report as required by the statute, including authority to impose monetary administrative penalties, gives SBEC rulemaking authority as necessary to implement the statute, and requires the SBEC to create an internet portal to facilitate confidential and secure reporting.

TEC, §21.0062, requires the chief administrative officer of a private school to notify the SBEC within seven days when a private school educator resigns before the completion of an investigation or is terminated and there is evidence that the educator has engaged in certain misconduct and gives the SBEC rulemaking authority to implement the section.

TEC, §21.007, gives the SBEC authority to place a notice that an educator is under investigation for alleged misconduct on the educator's public certification records, requires the SBEC give the educator notice and an opportunity to show cause, requires that the SBEC limit the amount of time the notice can appear on the educator's certification, and gives the SBEC rulemaking authority as necessary to implement the provision.

TEC, §21.009(e), states that the SBEC may revoke the certificate of an administrator if the board determines it is reasonable to believe that the administrator employed an applicant despite being aware that the applicant had been adjudicated for or convicted of having an inappropriate relationship with a student or minor.

TEC, §21.031(a), charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct for public school educators.

TEC, §21.035, states that TEA staff provides administrative functions and services for SBEC and gives SBEC the authority to delegate to either the commissioner of education or to TEA staff the authority to settle or otherwise informally dispose of contested cases involving educator certification.

TEC, §21.041(a) and (b)(1), (4), (7), and (8), authorizes the SBEC to adopt rules as necessary for its own procedures, to regulate educators, specify the requirements for issuance or renewal of an educator certificate, provide for educator disciplinary proceedings and for enforcement of the educator's code of ethics.

TEC, §21.044(a), authorizes the SBEC to adopt rules establishing training requirements and academic qualifications required for a person to obtain an educator certificate.

TEC, §21.058, requires the SBEC to revoke the certification of an educator convicted or placed on deferred adjudication community supervision for certain offenses.

TEC, §21.0581, authorizes SBEC to take action against a person who assists another person obtain employment at a school despite knowing the other person engaged in sexual misconduct with a minor or student.

TEC, §21.060, sets out crimes that relate to the education profession and authorizes the SBEC to sanction or refuse to issue a certificate to any person who has been convicted of one of these offenses.

TEC, §21.065, sets requirements for the notice SBEC must send when it suspends an educator's certificate.

TEC, §21.105(c), allows the SBEC to impose sanctions against an educator who abandons a probationary contract.

TEC, §21.160(c), allows the SBEC to impose sanctions against an educator who abandons a continuing contract.

TEC, §21.210(c), allows the SBEC to impose sanctions against an educator who abandons a term contract.

TEC, §22.082, requires the SBEC to subscribe to the criminal history clearinghouse and allows the SBEC to obtain any criminal history from any closed case file.

TEC, §22.0831, requires the SBEC to review the criminal history of certified educators and applicants for certification.

TEC, §22.085, requires school districts, charter schools, and shared services arrangements to conduct fingerprint criminal background checks on employees and refuse to hire those that have certain criminal history.

TEC, §22.087, requires superintendents and directors of school districts, charter schools, private schools, regional education service centers, and shared services arrangements to notify the SBEC if an applicant for a certification has criminal history that is not in the criminal history clearinghouse.

TEC, §22.092, requires school districts, charter schools, districts of innovation, regional education service centers, and shared services arrangements to discharge or refuse to hire any person listed on the registry of persons not eligible for employment in Texas public schools.

TEC, §22.093, requires superintendents or directors of school districts, districts of innovation, charter schools, regional education service centers, or shared services arrangements to notify the commissioner of education if an employee resigned or was terminated and there is evidence that the employee abused or otherwise committed an unlawful act with a student or minor or was involved in a romantic relationship with a student or minor.

TGC, §411.090, allows the SBEC to get from the Texas Department of Public Safety all criminal history record information about any applicant for licensure as an educator.

TGC, §2001.054(c), requires the SBEC to give notice by personal service or by registered or certified mail to the license holder of the factors or conduct alleged to warrant suspension, revocation, annulment, or withdrawal of an educator's certificate and to give the certified educator an opportunity to show that the educator is in compliance with the relevant statutes and rules.

TGC, §2001.058(e), sets out the requirements for when the SBEC can make changes to a proposal for decision from an administrative law judge.

TGC, §2001.142(a), requires all Texas state licensing agencies to notify parties to contested cases of orders or decisions of the agency by personal service, electronic means if the parties have agreed to it, first class, certified or registered mail, or by any method required under the agency's rules for a party to serve copies of pleadings in a contested case.

TFC, §261.308(d) and (e), require the Texas Department of Family and Protective Services to release information regarding a person alleged to have committed abuse or neglect to the SBEC.

TFC, §261.406(a) and (b), require the Texas Department of Family and Protective Services to send a copy of a completed investigation report involving allegations of abuse or neglect of a child in a public or private school to the TEA.

TOC, §53.021(a), allows the SBEC to suspend or revoke an educator's certificate or refuse to issue a certificate, if a person is convicted of certain offenses.

TOC, §53.022, sets out factors for the SBEC to determine whether a particular criminal offense relates to the occupation of education.

TOC, §53.023, sets out additional factors for the SBEC to consider when deciding whether to allow a person convicted of a crime to serve as an educator.

TOC, §53.0231, sets out information the SBEC must give an applicant when it denies a license and requires that the SBEC allow 30 days for the applicant to submit any relevant information to the SBEC.

TOC, §53.0232, precludes SBEC from considering arrests that did not result in convictions or placement on deferred adjudication community supervision in the determination of fitness to be licensed as an educator.

TOC, §53.024, states that proceedings to deny or sanction an educator's certification are covered by the Texas Administrative Procedure Act, Texas Government Code, Chapter 2001.

TOC, §53.025, gives the SBEC rulemaking authority to issue guidelines to define which crimes relate to the profession of education.

TOC, §53.051, requires that the SBEC notify a license holder or applicant after denying, suspending, or revoking the certification.

TOC, §53.052, allows a person who has been denied an educator certification or had their educator certification revoked or suspended to file a petition for review in state district court after exhausting all administrative remedies.

TOC, §56.003, prohibits state agencies from taking disciplinary action against licensees for student loan non-payment or default.

ESSA, 20 U.S.C. §7926, requires state educational agencies to make rules forbidding educators from aiding other school employees, contractors, or agents in getting jobs when the educator knows the jobseeker has committed sexual misconduct with a student or minor in violation of the law.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, establish the sanction requirements and procedures for disciplinary actions against educators.

The SBEC engaged in discussions related to potential amendments during the April, July, and September 2024 SBEC meetings. At the April meeting, the SBEC had a preliminary discussion on potential amendments to Chapter 249. The recommendations discussed were informed by challenges and areas for improvement identified by staff in the application of Chapter 249 or issues previously raised by the SBEC at prior meetings.

TEA staff brought these potential changes to the Educator Preparation Stakeholder Group on June 21, 2024, and held a stakeholder engagement meeting with the general public on July 9, 2024. TEA staff presented the feedback from these stakeholder engagement meetings to the SBEC at the July meeting.

TEA staff presented the preliminary draft to stakeholders at a stakeholder engagement meeting on August 30, 2024, and presented the feedback from this stakeholder engagement meeting to the SBEC at the September meeting. TEA staff received feedback on the draft text presented at the September meeting, and the proposed amendments outlined below incorporate both SBEC input as well as input from stakeholders.

Subchapter A, General Provisions

§249.3, Definitions.

The proposed amendment to §249.3(1) would align the definition of *Abuse* with the definition of *Abuse* in Texas Family Code, §261.001(1), as well as the commissioner of education's definition of *Abuse* in 19 TAC §153.1201(b), Definitions.

The proposed amendment to §249.3(29) would update the definition of *Mail* to include first-class United States mail and electronic mail and remove the phrase, "unless otherwise provided by this chapter."

The proposed amendment to §249.3(51) would add new subparagraph (K) to the definition of *Solicitation of a romantic relationship* to add grooming behaviors in the totality of the circumstances, specifically showing a student special attention; giving the student individual gifts, money, or privileges; isolating the student; exposing the student to adult topics or conversation and/or media that is not age appropriate; or meeting behind closed doors with the student without another adult present; as well as removes the word "may" and "prima facie" as related to what acts considered in context constitute evidence of solicitation. Subsequent subparagraphs would be relettered.

Technical edits would be made to §249.3(44) to correct a typographical error and to §249.3(52) to update a cross reference for clarity.

Subchapter B, Enforcement Actions and Guidelines

§249.11, Test Irregularities; Appeal, Sanctions.

The proposed amendment to §249.11(a) would modify the methods of service for written notice of alleged violations of certification test administration rules or procedures to allow for the notice to be sent via first-class United States mail or electronic notification only.

§249.12, Administrative Denial; Appeal.

The proposed amendment to §249.12(b) would add persons that are subject to placement on the Registry of Persons Not Eligible for Hire under TEC, §22.092, and conduct that demonstrates that a person violated 19 TAC Chapter 247, Educators' Code of Ethics, as reasons the TEA staff may administratively deny a certificate. Subsequent subparagraphs would be relettered.

§249.13, Cancellation of an Erroneously Issued Certificate.

Proposed new §249.13(f) would provide that this section does not apply to erroneously issued certificates as the result of a TEA systems error.

§249.14, Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition.

Proposed new §249.14(p) would add that before institution of agency proceedings, TEA staff shall send a letter via certified or registered mail to the certificate holder giving them notice of the facts or conduct alleged to warrant the intended action and an opportunity to show compliance with all requirements of law for the retention of the certificate. Subsequent subparagraphs would be relettered.

§249.15, Disciplinary Action by State Board for Educator Certification.

The proposed amendment to §249.15(a)(5) would add that the SBEC may impose classes and treatment programs that the SBEC deems necessary as a condition or restriction on a certificate.

§249.17, Decision-Making Guidelines.

The proposed amendment to §249.17(d)(1) would add requirements that to establish the good cause factors of serious illness or health condition of the educator or close family member of the educator, the educator must provide documentation from a licensed medical provider. It would also add the requirement to provide documentation to establish the good cause factor of relocation to a new city as a result of change in employer of the educator's spouse or partner as a requirement.

The proposed amendment to §249.17(d)(2) would add that a reduction of one month in suspension time be applied for each mitigating factor established.

The proposed amendment to §249.17(e) would add that an educator who is required to complete pretrial diversion for a felony-level offense is subject to sanction.

The proposed amendment to §249.17(g) would add that an educator is subject to a one-year mandatory minimum sanction for intentional violations of the security or confidential integrity of a test required under TEC in a manner described by 19 TAC §101.3031(a)(3) and remove the mandatory minimum for manipulation of test results.

Proposed new §249.17(k) would add a mandatory minimum sanction of a one-year suspension for an educator who is court-ordered to complete a period of deferred adjudication, community supervision, or pretrial diversion for an offense under Texas Election Code, Chapter 255. The subsequent subsection would be relettered.

Subchapter C, Prehearing Matters

§249.26, Petition.

The proposed amendment to §249.26(c) would add that TEA staff may serve a petition by electronic mail to the respondent as well as send a copy of the petition to the respondent's attorney if notice of representation has been provided by electronic mail. It would remove the option for service of the petition on the respondent by United States certified mail, return receipt requested.

§249.27, Answer.

The proposed amendment to §249.27 would allow a respondent to serve an answer on TEA by electronic mail and remove the requirement that a respondent serve an answer by United States certified mail, return receipt requested.

Subchapter E, Post-Hearing Matters

§249.37, Exceptions and Replies.

The proposed amendment to §249.37 would remove the requirement that a disagreement with a factual finding or conclusion of law in the proposal for decision be contained in an exception to the proposal otherwise it is waived. Subsequent subparagraphs would be relettered.

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the rules will be in effect there is no additional fiscal impact on local governments.

The proposed rule change allows TEA staff to send original petitions and default petitions via electronic mail. Under the current rule, TEA staff is required to send original petitions and default petitions via registered certified mail and U.S. first class mail. TEA staff sent 631 original petitions and default petitions via registered certified mail and U.S. first class mail in Fiscal Year 2024. In at least 50% of those cases, TEA staff sent the petition to an additional address. An average of 947 petitions mailed annually by TEA staff multiplied by the cost of mailing for certified mail and U.S. first class mail at $9.64 is an annual savings of $9,129.08 to the state. Additionally, the cost of mailing typically goes up annually so the cost savings will increase year after year. The rule does not have foreseeable implications relating to revenues of the state or to local governments.

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 TGC, §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 TGC, §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 TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §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. 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: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be clarification and transparency in the SBEC's sanctioning procedures. Overall, the proposal will help to ensure efficient and predictable outcomes for educators in SBEC disciplinary proceedings. There is no anticipated 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.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff 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: 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: That the State Board of Education:

> Take no action on the proposed amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, Subchapter A, General Provisions, Subchapter B, Enforcement Actions and Guidelines, Subchapter C, Prehearing Matters, and Subchapter E, Post-Hearing Matters.

Staff Members Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement
Sarah Wolfe, Director, EPCE Law & Policy
David Rodriguez, Director, Educator Investigations

Attachment:
Text of Proposed Amendments to 19 TAC Chapter 249, Disciplinary Proceedings, Sanctions, and Contested Cases, Subchapter A, General Provisions, Subchapter B, Enforcement Actions and Guidelines, Subchapter C, Prehearing Matters, and Subchapter E, Post-Hearing Matters

ATTACHMENT
Text of Proposed Amendments to 19 TAC

Chapter 249. Disciplinary Proceedings, Sanctions, and Contested Cases

Subchapter A. General Provisions

§249.3. Definitions.

The following words, terms, and phrases, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Abuse--This term has the meaning assigned by Texas Family Code, §261.001(1). [~~Includes the following acts or omissions:~~]

[~~(A) mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;~~]

[~~(B) causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning;~~]

[~~(C) physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or~~]

[~~(D) sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.~~]

(2) Administrative denial--A decision or action by the Texas Education Agency staff, acting on behalf of the State Board for Educator Certification, to deny certification (including certification following revocation, cancellation, or surrender of a previously issued certificate), renewal of certification, or reinstatement of a previously suspended certificate based on the withholding or voiding of certification test scores; the invalidation of a certification test registration; evidence of a lack of good moral character; or evidence of improper conduct.

(3) Administrative law judge--A person appointed by the chief judge of the State Office of Administrative Hearings under the Texas Government Code, Chapter 2003.

(4) Answer--The responsive pleading filed in reply to factual and legal issues raised in a petition.

(5) Applicant--A party seeking issuance, renewal, or reinstatement of a certificate from the Texas Education Agency staff or the State Board for Educator Certification.

(6) Cancellation--The invalidation of an erroneously issued certificate.

(7) Certificate--The whole or part of any educator credential, license, or permit issued under the Texas Education Code, Chapter 21, Subchapter B. The official certificate is the record of the certificate as maintained on the Texas Education Agency's website.

(8) Certificate holder--A person who holds an educator certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(9) Chair--The presiding officer of the State Board for Educator Certification, elected pursuant to the Texas Education Code, §21.036, or other person designated by the chair to act in his or her absence or inability to serve.

(10) Chief judge--The chief administrative law judge of the State Office of Administrative Hearings.

(11) Code of Ethics--The Educators' Code of Ethics codified in Chapter 247 of this title (relating to the Educators' Code of Ethics).

(12) Complaint--A written statement submitted to the Texas Education Agency staff that contains essential facts alleging improper conduct by an educator, applicant, or examinee, the complainant's verifiable contact information, including full name, complete address, and phone number, which provides grounds for sanctions.

(13) Contested case--A proceeding under this chapter in which the legal rights, duties, and privileges related to a party's educator certificate are to be determined by the State Board for Educator Certification and/or the State Office of Administrative Hearings commencing when a petition is properly served under this chapter.

(14) Conviction--An adjudication of guilt for a criminal offense. The term does not include the imposition of deferred adjudication for which the judge has not proceeded to an adjudication of guilt.

(15) Deferred adjudication--The resolution of a criminal charge, based on a defendant's plea to the offense of guilty or nolo contendere, which results in the suspension of adjudication of the defendant's guilt and the imposition of conditions such as community supervision or restitution, and, upon successful completion of those conditions, the dismissal of the criminal case. In a contested case under this chapter, the defendant's acceptance of deferred adjudication in a criminal case may be considered as provided by the Texas Occupations Code, §53.021.

(16) Disciplinary proceedings--Any matter arising under this chapter or Chapter 247 of this title (relating to the Educators' Code of Ethics) that results in a final order or finding issued by the Texas Education Agency staff, the State Office of Administrative Hearings, or the State Board for Educator Certification relating to the legal rights, duties, privileges, and status of a party's educator certificate.

(17) Educator--A person who is required to hold a certificate issued under the Texas Education Code, Chapter 21, Subchapter B.

(18) Effective date--The date the decision or action taken by the State Board for Educator Certification or the Texas Education Agency staff becomes final under the appropriate legal authority.

(19) Endanger--Exposure of a student or minor to unjustified risk of injury or to injury that jeopardizes the physical health or safety of the student or minor without regard to whether there has been an actual injury to the student or minor.

(20) Examinee--A person who registers to take or who takes any examination required by the State Board for Educator Certification for admission to an educator preparation program or to obtain an educator certificate.

(21) Expired--No longer valid because a specific period or term of validity of a certificate has ended; an expired certificate is not subject to renewal or revalidation and a new certificate must be issued.

(22) Filing--Any written petition, answer, motion, response, other written instrument, or item appropriately filed under this chapter with the Texas Education Agency staff, the State Board for Educator Certification, or the State Office of Administrative Hearings.

(23) Good moral character--The virtues of a person as evidenced by patterns of personal, academic, and occupational behaviors that, in the judgment of the State Board for Educator Certification, indicate honesty, accountability, trustworthiness, reliability, and integrity. Lack of good moral character may be evidenced by the commission of crimes relating directly to the duties and responsibilities of the education profession as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21), or by the commission of acts involving moral turpitude, but conduct that evidences a lack of good moral character is not necessarily limited to such crimes or acts.

(24) Inactive--Lacking current effectiveness. An inactive certificate does not currently entitle the certificate holder to work as a professional educator in Texas public schools. An inactive certificate is distinguished from a certificate that is void or expired by the fact that it can be reactivated by satisfying the condition or conditions that caused it to be placed in inactive status

(failure to renew, failure to submit fingerprint information, or payment of fees), subject to any other certification requirements applicable to active certificates.

(25) Inappropriate relationship--A violation of Texas Penal Code, §21.12(a); a sexual or romantic relationship with a student or minor; or solicitation of a sexual or romantic relationship with a student or minor.

(26) Informal conference--An informal meeting between the Texas Education Agency staff and an educator, applicant, or examinee; such a meeting may be used to give the person an opportunity to show compliance with all requirements of law for the granting or retention of a certificate or test score pursuant to Texas Government Code, §2001.054(c).

(27) Invalid--Rendered void; lacking legal or administrative efficacy.

(28) Law--The United States and Texas Constitutions, state and federal statutes, regulations, rules, relevant case law, and decisions and orders of the State Board for Educator Certification and the commissioner of education.

(29) Mail--Certified United States mail, return receipt requested, first-class United States mail, or electronic mail [~~unless otherwise provided by this chapter~~].

(30) Majority--A majority of the voting members of the State Board for Educator Certification who are present and voting on the issue at the time the vote is recorded.

(31) Moral turpitude--Improper conduct, including, but not limited to, the following: dishonesty; fraud; deceit; theft; misrepresentation; deliberate violence; base, vile, or depraved acts that are intended to arouse or to gratify the sexual desire of the actor; drug or alcohol related offenses as described in §249.16(b) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21); or acts constituting abuse or neglect under the Texas Family Code, §261.001.

(32) Neglect--The placing or leaving of a student or minor in a situation where the student or minor would be exposed to a substantial risk of physical or mental harm.

(33) Party--Each person named or admitted to participate in a contested case under this chapter.

(34) Permanent revocation--Revocation without the opportunity to reapply for a new certificate.

(35) Person--Any individual, representative, corporation, or other entity, including the following: an educator, applicant, or examinee; the Texas Education Agency staff; or the State Board for Educator Certification, the State Office of Administrative Hearings, or any other agency or instrumentality of federal, state, or local government.

(36) Petition--The written pleading served by the petitioner in a contested case under this chapter.

(37) Petitioner--The party seeking relief, requesting a contested case hearing under this chapter, and having the burden of proof by a preponderance of the evidence in any contested case hearing or proceeding under this chapter.

(38) Physical mistreatment--Any act of unreasonable or offensive touching that would be offensive to a reasonable person in a similar circumstance. It is an affirmative defense that any unreasonable or offensive touching was justified under the circumstances, using a reasonable person standard.

(39) Presiding officer--The chair or acting chair of the State Board for Educator Certification.

(40) Proposal for decision--A recommended decision issued by an administrative law judge in accordance with the Texas Government Code, §2001.062.

(41) Quorum--A majority of the 14 members appointed to and serving on the State Board for Educator Certification (SBEC) pursuant to the Texas Education Code, §21.033; eight SBEC members, including both voting and non-voting members, as specified in the SBEC Operating Policies and Procedures.

(42) Recklessly--An educator acts recklessly, or is reckless, with respect to circumstances surrounding his or her conduct or the results of his or her conduct when he or she is aware of but consciously disregards a substantial and unjustifiable risk that the circumstances exist or that the result will occur.

(43) Reinstatement--The restoration of a suspended certificate to valid status by the State Board for Educator Certification.

(44) Reported criminal history--Information concerning any formal criminal justice system charges and dispositions. The term includes, without limitation, arrests, detentions, indictments, criminal information [~~informations~~], convictions, deferred adjudications, and probations in any state or federal jurisdiction.

(45) Representative--A person representing an educator, applicant, or examinee in matters arising under this chapter; in a contested case proceeding before the State Office of Administrative Hearings (SOAH), an attorney licensed to practice law in the State of Texas or other person authorized as a party representative under SOAH rules.

(46) Reprimand--The State Board for Educator Certification's formal censuring of a certificate holder.

(A) An "inscribed reprimand" is a formal, published censure appearing on the face of the educator's virtual certificate.

(B) A "non-inscribed reprimand" is a formal, unpublished censure that does not appear on the face of the educator's virtual certificate.

(47) Respondent--The party who contests factual or legal issues or both raised in a petition; the party filing an answer in response to a petition.

(48) Restricted--The condition of an educator certificate that has had limitations or conditions on its use imposed by State Board for Educator Certification order.

(49) Revocation--A sanction imposed by the State Board for Educator Certification invalidating an educator's certificate.

(50) Sanction--A disciplinary action by the State Board for Educator Certification, including a restriction, reprimand, suspension, revocation of a certificate, or a surrender in lieu of disciplinary action.

(51) Solicitation of a romantic relationship--Deliberate or repeated acts that can be reasonably interpreted as the solicitation by an educator of a relationship with a student that is romantic in nature. A romantic relationship is often characterized by a strong emotional or sexual attachment and/or by patterns of exclusivity but does not include appropriate educator-student relationships that arise out of legitimate contexts such as familial connections or longtime acquaintance. The following acts, considered in context, [~~may~~] constitute [~~prima facie~~] evidence of the solicitation by an educator of a romantic relationship with a student:

(A) behavior, gestures, expressions, or communications with a student that are unrelated to the educator's job duties and evidence a romantic intent or interest in the student, including statements of love, affection, or attraction. Factors that may be considered in determining the romantic intent of such communications or behavior, include, without limitation:

(i) the nature of the communications;

(ii) the timing of the communications;

(iii) the extent of the communications;

(iv) whether the communications were made openly or secretly;

(v) the extent that the educator attempts to conceal the communications;

(vi) if the educator claims to be counseling a student, the State Board for Educator Certification may consider whether the educator's job duties included counseling, whether the educator reported the subject of the counseling to the student's guardians or to the appropriate school personnel, or, in the case of alleged abuse or neglect, whether the educator reported the abuse or neglect to the appropriate authorities; and

(vii) any other evidence tending to show the context of the communications between educator and student;

(B) making inappropriate comments about a student's body, creating or transmitting sexually suggestive photographs or images, or encouraging the student to transmit sexually suggestive photographs or images;

(C) making sexually demeaning comments to a student;

(D) making comments about a student's potential sexual performance;

(E) requesting details of a student's sexual history;

(F) requesting a date, sexual contact, or any activity intended for the sexual gratification of the educator;

(G) engaging in conversations regarding the sexual problems, preferences, or fantasies of either party;

(H) inappropriate hugging, kissing, or excessive touching;

(I) providing the student with drugs or alcohol;

(J) violating written directives from school administrators regarding the educator's behavior toward a student;

(K) grooming behaviors, considered in context and on the totality of circumstances, including, but not limited to:

(i) showing the student special attention;

(ii) giving the student individual gifts, money, or privileges;

(iii) isolating the student;

(iv) exposing the student to adult topics or conversations and/or media that is not age appropriate; or

(v) meeting behind closed doors with the student without another adult present;

(L) [~~(K)~~] suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; and

(M) [~~(L)~~] any other acts tending to show that the educator solicited a romantic relationship with a student.

(52) State assessment testing violation--Conduct that violates the security or confidential integrity of any test or assessment required by the Texas Education Code, Chapter 39, Subchapter B, or conduct that is a departure from the test administration procedures established by the commissioner of education in Chapter 101 of Part 2 of this title (relating to Assessment). The term does not include benchmark tests or other locally required assessments.

(53) State Board for Educator Certification--The State Board for Educator Certification acting through its voting members in a decision-making capacity.

(54) State Board for Educator Certification member(s)--One or more of the members of the State Board for Educator Certification, appointed and qualified under the Texas Education Code, §21.033.

(55) Student--A person enrolled in a primary or secondary school, whether public, private, or charter, regardless of the person's age, or a person 18 years of age or younger who is eligible to be enrolled in a primary or secondary school, whether public, private, or charter.

(56) Surrender--An educator's voluntary relinquishment of a particular certificate in lieu of disciplinary proceedings under this chapter resulting in an order of revocation of the certificate.

(57) Suspension--A sanction imposed by the State Board for Educator Certification (SBEC) temporarily invalidating a particular certificate until reinstated by the SBEC.

(58) Test administration rules or procedures--Rules and procedures governing professional examinations administered by the State Board for Educator Certification through the Texas Education Agency staff and a test contractor, including policies, regulations, and procedures set out in a test registration bulletin.

(59) Texas Education Agency staff--Staff of the Texas Education Agency assigned by the commissioner of education to perform the State Board for Educator Certification's administrative functions and services.

(60) Unworthy to instruct or to supervise the youth of this state--Absence of those moral, mental, and psychological qualities that are required to enable an educator to render the service essential to the accomplishment of the goals and mission of the State Board for Educator Certification policy and Chapter 247 of this title (relating to Educators' Code of Ethics). Unworthy to instruct serves as a basis for sanctions under §249.15(b)(2) of this title (relating to Disciplinary Action by State Board for Educator Certification) and for administrative denial under §249.12(b) of this title (relating to Administrative Denial; Appeal). A determination that a person is unworthy to instruct does not require a criminal conviction. It is a rebuttable presumption that an educator who violates written directives from school administrators regarding the educator's behavior toward a student is unworthy to instruct or to supervise the youth of this state.

(61) Virtual certificate--The official record of a person's certificate status as maintained on the Texas Education Agency's website.

Subchapter B. Enforcement Actions and Guidelines

§249.11. Test Irregularities; Appeal; Sanctions.

(a) Upon satisfactory evidence that the examinee has violated certification test administration rules or procedures, the State Board for Educator Certification may cancel the examinee's test scores or registration and bar the person from being admitted to future test administrations. The Texas Education Agency (TEA) staff shall provide written notice of this action and the factual and legal reasons for it to the examinee by first-class United States mail [~~personal service, registered or certified mail,~~] or electronic notification [~~email~~] to the most recent address provided to the TEA or its test contractor by the examinee. The examinee may attempt to show compliance with test administration rules or procedures by written submission or by requesting an informal conference, and/or may appeal and request a State Office of Administrative Hearings (SOAH) hearing as hereafter provided.

(b) The examinee may appeal and request a SOAH hearing of the administrative cancellation of test scores and/or test admission bar. The appeal of an administrative cancellation shall be in the form of a petition that complies in content and form with §249.26 of this title (relating to Petition) and 1 Texas Administrative Code, Part 7, §155.301 (relating to Required Form of Pleadings).

(c) In order to be referred to the SOAH for a contested case hearing, an appeal petition must be filed with the TEA staff within 30 calendar days after the examinee received or is deemed to have received written notice of the TEA staff's action. Unless otherwise proved by the examinee, the notice shall be deemed to have been received by the examinee no later than five calendar days after mailing to the most recent address provided by the examinee. The TEA staff may dismiss an appeal not timely filed.

(d) The TEA staff shall send an answer to the petition to the examinee and shall refer the petition and answer to the SOAH for a contested case hearing.

§249.12. Administrative Denial; Appeal.

(a) This section applies to administrative denials, as that term is defined in §249.3 of this title (relating to Definitions). This section does not apply to the denial of an application for a certificate that has been permanently revoked, and it does not apply to the failure to issue a certificate because specific certification requirements have not been met.

(b) The Texas Education Agency (TEA) staff may administratively deny any of the matters set out in subsection (a) of this section based on satisfactory evidence that:

(1) the person filed a fraudulent application;

(2) the person assisted another person in obtaining employment at a school district or open-enrollment charter school, other than by the routine transmission of administrative or personnel files when the person knew that the other person had previously engaged in an inappropriate relationship with a minor or student in violation of the law;

(3) the person has committed an act that would make them subject to required revocation under the Texas Education Code, §21.058, or placement on the Registry of Persons Not Eligible for Hire under Texas Education Code, §22.092, not due to State Board for Educator Certification (SBEC) action;

(4) the person has committed an act that would make them subject to mandatory permanent revocation or denial under §249.17(i) of this title (relating to Decision-Making Guidelines);

(5) the person has engaged in conduct or committed a crime or an offense that:

(A) demonstrates that the person lacks good moral character;

(B) demonstrates that the person violated the Educators' Code of Ethics under Chapter 247 of this title (relating to Educators' Code of Ethics);

(C) [~~(B)~~] demonstrates that the person is unworthy to instruct or to supervise the youth of this state; or

(D) [~~(C)~~] constitutes the elements of a crime or offense relating directly to the duties and responsibilities of the education profession; or

(6) the person failed to comply with the terms or conditions of an order issued by or on behalf of the SBEC [~~State Board for Educator Certification~~] or the TEA staff.

(c) The TEA staff shall provide written notice of the denial and the factual and legal reasons for it to the person whose application or request has been administratively denied. The notice shall be given by registered or certified mail to the address the person has provided in the application or request that is being denied. The person may attempt to show compliance with legal requirements by written submission or by requesting an informal conference, and/or may appeal and request a State Office of Administrative Hearings (SOAH) hearing as hereafter provided. The 30-day deadline to appeal and request a hearing is not tolled during any attempts to show cause.

(d) The appeal and request for a SOAH hearing of an administrative denial shall be in the form of a petition that complies in content and form with §249.26 of this title (relating to Petition) and 1 Texas Administrative Code, Part 7, §155.301 (relating to Required Form of Pleadings). In order to be referred to the SOAH for a contested case hearing, an appeal petition must be filed with the TEA staff within 30 calendar days after the person received or is deemed to have received written notice of the administrative denial. Unless otherwise proved by the person, the notice shall be deemed to have been received by the examinee no later than five calendar days after mailing to the most recent address provided by the person. The TEA staff may dismiss an appeal that is not timely filed without further action.

(e) The TEA staff shall send an answer to the petition to the person appealing an administrative denial and shall refer the petition and answer to the SOAH for a contested case hearing.

§249.13. Cancellation of an Erroneously Issued Certificate.

(a) When satisfactory evidence indicates that a certificate was issued in error and the person issued the certificate has not fulfilled all certification requirements, the Texas Education Agency (TEA) staff shall cancel the certificate. The effective date of cancellation is the date the person's virtual certificate is updated to reflect that the certificate is no longer valid.

(b) Before canceling the certificate, the TEA staff shall notify the person issued the certificate of the reasons for which the TEA intends to cancel the certificate and shall provide the person issued the certificate at least ten calendar days to respond and show cause why the certificate should not be canceled. Unless otherwise proved by the person, the show cause notice shall be deemed to have been received by the person no later than five calendar days after mailing to the most recent address the person is required to provide pursuant to §230.91 of this title (relating to Procedures in General).

(c) The TEA staff shall notify the person and the person's employing school district, if any, that the person was issued a certificate in error, what actions the TEA staff have taken to cancel the erroneously issued certificate, and how the person can be issued a valid certificate.

(d) The TEA staff will issue the person a valid certificate when it receives satisfactory evidence that all certification requirements have been fulfilled. The person will not be required to repeat any coursework, training, internship, or other certification requirements that an educator preparation program certifies that the person has completed.

(e) The person whose erroneously issued certificate has been canceled may request a contested case hearing before the State Office of Administrative Hearings (SOAH). For the purposes of notice, time limits, appeal requirements, and determining the placement of the burden of proof at the SOAH contested case hearing, the person whose certificate has been canceled shall be deemed to have had his or her original application for the erroneously issued certificate administratively denied pursuant to §249.12 of this title (relating to Administrative Denial; Appeal) on the effective date of the cancellation.

(f) This section does not apply to a certificate erroneously issued as the result of a documented TEA systems error.

§249.14. Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition.

(a) The Texas Education Agency (TEA) staff may obtain and investigate information concerning alleged improper conduct by an educator, applicant, examinee, or other person subject to this chapter that would warrant the State Board for Educator Certification (SBEC) denying relief to or taking disciplinary action against the person or certificate.

(b) Complaints against an educator, applicant, or examinee must be filed in writing.

(c) The TEA staff may also obtain and act on other information providing grounds for investigation and possible action under this chapter.

(d) A person who serves as the superintendent of a school district or district of innovation, the director of a charter school, regional education service center, or shared services arrangement, or the chief administrative officer of a private school may notify the SBEC of any educator misconduct that the person believes in good faith may be subject to sanctions under this chapter and/or Chapter 247 of this title (relating to Educators' Code of Ethics). However, under any of the following circumstances, a person who serves in such a position shall promptly notify the SBEC in writing by filing a report with the TEA staff within seven business days of the date the person either receives a report from a principal under subsection (e) of this section or knew of any of the following circumstances, except if the person is a superintendent or director of a public school and has completed an investigation in accordance with Texas Education Code (TEC), §21.006(c-2), resulting in a determination that the educator did not engage in misconduct:

(1) that an applicant for or a holder of a certificate has a reported criminal history, which the superintendent or director obtained information by a means other than the criminal history clearinghouse established under Texas Government Code, §411.0845;

(2) that a certificate holder was terminated from employment and there is evidence that he or she committed any of the following acts:

(A) sexually or physically abused a student or minor or engaged in any other illegal conduct with a student or minor;

(B) possessed, transferred, sold, or distributed a controlled substance;

(C) illegally transferred, appropriated, or expended school property or funds;

(D) attempted by fraudulent or unauthorized means to obtain or to alter any certificate or permit that would entitle the individual to be employed in a position requiring such certificate or permit or to receive additional compensation associated with a position;

(E) committed a crime, any part of such crime having occurred on school property or at a school-sponsored event; or

(F) solicited or engaged in sexual conduct or a romantic relationship with a student or minor;

(3) that a certificate holder has submitted a notice of resignation and that there exists evidence that he or she committed one of the acts specified in paragraph (2) of this subsection.

(A) Before accepting an employee's resignation that, under this paragraph, requires a person to notify the SBEC by filing a report with the TEA staff, the person shall inform the certificate holder in writing that such a report will be filed and that sanctions against his or her certificate may result as a consequence.

(B) A person required to comply with this paragraph shall notify the governing body of the employing school district before filing the report with the TEA staff.

(C) A superintendent or director of a school district shall complete an investigation of an educator if there is reasonable cause to believe the educator may have engaged in misconduct described in paragraph (2)(A) of this subsection despite the educator's resignation from district employment before completion of the investigation; or

(4) any other circumstances requiring a report under the TEC, §21.006.

(e) A person who serves as a principal in a school district, a district of innovation, or a charter school must notify the superintendent or director of the school district, district of innovation, or charter school and may be subject to sanctions for failure to do so no later than seven business days after:

(1) an educator's termination or resignation following an alleged incident of misconduct involving one of the acts described in subsection (d)(2) of this section; or

(2) the principal knew about an educator's reported criminal history.

(f) Pursuant to the TEC, §21.006(b-2), (c), (h), and (i), a report filed under subsections (d) and (e) of this section must include:

(1) the name or names of any student or minor who is the victim of abuse or unlawful conduct by an educator; and

(2) the factual circumstances requiring the report and the subject of the report by providing the following available information:

(A) name and any aliases; certificate number, if any, or social security number;

(B) last known mailing address and home and daytime phone numbers;

(C) all available contact information for any alleged victim or victims;

(D) name or names and any available contact information of any relevant witnesses to the circumstances requiring the report;

(E) current employment status of the subject, including any information about proposed termination, notice of resignation, or pending employment actions; and

(F) involvement by a law enforcement or other agency, including the name of the agency.

(g) Pursuant to the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, §1232g(a)(4), and the federal regulations interpreting it at 34 Code of Federal Regulations, §99.3, education records that are protected by FERPA must be records that are directly related to a student, and the term "education records" does not include records that relate to a school employee in his or her capacity as a school employee.

(h) A person who is required to file a report under subsections (d) and (e) of this section but fails to do so timely is subject to sanctions under this chapter.

(i) If a school district board of trustees learns of a failure by the superintendent of the district or a district principal to provide a notice required under the Texas Code of Criminal Procedure (TCCP), §15.27(a), (a-1), or (b), the board of trustees shall report the failure to the SBEC. If the governing body of a private primary or secondary school learns of a failure by the principal of the school to provide a notice required under the TCCP, §15.27(e), and the principal holds a certificate issued under the TEC, Chapter 21, Subchapter B, the governing body shall report the failure to the SBEC.

(j) The TEA staff shall not pursue sanctions against an educator who is alleged to have abandoned his or her TEC, Chapter 21, contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c), subject to the limitations imposed by the TEC, §21.4021(g), unless the board of trustees of the employing school district:

(1) submits a written complaint to the TEA staff within 30 calendar days after the effective date of the educator's separation from employment from the school district. For purposes of this section, unless the school district and the educator have a written agreement to the contrary, the effective date of separation from employment is the first day that, without district permission, the educator fails to appear for work under the contract;

(2) renders a finding that good cause did not exist under the TEC, §§21.105(c)(2), 21.160(c)(2), or 21.210(c)(2). This finding constitutes prima facie evidence of the educator's lack of good cause, but is not a conclusive determination; and

(3) submits the following required attachments to the written complaint:

(A) the educator's resignation letter, if any;

(B) the agreement with the educator regarding the effective date of separation from employment, if any;

(C) the educator's contract; and

(D) school board meeting minutes indicating a finding of "no good cause" (if the board does not meet within 30 calendar days of the educator's separation from employment, the minutes may be submitted within 10 calendar days after the next board meeting).

(k) To efficiently administer and implement the SBEC's purpose under this chapter and the TEC, the TEA staff may set priorities for the investigation of complaints based on the severity and immediacy of the allegations and the likelihood of harm posed by the subject of the investigation. All cases accepted for investigation shall be assigned one of the following priorities.

(1) Priority 1: conduct that may result in the placement of an investigative notice pursuant to the TEC, §21.007, and subsection (l) of this section because it presents a risk to the health, safety, or welfare of a student or minor, parent of a student, fellow employee, or professional colleague, including, but not limited to, the following:

(A) any conduct constituting a felony criminal offense;

(B) indecent exposure;

(C) public lewdness;

(D) child abuse and/or neglect;

(E) possession of a weapon on school property;

(F) drug offenses occurring on school property;

(G) sale to or making alcohol or other drugs available to a student or minor;

(H) sale, distribution, or display of harmful material to a student or minor;

(I) certificate fraud;

(J) state assessment testing violations;

(K) deadly conduct; and

(L) conduct that involves inappropriate communication with a student as described in §247.2(3)(I) of this title (relating to Code of Ethics and Standard Practices for Texas Educators), inappropriate professional educator-student relationships and boundaries, or otherwise soliciting or engaging in sexual conduct or a romantic relationship with a student or minor.

(2) Priority 2: any sanctionable conduct that is not Priority 1 conduct under paragraph (1) of this subsection. An investigative notice will not be placed on an educator's certification records on the basis of an allegation of Priority 2 conduct. The TEA staff may change a case's priority at any time based on information received. Priority 2 conduct includes, but is not limited to, the following:

(A) any conduct constituting a misdemeanor criminal offense or testing violation that is not Priority 1 conduct;

(B) contract abandonment; and

(C) code of ethics violations that do not constitute Priority 1 conduct.

(l) After accepting a case for investigation, if the alleged conduct indicates a risk to the health, safety, or welfare of a student or minor, as described in subsection (k)(1) of this section, the TEA staff shall immediately place an investigative notice on the certificate holder's certification records stating that the certificate holder is currently under investigation. The placement of such an investigative notice must follow the procedures set forth in subsection (m)(1) of this section. After accepting a case for investigation, if the alleged conduct indicates a risk to the health, safety, or welfare of a parent of a student, fellow employee, or professional colleague, as described in subsection (k)(1) of this section, the TEA staff may place an investigative notice on the certificate holder's certification records stating that the certificate holder is currently under investigation. The placement of an investigative notice must follow the procedures set forth in subsection (m)(2) of this section.

(m) The following procedures must be followed for placing an investigative notice on the educator's certification records.

(1) At the time of placing an investigative notice on an educator's certification records for alleged conduct that indicates a risk to the health, safety, or welfare of a student or minor, the TEA staff shall serve the certificate holder with a letter informing the educator of the investigation and the basis of the complaint.

(A) Within ten calendar days of placing an investigative notice on the educator's certification records, the letter notifying the certificate holder of the investigation shall be mailed to the address provided to the TEA staff pursuant to the requirements set forth in §230.91 of this title (relating to Procedures in General).

(B) The letter notifying the certificate holder of the investigation shall include a statement of the alleged conduct, which forms the basis for the investigative notice, and shall provide the certificate holder the opportunity to show cause within ten calendar days why the notice should be removed from the educator's certification records.

(2) Prior to placing an investigative notice on an educator's certification records for alleged conduct that indicates a risk to the health, safety, or welfare of a parent of a student, fellow employee, or professional colleague, as described in subsection (k)(1) of this section, the TEA staff shall serve the certificate holder with a letter informing the educator of the investigation and the basis of the complaint.

(A) At least ten calendar days before placing an investigative notice on the educator's certification records, the letter notifying the certificate holder of the investigation shall be mailed to the address provided to the TEA staff pursuant to the requirements set forth in §230.91 of this title.

(B) The letter notifying the certificate holder of the investigation shall include a statement of the alleged conduct, which forms the basis for the investigative notice, and shall provide the certificate holder the opportunity to show cause within ten calendar days why the notice should not be placed on the educator's certification records.

(3) The TEA staff shall determine whether or not to remove or place an investigative notice on the educator's certification records, taking into account the educator's response, if any, to the letter notifying the certificate holder of the investigation.

(n) An investigative notice is subject to the following time limits.

(1) An investigative notice may remain on the certification records of a certificate holder for a period not to exceed 240 calendar days.

(2) The TEA staff may toll this time limit if information is received indicating that there is a pending criminal or administrative matter related to the alleged act of misconduct that gives rise to the investigative notice. For purposes of this subsection, a criminal or administrative matter includes an audit by a state or federal agency, an arrest, an investigation, related litigation or other enforcement action brought by a state or federal administrative agency, or a prosecution by a criminal law enforcement agency. Upon receiving notice that the criminal or administrative matter has been resolved the tolling period shall end. As part of its procedure, the TEA staff will attempt to make bimonthly (once every two months) contact with the agency where a related matter is pending to determine whether the related matter has been closed or otherwise resolved.

(3) The TEA staff may toll this time limit if the matter is referred for a contested case hearing, upon agreement of the parties, or while the matter is pending action by the SBEC on a proposed agreed order.

(o) The TEA staff shall remove an investigative notice from an educator's certification records:

(1) when a case's final disposition occurs within the time limits established in subsection (n) of this section; or

(2) when the time limits for an investigative notice have been exceeded, if:

(A) the certificate holder has made a written demand to the TEA staff that the investigative notice be removed because the time limits have been exceeded; and

(B) the TEA staff has failed to refer the matter to the State Office of Administrative Hearings for a contested case hearing within 30 calendar days from the date of receipt of the written demand to remove the investigative notice.

(p) Before institution of agency proceedings, TEA staff shall send a letter via certified or registered mail to the certificate holder giving them notice of the facts or conduct alleged to warrant the intended action and an opportunity to show compliance with all requirements of law for the retention of the certificate.

(q) [~~(p)~~] Only the TEA staff may file a petition seeking sanctions under §249.15 of this title (relating to Disciplinary Action by State Board for Educator Certification) . Prior to filing a petition, the TEA staff shall mail to the certificate holder affected by written notice of the facts or conduct alleged to warrant the intended action and shall provide the certificate holder an opportunity to show compliance with all requirements of law.

§249.15. Disciplinary Action by State Board for Educator Certification.

(a) Pursuant to this chapter, the State Board for Educator Certification (SBEC) may take any of the following actions:

(1) place restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;

(2) issue an inscribed or non-inscribed reprimand;

(3) suspend a certificate for a set term or issue a probated suspension for a set term;

(4) revoke or cancel, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently;

(5) impose any conditions or restrictions , including classes and treatment programs, upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials; or

(6) impose an administrative penalty of $500-$10,000 on a superintendent or director who fails to file timely a report required under §249.14(d) of this title (relating to Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition) or on a principal who fails to timely notify a superintendent or director as required under §249.14(e) of this title under the circumstances and in the manner required by the Texas Education Code (TEC), §21.006.

(b) The SBEC may take any of the actions listed in subsection (a) of this section based on satisfactory evidence that:

(1) the person has conducted school or education activities in violation of law;

(2) the person is unworthy to instruct or to supervise the youth of this state;

(3) the person has violated a provision of the Educators' Code of Ethics;

(4) the person has failed to report or has hindered the reporting of child abuse pursuant to the Texas Family Code, §261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by the TEC, §21.006, §21.0062, §22.093, and §249.14(d)-(f) of this title;

(5) the person has abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c);

(6) the person has failed to cooperate with the Texas Education Agency (TEA) in an investigation;

(7) the person has failed to provide information required to be provided by §229.3 of this title (relating to Required Submissions of Information, Surveys, and Other Data);

(8) the person has violated the security or integrity of any assessment required by the TEC, Chapter 39, Subchapter B, as described in subsection (g) of this section or has committed an act that is a departure from the test administration procedures established by the commissioner of education in Chapter 101 of Part 2 of this title (relating to Assessment);

(9) the person has committed an act described in §249.14(k)(1) of this title, which constitutes sanctionable Priority 1 conduct, as follows:

(A) any conduct constituting a felony criminal offense;

(B) indecent exposure;

(C) public lewdness;

(D) child abuse and/or neglect;

(E) possession of a weapon on school property;

(F) drug offenses occurring on school property;

(G) sale to or making alcohol or other drugs available to a student or minor;

(H) sale, distribution, or display of harmful material to a student or minor;

(I) certificate fraud;

(J) state assessment testing violations;

(K) deadly conduct; or

(L) conduct that involves inappropriate communication with a student as described in §247.2(3)(I) of this title (relating to Code of Ethics and Standard Practices for Texas Educators), inappropriate professional educator-student relationships and boundaries as described in §247.2(3)(H) of this title, or otherwise soliciting or engaging in sexual conduct or a romantic relationship with a student or minor;

(10) the person has committed an act that would constitute an offense (without regard to whether there has been a criminal conviction) that is considered to relate directly to the duties and responsibilities of the education profession, as described in §249.16(c) of this title (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter 53, and Texas Education Code, Chapter 21). Such offenses indicate a threat to the health, safety, or welfare of a student or minor, parent of a student, fellow employee, or professional colleague; interfere with the orderly, efficient, or safe operation of a school district, campus, or activity; or indicate impaired ability or misrepresentation of qualifications to perform the functions of an educator and include, but are not limited to:

(A) offenses involving moral turpitude;

(B) offenses involving any form of sexual or physical abuse or neglect of a student or minor or other illegal conduct with a student or minor;

(C) offenses involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in the Texas Health and Safety Code, Chapter 481;

(D) offenses involving school property or funds;

(E) offenses involving any attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;

(F) offenses occurring wholly or in part on school property or at a school-sponsored activity; or

(G) felony offenses involving driving while intoxicated (DWI);

(11) the person has intentionally failed to comply with the reporting, notification, and confidentiality requirements specified in the Texas Code of Criminal Procedure, §15.27(a), relating to student arrests, detentions, and juvenile referrals for certain offenses;

(12) the person has failed to discharge an employee or to refuse to hire an applicant when the employee or applicant was employed in a public school and on the registry of persons who are not eligible to be employed under TEC, §22.092, when the person knew that the employee or applicant had been adjudicated for or convicted of having an inappropriate relationship with a minor in accordance with the TEC, §21.009(e), or when the person knew or should have known through a criminal history record information review that the employee or applicant had been placed on community supervision or convicted of an offense in accordance with the TEC, §22.085;

(13) the person assisted another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, when the educator knew or had probable cause to believe that such person engaged in an inappropriate relationship with a minor or student;

(14) the person is a superintendent of a school district or the chief operating officer of an open-enrollment charter school who falsely or inaccurately certified to the commissioner of education that the district or charter school had complied with the TEC, §22.085; or

(15) the person has failed to comply with an order or decision of the SBEC.

(c) The TEA staff may commence a contested case to take any of the actions listed in subsection (a) of this section by serving a petition to the certificate holder in accordance with this chapter describing the SBEC's intent to issue a sanction and specifying the legal and factual reasons for the sanction. The certificate holder shall have 30 calendar days to file an answer as provided in §249.27 of this title (relating to Answer).

(d) Upon the failure of the certificate holder to file a written answer as required by this chapter, the TEA staff may file a request for the issuance of a default judgment from the SBEC imposing the proposed sanction in accordance with §249.35 of this title (relating to Disposition Prior to Hearing; Default).

(e) If the certificate holder files a timely answer as provided in this section, the case will be referred to the State Office of Administrative Hearings (SOAH) for hearing in accordance with the SOAH rules; the Texas Government Code, Chapter 2001; and this chapter.

(f) The provisions of this section are not exclusive and do not preclude consideration of other grounds or measures available by law to the SBEC or the TEA staff, including child support arrears. The SBEC may request the Office of the Attorney General to pursue available civil, equitable, or other legal remedies to enforce an order or decision of the SBEC under this chapter.

(g) The statewide assessment program as defined by the TEC, Chapter 39, Subchapter B, is a secure testing program.

(1) Procedures for maintaining security shall be specified in the appropriate test administration materials.

(2) Secure test materials must be accounted for before, during, and after each test administration. Only authorized personnel may have access to secure test materials.

(3) The contents of each test booklet and answer document are confidential in accordance with the Texas Government Code, Chapter 551, and the Family Educational Rights and Privacy Act of 1974. Individual student performance results are confidential as specified under the TEC, §39.030(b).

(4) Violation of security or confidential integrity of any test required by the TEC, Chapter 39, Subchapter B, shall be prohibited. A person who engages in conduct prohibited by this section may be subject to sanction of credentials, including any of the sanctions provided by subsection (a) of this section.

(5) Charter school test administrators are not required to be certified; however, any irregularity in the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under the TEC, §12.115(a)(4).

(6) Conduct that violates the security and confidential integrity of a test is evidenced by any departure from the test administration procedures established by the commissioner of education. Conduct of this nature may include, but is not limited to, the following acts and omissions:

(A) viewing a test before, during, or after an assessment unless specifically authorized to do so;

(B) duplicating secure examination materials;

(C) disclosing the contents of any portion of a secure test;

(D) providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;

(E) changing or altering a response or answer of an examinee to a secure test item or prompt;

(F) aiding or assisting an examinee with a response or answer to a secure test item or prompt;

(G) fraudulently exempting or preventing a student from the administration of a required state assessment;

(H) encouraging or assisting an individual to engage in the conduct described in paragraphs (1)-(7) of this subsection; or

(I) failing to report to an appropriate authority that an individual has engaged in conduct outlined in paragraphs (1)-(8) of this subsection.

(7) Any irregularities in test security or confidential integrity may also result in the invalidation of student results.

(8) The superintendent and campus principal of each school district and chief administrative officer of each charter school and any private school administering the tests as allowed under the TEC, §39.033, shall develop procedures to ensure the security and confidential integrity of the tests specified in the TEC, Chapter 39, Subchapter B, and shall be responsible for notifying the TEA in writing of conduct that violates the security or confidential integrity of a test administered under the TEC, Chapter 39, Subchapter B. A person who fails to report such conduct as required by this subsection may be subject to any of the sanctions provided by subsection (a) of this section.

§249.17. Decision-Making Guidelines.

(a) Purpose. The purpose of these guidelines is to achieve the following objectives:

(1) to provide a framework of analysis for the Texas Education Agency (TEA) staff, the presiding administrative law judge (ALJ), and the State Board for Educator Certification (SBEC) in considering matters under this chapter;

(2) to promote consistency in the exercise of sound discretion by the TEA staff, the presiding ALJ, and the SBEC in seeking, proposing, and making decisions under this chapter; and

(3) to provide guidance for the informal resolution of potentially contested matters.

(b) Construction and application. This section shall be construed and applied so as to preserve SBEC members' discretion in making final decisions under this chapter. This section shall be further construed and applied so as to be consistent with §249.5(b) of this title (relating to Purpose; Policy Governing Disciplinary Proceedings) and this chapter, the Texas Education Code (TEC), and other applicable law, including SBEC decisions and orders.

(c) Consideration. The following factors may be considered in seeking, proposing, or making a decision under this chapter:

(1) the seriousness of the violation;

(2) whether the misconduct was premeditated or intentional;

(3) attempted concealment of misconduct;

(4) prior misconduct and SBEC sanctions;

(5) the potential danger the conduct poses to the health and welfare of students;

(6) the effect of the prior conduct upon any victims of the conduct;

(7) whether sufficient time has passed and sufficient evidence is presented to demonstrate that the educator or applicant has been rehabilitated from the prior conduct;

(8) the effect of the conduct upon the educator's good moral character and ability to be a proper role model for students;

(9) whether the sanction will deter future violations; and

(10) any other relevant circumstances or facts.

(d) Contract abandonment.

(1) Good cause. The following factors may be considered good cause when an educator is reported to have abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c):

(A) serious illness or health condition of the educator or close family member of the educator, as evidenced by documentation from a licensed medical provider;

(B) relocation to a new city as a result of change in employment [~~employer~~] of the educator's spouse or partner who resides with the educator as supported by documentation;

(C) significant change in the educator's family needs that requires the educator to relocate or to devote more time than allowed by current employment; or

(D) the educator's reasonable belief that the educator had written permission from the school district administration to resign.

(2) Mitigating factors. The following factors shall be considered in seeking, proposing, or making a decision under this chapter regarding an educator who has abandoned a contract in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c). A reduction of one month in suspension time will be given for each factor established , except for factors in subparagraphs (G)-(I) of this paragraph . The educator:

(A) gave written notice to the school district 30 days or more in advance of the first day of instruction for which the educator will not be present;

(B) assisted the school district in finding a replacement educator to fill the position;

(C) continued to work until the school district hired a replacement educator;

(D) assisted in training the replacement educator;

(E) showed good faith in communications and negotiations with the school district;

(F) provided lesson plans for classes following the educator's resignation;

(G) changed careers within the field of education:

(i) to a position that required a different class of educator certification as defined in §230.33(b) of this title (relating to Classes of Certificates);

(ii) to a position with a higher level of authority within the principal class of certificate; or

(iii) to a position in an open-enrollment charter school or a district of innovation that is equivalent to the positions described in clauses (i) and (ii) of this subparagraph;

(H) had a reduction in base pay, excluding stipends, as compared to the educator's base pay for the prior year at the same school district;

(I) resigned due to working conditions that reasonably posed an immediate threat of significant physical harm to the educator; or

(J) any other relevant circumstances or facts.

(3) Mandatory sanction for contract abandonment.

(A) An educator subject to sanction, who has abandoned a contract 44-30 days prior to the first day of instruction for the following school year in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c), in a case where the factors listed in subsection (c) of this section or in paragraph (1) or (2)(B)-(J) of this subsection do not mitigate or apply, shall receive a sanction of an inscribed reprimand.

(B) An educator subject to sanction, who has abandoned a contract less than 30 days prior to the first day of instruction for the following school year or at any point during the school year in violation of the TEC, §§21.105(c), 21.160(c), or 21.210(c), in a case where the factors listed in subsection (c) of this section or in paragraph (1) or (2) of this subsection do not mitigate or apply, may not receive a sanction of less than:

(i) suspension for one year from the first day that, without district permission, the educator failed to appear for work under the contract, provided that the educator has not worked as an educator during that year and the case is resolved within that one year through an agreed final order; or

(ii) suspension for one year from either the effective date of an agreed final order resolving the case or an agreed future date at the beginning of the following school year, if the educator has worked as an educator after abandoning the contract; or

(iii) suspension for one year from the date that the SBEC adopts an order that becomes final following a default under §249.35 of this title (relating to Disposition Prior to Hearing; Default) or a contested case hearing at the State Office of Administrative Hearings (SOAH).

(C) The factors listed in subsection (c) of this section and in paragraphs (1) and (2) of this subsection may mitigate an educator's sanction so significantly that the SBEC takes no disciplinary action.

(e) Mandatory minimum sanction for felony-level conduct. An educator subject to sanction, who is court-ordered to complete a period of deferred adjudication, [~~or~~] community supervision , or pretrial diversion for a felony-level criminal offense under state or federal law, may not receive a sanction of less than:

(1) suspension for a period concurrent with the term of deferred adjudication or community supervision, if the case is resolved through an agreed final order prior to the educator completing deferred adjudication or community supervision and the educator has not been employed as an educator during the period of deferred adjudication or community supervision; or

(2) suspension beginning on the effective date of an agreed final order for a period extending beyond the end of the educator's deferred adjudication or community supervision but may be less than the initial court-ordered term of deferred adjudication or community supervision, if the case is resolved through an agreed final order prior to the educator completing deferred adjudication or community supervision and the educator has been employed as an educator during the period of deferred adjudication or community supervision; or

(3) suspension beginning on the effective date of an agreed final order for a period at least half as long as the initial court-ordered term of deferred adjudication or community supervision, if the case is resolved through an agreed final order after the educator has completed deferred adjudication or community supervision; or

(4) suspension for a period equal to the term of deferred adjudication or community supervision that the criminal court initially ordered but beginning from the date of the final board decision, if the case is resolved through a final board decision following a contested case hearing at the SOAH or a default under §249.35 of this title.

(f) Mandatory minimum sanction for misdemeanor-level conduct. If an educator is subject to sanction, and a court has ordered the educator to complete a period of deferred adjudication, community supervision, or pretrial diversion for a misdemeanor-level criminal offense under state or federal law, the educator may not receive a sanction of less than an inscribed reprimand.

(g) Mandatory minimum sanction for test security violation. An educator who intentionally, as defined in §247.1 of this title (relating to Purpose and Scope; Definitions), [~~manipulates the results or~~] violates the security or confidential integrity of any test required by the TEC, Chapter 39, Subchapter B, in a manner described by §101.3031(a)(3) of Part 2 of this title (relating to Required Test Administration Procedures and Training Activities to Ensure Validity, Reliability, and Security of Assessments), may not receive a sanction of less than a [~~suspension for~~] one year suspension [~~from the effective date of an agreed final order or a final board decision following a contested case hearing at the SOAH~~] .

(h) Mandatory minimum sanction for drugs and alcohol on school campus. An educator who is subject to sanction because the educator has tested positive for drugs or alcohol while on school campus, was under the influence of drugs or alcohol on school campus, or was in possession of drugs or alcohol on school campus may not receive a sanction of less than a one-year suspension and required completion of a drug or alcohol treatment program.

(i) Mandatory permanent revocation or denial. Notwithstanding subsection (c) of this section, the SBEC shall permanently revoke the teaching certificate of any educator or permanently deny the application of any

applicant if, after a contested case hearing or a default under §249.35 of this title, it is determined that the educator or applicant:

(1) engaged in any sexual contact or romantic relationship with a student or minor;

(2) solicited any sexual contact or romantic relationship with a student or minor;

(3) possessed or distributed child pornography;

(4) was registered as a sex offender;

(5) committed criminal homicide;

(6) transferred, sold, distributed, or conspired to possess, transfer, sell, or distribute any controlled substance, the possession of which would be at least a Class A misdemeanor under the Texas Health and Safety Code, Chapter 481, on school property;

(7) intentionally, knowingly, or recklessly causes bodily injury to a student or minor when the conduct of the educator or applicant is not immune from disciplinary proceedings by TEC, §22.0512; or

(8) committed any offense described in the TEC, §21.058.

(j) Mandatory minimum for failure to report. An educator subject to sanction, who fails to report educator misconduct under the circumstances and in the manner required by the TEC, §21.006, and §249.14(d)-(f) of this title (relating to Complaint, Required Reporting, and Investigation; Investigative Notice; Filing of Petition), when the case is resolved through an agreed final order, may not receive a sanction of less than:

(1) an inscribed reprimand and a $5,000 administrative penalty for a superintendent or director who fails to file timely a report to the SBEC; or

(2) an inscribed reprimand and a $500 administrative penalty for a principal who fails to timely notify a superintendent or director.

(k) Mandatory minimum for electioneering. An educator subject to sanction, who is court-ordered to complete a period of deferred adjudication, community supervision, or pretrial diversion for an offense under Texas Election Code, Chapter 255, may not receive a sanction of less than a one-year suspension.

(l) [~~(k)~~] Sanctioned misconduct in another state. The findings of fact contained in final orders from any other state jurisdiction may provide the factual basis for SBEC disciplinary action. If the underlying conduct for the administrative sanction of an educator's certificate or license issued in another state is a violation of SBEC rules, the SBEC may initiate a disciplinary action regarding the educator's Texas educator certificate and impose a sanction as provided under this chapter.

Subchapter C. Prehearing Matters

§249.26. Petition.

(a) The party seeking relief and requesting a contested case hearing under this chapter shall serve a petition as required under this chapter. The petitioner shall have the burden of proof by a preponderance of the evidence in all contested case proceedings brought under this chapter.

(b) The petition shall contain the following items:

(1) a statement of the legal authority and jurisdiction under which the disciplinary action is being sought and the hearing is to be held;

(2) a reference to the particular sections of the statutes and rules involved;

(3) a statement of the matters asserted;

(4) a statement regarding the failure of the parties to reach an agreed settlement of the matters asserted in the petition;

(5) the name, current mailing address, daytime telephone number, if any, and facsimile number, if any, of the petitioner and the petitioner's authorized representative; and

(6) if the petition seeks to impose sanctions against a certificate holder, a notification set forth as follows in at least 12-point boldface type: If you do not file a written answer to this petition with the Texas Education Agency (TEA) staff WITHIN 30 CALENDAR DAYS of being served with this petition, the State Board for Educator Certification may grant the relief requested in this petition, including revocation of your certificate by default. The matters asserted in the petition will be deemed admitted unless your written answer specifically denies each assertion pled and is filed within the prescribed time period. If you file a written answer but then fail to attend a scheduled hearing, the State Board for Educator Certification may grant any relief requested in this petition, up to and including REVOCATION OF YOUR CERTIFICATE.

(c) The petition shall be served on the respondent by electronic mail or [~~United States certified mail, return receipt requested, and~~] by regular first-class United States mail [~~,~~] to the current mailing and email address a certified educator is required to provide pursuant to §230.91 of this title (relating to Procedures in General) and by electronic mail to the respondent's attorney if notice of representation has been provided to TEA staff, or as otherwise specified in this chapter. If an educator, applicant, or examinee is the petitioner, the address to which the petition shall be served is Texas Education Agency, Legal Certification Enforcement Division, 1701 North Congress Avenue, Austin, Texas 78701. A certificate evidencing service shall be included in the petition. For purposes of this section and §249.27 of this title (relating to Answer), it is a rebuttable presumption that a petition was served on the respondent no later than five calendar days after mailing.

§249.27. Answer.

(a) The party responding to a petition filed under this chapter shall file a written answer with the petitioner within 30 calendar days after being served with such petition. For purposes of this section and §249.26 of this title (relating to Petition), it is a rebuttable presumption that a petition was served on the respondent no later than five calendar days after mailing. The respondent shall serve the answer on the petitioner by electronic mail or [~~United States certified mail, return receipt requested, and~~] by regular first-class United States mail.

(b) The answer shall specifically admit or deny each allegation in the petition and shall plead all affirmative defenses.

(c) The answer shall contain the name, current mailing address, daytime telephone number, email address, and facsimile number, if any, of the respondent and the respondent's authorized representative.

(d) All well-pled factual allegations in the petition will be deemed admitted unless the respondent's answer, containing specific denials to each allegation, is filed within the time period prescribed in subsection (a) of this section. A general denial shall not be sufficient to controvert factual allegations contained in the petition.

(e) An answer that does not comply with the requirements of this section and 1 Texas Administrative Code, Part 7, §155.301 (relating to Required Form of Pleadings) may provide grounds for default judgment in favor of the petitioner, as provided in this chapter.

Subchapter E. Post-Hearing Matters

§249.37. Exceptions and Replies.

(a) A party may file any exceptions to the proposal for decision within 15 calendar days of the date of the proposal for decision. Any replies to the exceptions shall be filed by other parties within 15 calendar days of the filing of exceptions. These time limits may be extended by agreement of the parties and the administrative law judge (ALJ). Exceptions and replies shall be:

(1) served upon the other party by mail, hand-delivery, facsimile, any method allowed by the State Office of Administrative Hearings rules, or any electronic transmission agreed to by the parties; and

(2) filed with the ALJ in accordance with 1 Texas Administrative Code, Part 7, Chapter 155 (relating to Rules of Procedure).

[~~(b) Any disagreement with a factual finding or conclusion of law in the proposal for decision not contained in an exception to the proposal shall be waived.~~]

(b) [~~(c)~~] Each exception or reply to a finding of fact or conclusion of law shall be concisely stated and shall summarize the evidence in support of each exception.

(1) Any evidence or arguments relied upon shall be grouped under the exceptions to which they relate.

(2) In summarizing evidence, the parties shall include a specific citation to the hearing record where such evidence appears or shall attach the relevant excerpts from the hearing record.

(3) Arguments shall be logical and coherent and citations to authorities shall be complete.

(c) [~~(d)~~] Exceptions to the proposal for decision may be based on the following:

(1) the ALJ has made an incorrect conclusion of law;

(2) the ALJ has failed to make an essential fact finding;

(3) the ALJ applied the incorrect burden or standard of proof;

(4) the findings of fact do not support the conclusions of law; or

(5) the ALJ has made a finding of fact that is not supported by the preponderance of the evidence.

Review of Adoption of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards

April 11, 2025

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

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards. The proposed revisions would repeal the current grade-banded classroom teacher pedagogy standards and replace them with the new Classroom Teacher Pedagogy standards.

STATUTORY AUTHORITY: The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for the classroom teacher class certificate structure is TEC, §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject a 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 proposed by the SBEC.

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, §21.041(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.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the standards for the classroom teacher class of certificates. SBEC is statutorily authorized to ensure that all candidates for certification or renewal demonstrate the knowledge and skills necessary to improve the performance of this state's student population. The classroom teacher certification standards are the basis for educator preparation programs (EPPs) to effectively prepare classroom teachers and the foundation for the certification examinations.

Updated Classroom Teacher Pedagogy Standards

At the September 2023 SBEC meeting, the Board approved membership to the Educator Standards Advisory Committee (ESAC). The ESAC participated in sessions that informed their work and engaged in an iterative standards revision process from November 2023–March 2024.

At the April 2024 SBEC meeting, SBEC reviewed and discussed a draft of the updated Classroom Teacher Pedagogy Standards. Both SBEC and stakeholders indicated a need to more clearly include lesson design as an essential skill for teachers. Texas Education Agency (TEA) staff updated the standards to include lesson design and presented an updated draft to SBEC at its July 2024 meeting. During the July and September 2024 SBEC meetings, SBEC reviewed and discussed the updated drafts of the Classroom Teacher Pedagogy Standards reflective of additional stakeholder feedback. Since the September 2024 SBEC meeting, minor changes were made to the standards in response to SBEC and stakeholder feedback. The updated standards proposed in rule are shown in Attachment I.

Proposed Revisions to 19 TAC Chapter 235, Subchapters A, B, C, and D:

The following is a description of the proposed revisions to 19 TAC Chapter 235, Subchapters A, B, C, and D that are reflected in Attachment I. The proposed revisions:

- reflect a reorganization of educator standard groups; and
- include the new classroom teacher certification standards that would serve to implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, and provide additional specification related to implementation of HB 159, 87th Texas Legislature, Regular Session, 2021, and Senate Bill (SB) 226, 87th Texas Legislature, Regular Session, 2021.

Subchapter A. General Provisions

Proposed Amendment to 19 TAC §235.1

The proposed amendment to 19 TAC §235.1(a) would update the cross reference to the SBEC's rules related to educator preparation curriculum and outline the required use of educator standards in EPP curriculum.

The proposed amendment to 19 TAC §235.1(b)(4) would strike through the term "grade-band" to better align with subsequent subchapters and sections and create a single set of standards across Early Childhood-Grade 12.

Proposed New 19 TAC §235.2. Definitions

The proposed new 19 TAC §235.2 would include definitions that provide clarity for the field and promote a common understanding of terms used within the updated Classroom Teacher Pedagogy Standards.

Subchapter B. Early Childhood Certificate Standards

The proposed repeal of Subchapter B, Elementary School Certificate Standards, and new Subchapter B, Early Childhood Certificate Standards, would remove the Pedagogy and Professional Responsibilities Standards for Prekindergarten-Grade 3 and Early Childhood-Grade 6 and align with the reorganization of subsequent subchapters. The subchapter title would also be updated to more accurately reflect the content standards for teachers of students in Prekindergarten-Grade 3.

Proposed New 19 TAC §235.11. Content Standards, Early Childhood: Prekindergarten-Grade 3

The proposed new 19 TAC §235.11 would outline the content standards for Prekindergarten-Grade 3.

Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood–Grade 12

The proposed repeal and replacement of Subchapter C, Middle School Certificate Standards, would remove the Pedagogy and Professional Responsibilities Standards for Grades 4-8 and align with the reorganization of the proposed new subchapters. The subchapter title would also be updated to more accurately reflect the updated classroom teaching standards for Early Childhood-Grade 12.

Proposed New 19 TAC §235.21. Classroom Teacher Pedagogy Standards, Early Childhood–Grade 12

The proposed new 19 TAC §235.21 would outline teacher pedagogy and English language arts and reading (ELAR) and Mathematics content pedagogy standards for teachers of students in Early Childhood-Grade 12. These proposed updated standards would work to inform the preparation, appraisal, and professional development of Early Childhood-Grade 12 pre- and in-service teachers in Texas.

The proposed new §235.21(a) would provide an overview of the educator standards in proposed new Subchapter C, Classroom Teacher Pedagogy Standards, Early Childhood–Grade 12.

The proposed new §235.21(b) would outline the necessary knowledge and skills related to instructional preparation.

The proposed new §235.21(c) would outline the necessary knowledge and skills related to instructional delivery and assessment.

The proposed new §235.21(d) would outline the necessary knowledge and skills related to content pedagogy for all teachers and for teachers leading ELAR and mathematics classes.

The proposed new §235.21(e) would outline the necessary knowledge and skills related to learning environment.

The proposed new §235.21(f) would outline the necessary knowledge and skills related to professional practices and responsibilities.

Subchapter D. Trade and Industrial Workforce Training Certification Standards

The proposed repeal and replacement of Subchapter D, Secondary School Certificate Standards, would remove the Pedagogy and Professional Responsibilities Standards for Grades 7-12 and align with the reorganization of the proposed new subchapters. The subchapter title would also be updated to more accurately reflect rules that are focused on the Trade and Industrial Workforce Training Certification Standards for Grades 6-12.

Proposed New 19 TAC §235.61. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training

The proposed new 19 TAC §235.61 would outline pedagogy and professional responsibilities standards for teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses.

The following table provides a high-level overview of the reorganization of educator standards in Chapter 235, Subchapters B, C, and D.

Standards	Current Subchapter and Section	Proposed Action	Proposed Subchapter and Section
PPR Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.11	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
Content Standards, Early Childhood: Pre-k-Grade 3	Subchapter B. §235.13	No change to standards	New Subchapter B. New §235.11
PPR Standards, Early Childhood-Grade 6	Subchapter B. §235.21	Repeal and replace with updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 4-8	Subchapter C. §235.41	Repeal and replace updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 7-12	Subchapter D. §235.61	Repeal and replace updated Classroom Teacher Standards Early Childhood-Grade 12	New Subchapter C. New §235.21
PPR Standards, Grades 6-12, Trade and Industrial Workforce Training	Subchapter D. §235.63	No change to standards	New Subchapter D. New §235.61

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the rules would be in effect, enforcing or administering the rules does not have foreseeable implications relating to cost or revenues of the state or local governments. There may be an additional fiscal impact on entities required to comply with the proposal. The proposal contains standards explicitly required by state mandates, including HB 1605, 88th Texas Legislature, Regular Session, 2023; and HB 159 and SB 226, 87th Texas Legislature, Regular Session, 2021. Implementation of the revised teacher pedagogy standards may impose costs on EPPs to comply with the standards. Programs may incur new costs related to training faculty and revising curriculum in accordance with the revised standards. Costs incurred by programs vary depending on program size, course offerings, and the procedures by which a program updates curriculum. The anticipated costs range from $3,000–

$6,000 and are an estimated average based on a sampling of traditional and alternative certification programs.

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 (TGC), §2001.022.

SMALL BUSINESS, MICROBUSINESS, AND RURAL COMMUNITY IMPACT: No changes have been made to this section since published as proposed. The proposal will have an additional fiscal impact on entities required to comply with the proposal, including small businesses, microbusinesses, and EPPs in rural communities. Implementation of the revised teacher pedagogy standards will impose costs on small-sized EPPs to comply with the standards. Programs will incur new costs related to training faculty and revising curriculum in accordance with the revised standards. Accordingly, an economic impact statement and regulatory flexibility analysis have been prepared and included in the notice of this proposed rule.

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 TGC, §2001.0045.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §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. 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: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would include a set of clear and common expectations for all parties invested in the preparation of teachers. The updated standards align with current legislation and set a high bar for the quality of teachers in Texas. There is no anticipated cost to teacher candidates who will be required to meet the new standards.

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.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. TEA staff has determined the proposal would not require a written report or other paperwork to be completed by a principal or classroom teacher.

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: That 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, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards.

Staff Members Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement
Beth Burkhart, Director, Educator Standards and Testing
DeMarco Pitre, Director, Educator Standards and Test Development

Attachment I:
Text of Proposed Revisions to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter A, General Provisions; Subchapter B, Early Childhood Certification Standards; Subchapter C, Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12; and Subchapter D, Trade and Industrial Workforce Training Certification Standards

Attachment II:
Text of Proposed Repeal of 19 TAC Chapter 235, Subchapter B, Elementary School Certificate Standards, Subchapter C, Middle School Certificate Standards, and Subchapter D, Secondary School Certificate Standards

Attachment III:
Teacher Pedagogy Educator Standards Advisory Committee Members and Standards Development Timeline

ATTACHMENT I
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 §228.57 [~~§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:

(1) the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part 2 [~~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 Chapter 120, Subchapter B, [~~§74.4~~] of Part 2 [~~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).

§235.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

(1) Academic language--The oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.

(2) Accelerated instruction/Acceleration--Includes aligned research-driven strategies and supports within a multi-tiered instructional model that helps students make more than one year of growth in one year of time.

(3) Complex text--Texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length, qualitative dimensions such as text structure, levels of meaning, and language conventions, and considerations, including the reader's background, motivation, and knowledge of the topic.

(4) Deliberate practice--Practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.

(5) Encoding--The process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.

(6) Engagement--A state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.

(7) Evidence-based--A concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.

(8) Explanatory feedback--Feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.

(9) Explicit instruction--Instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.

(10) Fixed personality traits--The misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.

(11) Formative assessment--A deliberate low or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.

(12) Hemispheric dominance--The misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.

(13) High-quality instructional materials--Instructional materials , approved by the State Board of Education, that ensure full coverage of Texas Essential Knowledge and Skills; are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher and student-facing lesson-level materials.

(14) Instructional preparation--Describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.

(15) Interleaving--An instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.

(16) Just-in-time supports--A learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade or course level content in upcoming units.

(17) Learning styles--The disproven theory that identifies learners by type--visual, auditory, reading and writing, and kinesthetic--and adapts instruction to the individual's learning style.

(18) Lesson plan design--Describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.

(19) Lesson internalization--An aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes, using assessment data to identify prior knowledge, studying lesson content, rehearsing lesson delivery, identifying possible misconceptions, as well as planning instructional strategies, materials, and pacing.

(20) Metacognition--The awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.

(21) Multiple means of engagement--A range of options provided to engage and motivate students in learning.

(22) Multiple means of representation--A range of options provided in the ways that information is presented to students.

(23) Multiple means of action and expression--A range of options provided in the ways that students express or demonstrate their learning.

(24) Open education resource instructional materials--State-developed materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022, where the underlying intellectual property is either owned by the state of Texas or it can be freely used and modified by the state in perpetuity.

(25) Patterns of student thinking--Common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.

(26) Productive struggle--Expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated, and receiving support that encourages persistence without removing the challenge.

(27) Recall--Also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.

(28) Remediation--Strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.

(29) Research-based--A concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.

(30) Retrieval practice--Also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.

(31) Science of learning--The summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.

(32) Second language acquisition--The process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.

(33) Spaced practice/Distributed practice--Spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).

(34) State Board of Education-approved instructional materials--Materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022.

(35) Summative assessment--Medium-to-high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

Subchapter B. Early Childhood Certificate Standards

§235.11. Content Standards, Early Childhood: Prekindergarten-Grade 3.

(a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address

the discipline that deals with the content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.

(b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) know and understand young children's characteristics and needs, from birth through age eight;

(2) know and understand the multiple influences on early development and learning; and

(3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

(i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12

§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

(a) The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, an ethical, and a reflective practitioner.

(b) Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.

(1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.

(A) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.

(B) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.

(C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.

(D) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.

(2) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.

(A) Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.

(B) Teachers identify the benefits of using high-quality instructional materials.

(C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.

(D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.

(E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

(3) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.

(A) Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.

(B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.

(C) Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.

(D) Teachers plan for the use of digital tools and resources to engage students in active deep learning.

(4) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.

(A) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.

(B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.

(C) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of Individualized Education Programs (IEPs).

(5) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.

(A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.

(B) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism and biliteracy.

(C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.

(D) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.

(6) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.

(A) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.

(B) Teachers identify how the learning goals of units and lessons are aligned to state standards.

(C) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.

(D) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.

(E) Teachers plan for pacing, use of teacher resources, and transitions between activities.

(F) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.

(G) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.

(c) Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.

(1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.

(A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement.

(B) Teachers apply research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall such as interleaving, spacing, metacognition, and distributed practice.

(C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.

(D) Teachers apply research and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.

(E) Teachers implement appropriate scaffolds in response to student needs.

(F) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.

(G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.

(H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.

(2) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.

(A) Teachers set high expectations and facilitate rigorous grade or course level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.

(C) Teachers validate student responses utilizing them to advance learning for all students.

(D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.

(E) Teachers use strategic questioning to build and deepen student understanding.

(F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.

(3) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.

(A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

(B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.

(C) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade or course level content.

(D) Teachers build student capacity to self-monitor their progress.

(E) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.

(F) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.

(G) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.

(H) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(4) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.

(A) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.

(B) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(C) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(D) Teachers use assessment results to inform and adjust instruction and intervention.

(E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement.

(d) Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).

(1) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(A) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.

(B) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(C) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(D) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.

(E) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(2) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(A) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.

(B) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.

(C) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.

(D) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.

(E) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.

(F) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.

(3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.

(A) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.

(B) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.

(C) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.

(D) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.

(E) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.

(F) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.

(G) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.

(H) Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving.

(I) Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.

(J) Teachers explicitly teach and model that math abilities are expandable and improvable.

(4) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

(A) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.

(B) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.

(C) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.

(D) Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.

(E) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.

(F) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.

(G) Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.

(H) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.

(I) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.

(J) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.

(K) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.

(e) Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

(1) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.

(A) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.

(B) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.

(C) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.

(D) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(2) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.

(A) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.

(B) Teachers strategically use instructional time, including transitions, to maximize learning.

(C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.

(f) Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.

(1) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

(A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

(B) Teachers 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).

(C) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.

(D) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.

(E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.

(2) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

(A) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.

(B) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.

(C) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(D) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.

(E) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.

(3) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(B) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.

(C) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.

(D) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

Subchapter D. Trade and Industrial Workforce Training Certification Standards.

§235.61. 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 Chapter 149, Subchapter AA, of Part 2 of this title (relating to Commissioner's Rules Concerning Teacher 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.

ATTACHMENT II
Text of Proposed Repeal of 19 TAC

Chapter 235. Classroom Teacher Certification Standards

[~~Subchapter B. Elementary School Certificate Standards~~]

[~~§235.11. Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten-Grade 3.~~]

[~~(a) Early Childhood: Prekindergarten-Grade 3 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). 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. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 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) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~

~~(6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;~~

~~(7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;~~

~~(8) 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;~~

~~(9) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;~~

~~(10) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~

~~(11) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~

~~(12) monitor and assess students' progress to ensure that their lessons meet students' needs;~~

~~(13) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~

~~(14) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~

(c) Knowledge of Student and Student Learning. Early Childhood: Prekindergarten-Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;

(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(4) organize curriculum to facilitate student understanding of the subject matter;

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(e) Learning Environment. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

(5) implement behavior management systems to maintain an environment where all students can learn effectively;

(6) 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;

(7) maximize instructional time, including managing transitions;

(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and

(9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 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;

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and

(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood: Prekindergarten-Grade 3 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;

(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;

(3) 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);

(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

(5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]

[§235.13. Content Standards, Early Childhood: Prekindergarten-Grade 3.]

[(a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early learners. The standards address

~~content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.~~

~~(b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:~~

~~(1) know and understand young children's characteristics and needs, from birth through age 8;~~

~~(2) know and understand the multiple influences on early development and learning; and~~

~~(3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.~~

~~(c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.~~

~~(i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-~~

Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.]

[§235.21. Pedagogy and Professional Responsibilities Standards, Early Childhood-Grade 6.]

[(a) Early Childhood-Grade 6 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Early Childhood-Grade 6. 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. Early Childhood-Grade 6 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. Early Childhood-Grade 6 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;

(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;

(7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;

(8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;

(9) 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;

(10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;

(11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;

(12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;

(13) monitor and assess students' progress to ensure that their lessons meet students' needs;

(14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and

(15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;

(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, 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. Early Childhood-Grade 6 classroom teachers must:

(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas;

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(4) organize curriculum to facilitate student understanding of the subject matter;

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(e) Learning Environment. Early Childhood-Grade 6 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. Early Childhood-Grade 6 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

(5) implement behavior management systems to maintain an environment where all students can learn effectively;

(6) 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;

(7) maximize instructional time, including managing transitions;

(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and

(9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Early Childhood-Grade 6 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. Early Childhood-Grade 6 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;

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and

(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood-Grade 6 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. Early Childhood-Grade 6 classroom teachers must:

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;

(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;

(3) 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);

(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

(5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]

[Subchapter C. Middle School Certificate Standards]

[§235.41. Pedagogy and Professional Responsibilities Standards, Grades 4-8.]

[(a) Grades 4-8 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 4-8. 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. Grades 4-8 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. Grades 4-8 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;

(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;

(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) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;

(9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;

(10) monitor and assess students' progress to ensure that their lessons meet students' needs;

(11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and

(12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Grades 4-8 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. Grades 4-8 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;

(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(d) Content Knowledge and Expertise. Grades 4-8 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. Grades 4-8 classroom teachers must:

(1) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(2) organize curriculum to facilitate student understanding of the subject matter;

(3) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(4) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and

(5) teach both the key content knowledge and the key skills of the discipline.

(e) Learning Environment. Grades 4-8 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. Grades 4-8 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(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) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Grades 4-8 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. Grades 4-8 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;

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and

(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Grades 4-8 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. Grades 4-8 classroom teachers must:

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;

(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;

~~(3) 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); and~~

~~(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.~~]

~~[Subchapter D. Secondary School Certificate Standards]~~

~~[§235.61. Pedagogy and Professional Responsibilities Standards, Grades 7-12.]~~

[~~(a) Grades 7-12 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 7-12. 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. Grades 7-12 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. Grades 7-12 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 a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;~~

~~(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;~~

~~(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) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;~~

~~(9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;~~

~~(10) monitor and assess students' progress to ensure that their lessons meet students' needs;~~

~~(11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and~~

~~(12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.~~

~~(c) Knowledge of Student and Student Learning. Grades 7-12 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. Grades 7-12 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;

(2) accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner;

(3) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;

(4) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;

(5) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; and

(6) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(d) Content Knowledge and Expertise. Grades 7-12 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. Grades 7-12 classroom teachers must:

(1) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(2) organize curriculum to facilitate student understanding of the subject matter;

(3) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(4) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; and

(5) teach both the key content knowledge and the key skills of the discipline.

(e) Learning Environment. Grades 7-12 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. Grades 7-12 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(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) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(f) Data-Driven Practices. Grades 7-12 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. Grades 7-12 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;

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and

(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Grades 7-12 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. Grades 7-12 classroom teachers must:

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;

(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;

(3) 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);

(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

(5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.]

[§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.]

ATTACHMENT III

Teacher Pedagogy Educator Standards Advisory Committee Members and Standards Development Timeline

The 41-member Educator Standards Advisory Committee represents practicing educators, school district personnel, subject-matter experts, and EPP faculty from across the state. These individuals participated in training relevant to legislative requirements, reviewed existing educator standards and advised on revisions to the standards that ensure that the standards align with current legislative requirements, reflect research and evidence-based best practices, and where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board of Education (SBOE)

Date	Action
July 24, 2023	TEA staff distributed educator standard advisory committee applications. Application period opened.
August 25, 2023	Application period closed.
September 29, 2023	SBEC appointed educator standards advisory committee.
October 2, 2023	Appointed committee members notified.
November 5-7	TEA staff hosted the first in-person educator standards advisory committee meeting.
December 2023 – March 2024	TEA staff facilitated a series of standards revision sessions to produce draft pedagogy standards for SBEC review.
June 2024	TEA staff facilitated an optional session with the ESAC to review proposed changes following the April SBEC meeting.

Scope and Sequence of The Educator Standards Advisory Committee Meetings

The table below outlines the meeting types and focus topics during each committee convening. During each of these meetings committee members edited and revised the standards.

Date	**Nov. 5-7**	**Dec. 18**	**Jan. 19**	**Feb. 1**	**Feb. 22**	**March 21**	**June 17**
Mtg Type	In-person	Virtual	Virtual	Virtual	Virtual	Virtual	Virtual
Mtg Focus/ Focus standards	Math and ELAR research-based instructional strategies Frame Standards Revision1	Evidence-based instructional practices for educating all students	High Quality Instructional Materials (HQIM) and Science of Learning Standard Revisions	Standards Revision Standards 3 (Content-specific pedagogy)	Texas Teach Like a Champion (T-TLAC) Standard Revisions Standards 4–5	Standards Revision Standards 1–5	Review of standards following April SBEC meeting.

		Standards Revision Standards 1–2	Standards 1–2, 4				

Educator Standards Committee Members
Teacher Pedagogy Committee

Name	District/Program	Region
Dr. Amy Barrios	Texas Lutheran University	Region 20
Lakisha Phillips-Brown	Port Arthur ISD	Region 5
Dr. Orlando Buentello	Donna ISD	Region 1
Melissa Butterfield	Angleton ISD	Region 4
Dr. Andrea Chevalier	Texas Council of Administrators	Region 13
Melissa Dubke	Texas College Preparatory Academies	Region 14
Tiffany Forester	New Waverly ISD	Region 6
JP Fugler	Lindale ISD	Region 7
Heidi Kirk	Midland ISD	Region 18
Teresa Madrid Hinojos	ESC 19	Region 19
Dr. Matthew S. Short	Schertz-Cibolo-Universal City ISD	Region 20
Dr. Jennifer C. Smith	University of Texas at Austin	Region 13
Calvin J. Stocker	TPI-US	Region 4
Dr. Sarah Straub	Stephen F. Austin State University	Region 7
Susan Thomas	ResponsiveEd 180 Educator Preparation Program	Region 14

Math Core Content Pedagogy Committee

Name	District/Program	Region
Dr. Jair Aguilar	The University of Texas Rio Grande Valley	Region 1

Dr. Shea Culpepper	University of Houston	Region 4
Ashley De Leon	Mercedes ISD	Region 1
Katie Eisel	Teach Us	Region 10
Lisa Ellerman	ESC 8	Region 8
Dr. Aamir Fidai	AAB STEM Education	Region 6
Jennifer Gonzales	Northside ISD	Region 20
Roxanne Howell	Belton ISD	Region 12
Danielle Knox	Burleson ISD	Region 11
Monica Olivas	Ector County ISD	Region 18
Dixie Ross	Pflugerville ISD	Region 13
Dr. Alissa Russell	Life Schools	Region 10
James A. Telese	The University of Texas Rio Grande Valley	Region 1

ELAR Core Content Pedagogy Committee

Name	District/Program	Region
Amanda Darragh	Magnolia ISD	Region 6
Malgorzata Grabowski	IDEA Public Schools	Region 1
D'Ann Halter	Ballinger ISD	Region 15
Stacy Horton	Wylie ISD	Region 10
Elizabeth Moll	Hutto ISD	Region 13
Dr. Hjamil Martinez-Vazquez	Crowley ISD	Region 11
Chellie Nelson	Magnolia ISD	Region 6
Kristin Scheetz	Lewisville ISD	Region 14
Tenille Shade	Bridgeport ISD	Region 11
Dr. Heather H. Smith	Trinity University	Region 20

Kellie Thompson	Good Reason Houston	Region 4
Dr. Elena Venegas	The University of Texas Rio Grande Valley	Region 1
Lorenz Villa	La Vega ISD	Region 14

Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments

April 11, 2025

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

SUMMARY: This item provides the State Board of Education (SBOE) an opportunity to review the State Board for Educator Certification (SBEC) rule actions that would adopt the proposed revisions to 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments. The proposed revisions would provide requirements for school districts to make personnel assignment decisions based on the correlating certification and demonstration of content proficiency requirements. The proposed revisions would also expand the list of certificates appropriate for personnel serving in special education-related assignments and include a section dedicated to requirements for an assignment of Teachers of Students who are Deafblind.

STATUTORY AUTHORITY: The statutory authority for the SBOE to review rules that the SBEC proposes to adopt is Texas Education Code (TEC), §21.042. The statutory authority for 19 TAC Chapter 231, Subchapter F, is TEC, §§21.003(a), 21.031(a), 21.041(b)(1) and (2), and 21.064.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the SBOE for review. The SBOE may reject a 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 proposed by the SBEC.

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(a), states that the SBEC shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators.

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, §21.064, requires the SBEC to stop the issuance and renewal of master teacher certificates effective June 12, 2019, to add a designation of "legacy" to each master teacher certificate issued, and to recognize these certificates until they expire.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC rules in 19 TAC Chapter 231 establish the personnel assignments that correlate with appropriate certifications. The list of courses, organized by grade level and subject area, identify the corresponding certificates and requirements for

placement of individuals into classroom and/or campus assignments. This information assists districts with hiring and personnel assignment decisions.

The proposed revisions to 19 TAC Chapter 231, Subchapter F, Special Education-Related Personnel Assignments, address requirements for placement into special education-related personnel assignments. These proposed revisions, as a part of the broader special education teacher certification redesign plan, aim to ensure that special education teachers are knowledgeable of the grade-level content in which they teach, while allowing flexibility in how this content knowledge is demonstrated.

During the December 2024 meeting, the SBEC approved the proposed revisions provided in Attachment I of this item and the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) provided in Attachment II of this item.

Previous SBEC Discussion

A summary of previous SBEC discussion is outlined in the following table.

SBEC Meetings	SBEC Discussion
December 2023	• Overview of federal and state requirements • Core challenges related to current rule text • Initial set of recommendations shared by Texas Education Agency (TEA) staff • Directive to TEA staff to explore development of a Texas-specific worksheet to replace current High Objective Uniform State Standard of Evaluation (HOUSSE) worksheet
February 2024	• Additional context around federal requirements, current rule text, and HOUSSE provisions • Texas-specific worksheet development update
July 2024	• Directive to TEA staff to move forward with content competency requirements for special education teachers of record only and allow worksheet flexibilities for elementary and secondary special education teachers of record
September 2024	• Updated draft of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)

Proposed Updates to Subchapter F, Special Education-Related Services Personnel Assignments

The following is a description of the proposed revisions to 19 TAC Chapter 231, Subchapter F, that are reflected in Attachment I.

Proposed New 19 TAC §231.701. Special Education Teacher

The proposed repeal of and new 19 TAC §231.701, Special Education Teacher, would clearly articulate requirements for placement into special education assignments at the elementary and secondary levels.

Proposed new 19 TAC §231.701(a) would specify the effective date of provisions in this revised section.

Proposed new 19 TAC §231.701(b) would specify the required SBEC-issued special education certificate needed to serve in an assignment of special education teacher.

Proposed new 19 TAC §231.701(c) would clarify that the certificates listed in subsection (a) are appropriate for Prekindergarten-Grade 12 unless additional requirements are noted elsewhere.

Proposed new 19 TAC §231.701(d) would specify content area competency requirements for teachers in an assignment of special educator serving as the teacher of record. These proposed rules would require special education teachers of record to hold a valid content area certificate that matches the subject and grade level of the assignment or meet all requirements as outlined in the Texas Content Area Competency Worksheet for Special Education Teachers of Record to be adopted in rule as Figure: 19 TAC §231.701(d).

Proposed new 19 TAC §231.701(e) would specify that the employing school district is responsible for ensuring educators are trained to meet the needs of their assignment.

Proposed Amendment to 19 TAC §231.709. Teacher of Students with Auditory Impairments

The section title would be amended to align with certificate naming conventions and more accurate terminology used in the field.

The proposed amendment to 19 TAC §231.709(a)-(c) would strike "Teacher of Students with Auditory Impairments" and replace with "Teacher of the Deaf and Hard of Hearing" to align with the new section title and more appropriate terminology used in the field.

Proposed New 19 TAC §231.710. Teacher of Students who are Deafblind

Proposed new 19 TAC §231.710, Teachers of Students who are Deafblind, would be added to specify the Deafblind Supplemental: Early Childhood-Grade 12 certificate as the appropriate credential for placement into this teaching assignment.

Proposed new 19 TAC §231.710(a) would specify the certification requirement for an assignment of Teachers of Students who are Deafblind.

Proposed new §231.710(b) would provide a list of additional certificates a teacher of students who are Deafblind might hold.

FISCAL IMPACT: No changes have been made to this section since published as proposed. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the rules would be in effect, enforcing or administering the rules does not have foreseeable implications relating to cost or revenues of the state or local governments.

The proposal may result in an increase in fees paid to the TEA as the proposal would include new certification requirements for the assignment of Teachers of Students who are Deafblind. The Deafblind Supplemental: Early Childhood-Grade 12 is a new certificate for the field that could generate additional fees. While TEA collects $11 per exam administered, TEA is unable to estimate revenue because this is an optional certification and the assignment of Teachers of Students who are Deafblind is not required for students who are Deafblind.

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 (TGC), §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 TGC, §2006.002, is required.

COST INCREASE TO REGULATED PERSONS: No changes have been made to this section since published as proposed. While the proposal imposes a cost on regulated persons, it is not subject to TGC, §2001.0045, because the proposal is necessary to receive a source of funds or to comply with federal law. In addition, the proposal is necessary to ensure certified Texas educators are competent to educate Texas students and, therefore, necessary to protect the health, safety, and welfare of the residents of this state. The TEA staff has determined there are fiscal implications as a result of the proposal. Beginning in Fiscal Year (FY) 2025, both the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates will retire. Candidates seeking a similar certification to fulfill the requirements for an assignment of Special Education Teacher would need to pursue the Special Education Specialist Early Childhood-Grade 12 certificate. The exam aligned to the Special Education Specialist Early Childhood-Grade 12 certificate costs $136 in comparison to $116 for the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates, respectively. However, at this time, TEA staff cannot estimate the total anticipated costs since there are multiple options for satisfying the special education certification requirements for an assignment of Special Education Teacher, including the Core/Special Education with Science of Teaching Reading: Early Childhood-Grade 6.

TAKINGS IMPACT ASSESSMENT: No changes have been made to this section since published as proposed. The proposal does not impose a burden on private real property and, therefore, does not constitute a taking under TGC, §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. 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 require an increase in fees paid to TEA by requiring teachers who pursue the Deafblind Supplemental: Early Childhood-Grade 12 certificate to take the new Deafblind EC-12 certification exam; would create new regulations by requiring the new Deafblind Supplemental: Early Childhood-Grade 12 certificate for teachers of students who are deafblind and establishing content competency requirements for special education teachers of record; would repeal an existing regulation by removing rules related to special education personnel assignments in order to provide an updated list of SBEC-approved special education certificates and clarity related to content competency requirements for special education teachers of record; would not expand or limit 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. Jessica McLoughlin, associate commissioner for educator preparation, certification, and enforcement, has determined that for the first five years the proposal is in effect, the public benefit anticipated would be updated requirements and clarity relating to the assignment of special educator in Texas public schools. There is an anticipated cost to persons who are required to comply with the proposal, but those costs would only be incurred if a teacher is seeking one of the following certificates to satisfy special education personnel assignment requirements as outlined in this proposal: Special Education Specialist Early Childhood-Grade 12, Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6, Deafblind Supplemental: Early Childhood-Grade 12, or Bilingual Special Education Supplemental: Early Childhood-Grade 12. Beginning in FY 2025, both the

Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates will retire. Candidates seeking a similar certification to fulfill the requirements for an assignment of Special Education Teacher would need to pursue the Special Education Specialist Early Childhood-Grade 12 certificate. The exam aligned to the Special Education Specialist Early Childhood-Grade 12 certificate costs $136 in comparison to $116 for the Special Education Early Childhood-Grade 12 and Special Education Supplemental certificates, respectively. However, at this time, TEA staff cannot estimate the total anticipated costs since there are multiple options for satisfying the special education certification requirements for an assignment of Special Education Teacher, including the Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6.

The proposed rule that would carve out requirements for the specialized assignment of Teachers of Students who are Deafblind would also result in additional costs for teachers since this assignment requires the Deafblind Supplemental: Early Childhood-Grade 12 certificate in addition to holding a Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12 or Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12 certificates. TEA staff estimates teachers seeking this certificate would pay between $400-600 in exam fees depending on the certification route; however, since this is an optional new certificate field and Teachers of Students who are Deafblind are not required to serve students who are deafblind, staff cannot estimate total anticipated costs.

DATA AND REPORTING IMPACT: No changes have been made to this section since published as proposed. The proposal would have no additional data and reporting impact.

ENVIRONMENTAL IMPACT: No changes have been made to this section since published as proposed. The proposal does not require an environmental impact analysis because the proposal does not include major environmental rules under TGC, §2001.0225.

PRINCIPAL AND CLASSROOM TEACHER PAPERWORK REQUIREMENTS: No changes have been made to this section since published as proposed. The TEA staff has determined that the proposal would require a written report or other paperwork to be completed by a principal or classroom teacher. In proposed new 19 TAC §231.701(c), a principal or other school district administrator would have to complete a worksheet for a teacher to demonstrate content competency.

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: That the State Board of Education:

> Take no action on the proposed revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments.

Staff Members Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement
Beth Burkhart, Director of Educator Standards and Testing, Educator Quality
DeMarco Pitre, Director of Educator Standards and Test Development, Educator Quality
Kelly Torrey, Test Development Specialist, Educator Quality

Attachment I:
Text of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter F, Special Education-Related Services Personnel Assignments

Attachment II:
Timeline of Stakeholder Engagement

Attachment III:
Text of Proposed New Figure: 19 TAC §231.701(d): Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)

ATTACHMENT I
Text of Proposed Revisions to 19 TAC

Chapter 231. Requirements for Public School Personnel Assignments

Subchapter F. Special Education-Related Services Personnel Assignments

§231.701. Special Education Teacher.

(a) The provisions of this section are effective September 1, 2025, unless otherwise specified in rule.

(b) Subject to the requirements in subsection (d) of this section, an assignment of Special Education Teacher is allowed with one of the following SBEC-issued certificates:

(1) Bilingual Special Education Supplemental: Early Childhood-Grade 12;

(2) Core/Special Education with the Science of Teaching Reading: Early Childhood-Grade 6;

(3) Deafblind Supplemental: Early Childhood-Grade 12;

(4) Special Education Specialist: Early Childhood-Grade 12;

(5) Special Education Supplemental (valid at grade level and subject area of the base certificate);

(6) Special Education: Early Childhood-Grade 12;

(7) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12;

(8) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12; or

(9) any special education certificate issued before September 1, 2003, and deemed appropriate by the employing school district for placement into the assignment.

(c) The certificates specified in subsection (a) of this section are appropriate for a special education assignment in Prekindergarten-Grade 12 except where otherwise noted.

(d) If an individual in an assignment of special education teacher serves as the teacher of record and is responsible for evaluating student achievement and assigning grades, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate content area competency through requirements as applicable in the figure provided in this subsection, the state's "Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12)."

Figure: 19 TAC §231.701(d)

(1) Individuals who previously demonstrated content competency through the state's 2010 and 2011 high objective uniform standard of evaluation for elementary and secondary special education teachers in an assignment of special education teacher of record before September 1, 2025, must hold a valid certificate that matches the subject and grade level of the assignment, or the individual must demonstrate content area competency as attested by the administrator in Sections A-B and F of Figure: 19 TAC §231.701(d).

(2) Individuals who did not previously demonstrate content competency through the state's 2010 and 2011 high objective uniform standard of evaluation for elementary and secondary special education teachers of record before September 1, 2025, must hold a valid certificate that matches the subject and grade level of the assignment, or the individual must demonstrate content area competency through requirements as applicable in Sections A and C-E and Section F of Figure: 19 TAC §231.701(d).

(e) The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special education needs of children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.

[~~§231.701. Special Education Teacher.~~]

[~~(a) Subject to the requirements in subsection (c) of this section, an assignment for Special Education Teacher is allowed with one of the following certificates. If an individual is providing content instruction in a special education classroom setting, a valid certificate that matches the subject and grade level of the assignment is also required, or the individual must demonstrate competency through the state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers.~~

~~(1) Blind School (Texas State School for the Blind and Visually Impaired only).~~

~~(2) Deaf and Severely Hard of Hearing.~~

~~(3) Deaf School (Texas State School for the Deaf only).~~

~~(4) Deaf-Blind.~~

~~(5) Deficient Vision.~~

~~(6) Early Childhood Education for Handicapped Children (Infants-Grade 6 only).~~

~~(7) Elementary Generic Special Education.~~

~~(8) Emotionally Disturbed.~~

~~(9) Generic Special Education.~~

~~(10) Hearing Impaired.~~

~~(11) High School--Generic Special Education.~~

~~(12) Language and/or Learning Disabilities.~~

~~(13) Mentally Retarded.~~

~~(14) Physically Handicapped.~~

~~(15) School Speech-Language Pathologist.~~

~~(16) Secondary Generic Special Education (Grades 6-12) (Grades 6-12 only).~~

~~(17) Severely and Profoundly Handicapped.~~

~~(18) Severely Emotionally Disturbed and Autistic.~~

~~(19) Special Education Supplemental (Valid at grade level and subject area of the base certificate).~~

~~(20) Special Education: Early Childhood-Grade 12.~~

~~(21) Speech and Hearing Therapy.~~

~~(22) Speech and Language Therapy.~~

~~(23) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.~~

~~(24) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.~~

~~(25) Visually Handicapped.~~

~~(b) The certificates specified in subsection (a) of this section are appropriate for a special education assignment in Prekindergarten-Grade 12 except where otherwise noted.~~

~~(c) The employing school district should make every effort to secure educators trained in the specialized skills and knowledge needed to serve the special needs of the children. If a staff member does not have the skills and knowledge needed for the assignment, the school district is responsible for making provisions for the person to acquire the necessary skills and knowledge.~~]

§231.709. Teacher of the Deaf and Hard of Hearing. [~~Teacher of Students with Auditory Impairments.~~]

(a) An assignment for Teacher of the Deaf and Hard of Hearing [~~Teacher of Students with Auditory Impairments~~] is allowed with one of the following certificates.

(1) Deaf and Severely Hard of Hearing.

(2) Hearing Impaired.

(3) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.

(b) A teacher in an assignment for Teacher of the Deaf and Hard of Hearing [~~Teacher of Students with Auditory Impairments~~] must be available to students with auditory impairments.

(c) A teacher in an assignment for Teacher of the Deaf and Hard of Hearing [~~Teacher of Students with Auditory Impairments~~] is not required to pass the Texas Assessment of Sign Communication (TASC) or the Texas Assessment of Sign Communication-American Sign Language (TASC-ASL) in order to be assigned to a classroom in which another communication method is used predominately. If this teacher completes certification requirements through a State Board for Educator Certification-approved educator preparation program in Texas, the program must have assessed proficiency in the communication method and verified it to be at an appropriate level.

§231.710. Teacher of Students who are Deafblind.

(a) An assignment for Teacher of Students who are Deafblind is allowed with the Deafblind Supplemental: Early Childhood-Grade 12 certificate.

(b) A teacher in an assignment for Teacher of Students who are Deafblind must also hold one or more of the following certificates.

(1) Teacher of Students with Visual Impairments Supplemental: Early Childhood-Grade 12.

(2) Teacher of the Deaf and Hard of Hearing: Early Childhood-Grade 12.

(3) Teacher of Students who are Visually Impaired.

(4) Deficient Vision.

(5) Visually Handicapped.

(6) Deaf and Severely Hard of Hearing.

(7) Hearing Impaired.

ATTACHMENT II

Special Education Personnel Assignments Stakeholder Engagement

Since October 2023, TEA staff has engaged in a series of stakeholder feedback sessions to help inform the Board's discussion on special education personnel assignments. Stakeholders have discussed challenges with current rule text and options for the transition away from HOUSSE provisions. The table below provides a timeline and overview of stakeholder engagement:

Date	Participants	Action
October 17, 2023	Educator Preparation Stakeholder Group (EPSG) Special Populations Working Group	TEA staff hosts initial meetings with stakeholder groups to discuss updates to special education personnel assignment rules.
October 25, 2023	State Leadership Team for Special Education Redesign	
October 28, 2023	EPSG Special Populations Working Group	TEA staff meet with stakeholder groups to continue discussion of special education personnel assignment updates.
October 28, 2023	State Leadership Team for Special Education Redesign	
December 8, 2023	Initial discussion item presented to the SBEC	
January 16, 2024	State Leadership Team	Continued meeting with stakeholder groups to discuss development of a Texas-specific content competency worksheet for special educators.
January 16, 2024	EPSG Special Populations Working Group	
January 23, 2024	State Leadership Team	
January 23, 2024	EPSG Special Populations Working Group	
January 30, 2024	Texas Council of Administrators of Special Education (TCASE)	TEA staff met with TCASE representatives to discuss updates to personnel assignment rules and HOUSSE transition.
February 16, 2024	Discussion item presented to the SBEC to provide update on the development of content competency worksheet	
March 8, 2024	TCASE	TEA staff met with TCASE representatives to discuss development of Texas-specific content competency worksheet for special educators.
March 18, 2024	State Leadership Team	TEA staff hosted work sessions with stakeholder groups to continue development of content competency worksheet.
March 22, 2024	EPSG Special Populations Working Group	

June 3, 2024	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.
June 6, 2024	EPSG Special Populations Working Group	TEA staff host work sessions with stakeholder groups to review and refine recommendations related to personnel assignments and specifics of content competency worksheet.
June 18, 2024	TCASE	TEA staff met with TCASE representatives to discuss updates to special education personnel assignment rules and development of HOUSSE alternative worksheet.
June 20, 2024	Texas School for the Blind and Visually Impaired (TSBVI)	TEA staff met with representatives from TSBVI to discuss updates to special education personnel assignment rules and potential impact of updates on educators serving in TSVI and TDHH roles
July 19, 2024	Discussion item presented to the SBEC to review draft rule text, provide update on development of content competency worksheet, and discuss stakeholder feedback on role and grade-level applicability of worksheet	
August 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign	TEA staff met with stakeholder groups to review and continue refinements to draft content competency worksheet
September 19, 2024	Discussion item presented to the SBEC to review updated draft rule text and updated draft worksheet that reflected SBEC feedback provided during the July 2024 meeting	
September 25, 2024	TCASE	TEA staff met with members of stakeholder groups to debrief September SBEC meeting and discuss changes to worksheet content based on Board member feedback
September 26, 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign	TEA staff met with members of stakeholder groups to debrief September SBEC meeting and discuss changes to worksheet content based on Board member feedback
October 2024	EPSG Special Populations Working Group State Leadership Team for Special Education Redesign TCASE	TEA staff met with stakeholder groups for a final discussion and review of worksheet content

ATTACHMENT III
Text of Proposed New

Figure: 19 TAC §231.701(d)

TEXAS CONTENT COMPETENCY WORKSHEET FOR SPECIAL EDUCATION TEACHERS OF RECORD
(GRADES EC-12)
FOR USE BEGINNING IN THE 2025-2026 SCHOOL YEAR

Directions: The following sections of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) must be completed only for those educators who do not hold the appropriate grade-banded, content area certification for their current role, per 19 TAC §231.701**.**

Note*: A copy of the Texas Content Competency Worksheet for Special Education Teachers of Record (Grades EC-12) should be filed in the educator's Human Resources file and provided to the educator for their records. A copy of this worksheet completed by a special education teacher's previous administration should be considered valid and re-filed by the receiving district in the event the educator transitions to a new district within the State of Texas.*

Table of Contents	**Section A:** General Information
	Section B: Special Educators Utilizing Previous Subject Matter Competency Provisions
	Section C: Elementary Special Education Teachers of Record Content Competency Requirements
	Section D: Secondary Special Education Teachers of Record Content Competency Requirements
	Section E: For First-Year Special Education Teachers of Record and Secondary Teachers of Multiple Content Areas Only
	Section F: Administrator Attestation
	Section G: Appendix (PACT Alignment Chart, Closely Related Fields, Residency Information, NBCT Certificate Alignment, and Definitions)

SECTION A: GENERAL INFORMATION
Teacher Name:
TEA ID #:
Date Completed:
❑ **Administrator has verified the teacher holds a valid, SBEC-approved special education certification appropriate for the grade level of assignment and instruction.**

SECTION B: SPECIAL EDUCATORS UTILIZING PREVIOUS SUBJECT MATTER COMPETENCY PROVISIONS

For those educators utilizing previous subject matter competency provisions through state's 2010 and 2011 high objective uniform State standard of evaluation for elementary and secondary special education teachers (HOUSSE) prior to 9/1/2025, campus administration attests to the following:

- **Administrator attests that the special education teacher met previous HOUSSE provisions prior to 9/1/2025 at either the Elementary or Secondary level (Check the grade level that applies):**
  - ❑ **Elementary**
  - ❑ **Secondary**
- **Administrator attests that the special education teacher has demonstrated the required subject matter content knowledge to continue to serve in their assigned placement**

NOTE: ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

SECTION C: ELEMENTARY SPECIAL EDUCATION TEACHER OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES EC-5)

An elementary special education teacher of record must demonstrate competency in each core content area. Teachers must reach a combined total of at least 24 points across all content areas with no areas having less than 3 points. **The following may be combined to reach the required points:**

	Math	**Science**	**Social Studies**	**ELAR**
Teacher is a National Board-Certified Teacher (NBCT) in the content area (See Section G)	____pts	____pts	____pts	____pts
Obtained a passing score on an aligned PACT exam (See Section G of this document)	____pts	____pts	____pts	____pts
College credit hours in the content area (1 point for each credit hour)	____pts	____pts	____pts	____pts
Elementary and/or secondary teaching experience in the content area (3 points for each year of experience)	____pts	____pts	____pts	____pts
Documented relevant professional development aligned to the content area completed within the last five years at the elementary and/or secondary level that meet standard for CPE credit, outside of development required for successful	____pts	____pts	____pts	____pts

completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)				
Completed an approved residency placement* under the supervision of a special education teacher of record in the content area* (3 points)	____pts	____pts	____pts	____pts
Experience as a paraprofessional under the supervision of a special education teacher of record in the content area (1 point per year)	____pts	____pts	____pts	____pts
Science of Teaching Reading Exam and Texas Reading Academies: • **Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)** • **Passing score on Science of Teaching Reading Exam** or **Documented completion of Texas Reading Academies (9 points)**	[redacted]			____pts
Totals Per Content Area:				
Teacher has earned a Teacher Incentive Allotment (TIA) Designation (2 points total)				____pts
Total Combined Points: /24				

SECTION D: SECONDARY SPECIAL EDUCATION TEACHERS OF RECORD CONTENT COMPETENCY REQUIREMENTS (GRADES 6-12)

A secondary special education teacher of record must demonstrate competency in each core content area for which they are assigned. The following may be combined to reach the required 18 points in each area for which they are assigned as teacher of record:

	Math	**Science**	**Social Studies**	**ELAR**
Teacher is a National Board-Certified Teacher (NBCT) in the content area (See Section G)	____pts	____pts	____pts	____pts
Holds a minor or major in the content area (18 points)	____pts	____pts	____pts	____pts
Obtained a passing score on an aligned PACT exam (See Section G of this document)	____pts	____pts	____pts	____pts
College credit hours in the content area assigned or closely related field (1 point for each credit hour)	____pts	____pts	____pts	____pts

Secondary teaching experience in the content area or closely related field (3 points for each year of experience)	____ pts	____ pts	____ pts	____ pts
Documented relevant professional development aligned to the content area or closely related field completed within the last five years at the secondary level that meet standard for CPE credit, outside of development required for successful completion of Texas Reading Academies (1 point for 3 hours of qualifying professional development)	____ pts	____ pts	____ pts	____ pts
Completed an approved residency placement under the supervision of a special education teacher of record in the content area or closely related field (3 points)	____ pts	____ pts	____ pts	____ pts
Experience as a paraprofessional under the supervision of a special education teacher of record in the content area or closely related field (1 point per year)	____ pts	____ pts	____ pts	____ pts
Science of Teaching Reading Exam and Texas Reading Academies: • **Passing score on Science of Teaching Reading Exam and Documented completion of Texas Reading Academies (12 Points)** • **Passing score on Science of Teaching Reading Exam** or **Documented completion of Texas Reading Academies (9 points)**				____ pts
Teacher has earned a Teacher Incentive Allotment (TIA) Designation (2 points total, can be applied up to two (2) content areas)	____ pts	____ pts	____ pts	____ pts
Totals:	/18	/18	/18	/18

Section E: FIRST YEAR TEACHERS and SECONDARY TEACHERS of MULTIPLE CONTENT AREAS

FIRST YEAR TEACHERS ONLY

For the purposes of the Texas Core Content Competency Worksheet a first-year teacher:

- **holds a standard, intern, or probationary certificate,**
- **is a teacher for whom the applicable year is the first year of providing instruction, AND**

- **who does not hold the appropriate grade-banded, content area certification for their current role OR does not meet the content competency requirements detailed above for the grade band of their assignment.**

Authorized administrators must provide teachers considered to be a first-year teacher with the following year-long runway to meet the content requirements as outlined in Sections C or D (e.g., professional development, passing score on an aligned PACT exam, seeking content certification, etc.):

Start Date: __/__/____

End Date: __/__/___

ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

SECONDARY TEACHERS of MULTIPLE CONTENT AREAS ONLY

For secondary special education teachers of record who are assigned as teachers of record for two or more core content areas (ELAR, math, science and social studies), authorized administrators must provide these teachers with the following year-long runway to meet the content requirements in their assigned areas as outlined in Section D (e.g., professional development, passing score on an aligned PACT exam, seeking content certification, etc.)

Start Date: __/__/____

End Date: __/__/___

ADMINISTRATOR ATTESTATION CAN BE FOUND BELOW IN SECTION F OF THIS DOCUMENT

Section F: ADMINISTRATOR ASSURANCES

The administrator completing this worksheet assures that the teacher identified above has met the following requirements as specified in the appropriate section(s) above (Mark the assurance that applies):

- **The teacher meets subject matter competency provisions via HOUSSE prior to 9/1/25 through the attestation in** Section B **of this document.**
- **The teacher meets the minimum point threshold for content competency in each area in which the teacher is assigned in** Section C **or** Section D **of this document.**
- **The teacher meets provisions for first year teachers or secondary teachers of multiple content areas in** Section E **of this document.**

In addition to the assurances above, the administrator also attests:

- **The teacher's campus administration will assist the teacher in seeking out continuing professional education (CPE), as required by 19 TAC §232.11, that addresses both the CPE requirements for the teacher's special education certificate renewal and education related specifically to the content area(s) for which the teacher is assigned to support or teach.**

AUTHORIZED ADMINISTRATOR SIGNATURE:
AUTHORIZED ADMINISTRATOR NAME (PRINTED):
DATE:

Section G: Appendix

I. **PACT Alignment**

PACT Core Subjects Exams				
If a special education teacher of record obtains a passing score on the 701/702/703 TX PACT Essential Academic Skills (Reading, Writing, and Mathematics) and o **serves in an EC-5 placement, the teacher may count 12 points each for both math and ELAR, for a total of 24 points** o **serves in a 6th grade placement, the teacher may count 18 points each for ELAR and Math** o There is no point value assigned for a passing score on the 701/702/703 TX PACT Essential Academic Skills for teachers serving in grade 7-12 placements.				
If a special education teacher of record obtains a passing score on the 790 TX PACT Core Subjects: 4-8 exam and o **serves in a 4-8 placement, the teacher has satisfied the content requirement in all four core content areas for that assignment.** o **and serves in an EC-3rd grade placement, the teacher may count 9 points each for math, science, social studies, and ELAR.** o There is no point value assigned for a passing score on the 790 Core Subjects:4-8 exam for those special education teachers of record serving in grade 9-12 assignments.				
	Math	**Science**	**Social Studies**	**English Language Arts and Reading**
Elementary PACT Alignment (EC-5)	715 TX PACT Mathematics: Grades 4-8	716 TX PACT Science: Grades 4-8	718 TX PACT Social Studies: Grades 4-8	717 TX PACT English Language Arts and Reading: Grades 4-8
	EC-5 Placement: 9 pts **6th-8th Placement: 18 pts**	**EC-5 Placement: 9 pts** **6th-8th Placement: 18 pts**	**EC-5 Placement: 9 pts** **6th-8th Placement: 18 pts**	**EC-5 Placement: 9 pts** **6th-8th Placement: 18 pts**
Secondary PACT Alignment (6-12)	715 TX PACT Mathematics: Grades 4-8 **(6th-8th Placement: 18 pts)**	736 TX PACT Science: Grades 7-12 738 TX PACT Life Science: Grades 7-12	732 TX PACT Social Studies: Grades 7-12 733 TX PACT History: Grades 7-12	731 TX PACT English Language Arts and Reading: Grades 7-12

	735 TX PACT Mathematics: Grades 7-12 **(6th-12th Placement: 18 pts)**	737 TX PACT Physical Science: Grades 6-12 739 TX PACT: Physics Grades 7-12 740 TX PACT Chemistry: Grades 7-12		
		6-12 Placement: 18 pts	**6-12 Placement: 18 pts**	**6-12 Placement: 18 pts**

II. Closely Related Fields

The following list is not exhaustive, and school districts may consider additional fields but must maintain documentation to support the determination.

Note: One foreign language is not closely related to another foreign language.

Math	ELAR	Science	Social Studies and Social Sciences
Engineering	English	Life or Physical Science	History
Statistics	Communication	Biology	Economics
Accounting	Speech	Chemistry	Geography
Finance	Journalism	Physics	Political Science, Civics, or Government
Economics	Reading		Philosophy
			Sociology
			Psychology

III. Residency Information*

If a teacher at either the elementary or secondary level completes an approved residency program under the supervision of a special education teacher of record in a self-contained setting where the supervising teacher of record is responsible for one or more content areas, each content area will be worth 3 points in the residency row.

IV. National Board Certification Alignment

National Board Certification is a voluntary advanced professional certification for PreK-12 educator that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board-Certified Teachers in the State of Texas may utilize their NBCT certificates on the Texas Core Content Competency Worksheet for Special Education Teachers of Record.

Certificate Area	Aligned Certificates	Associated Point Values
Elementary NBCT Certificate Areas	• Early Childhood/Generalist	**EC-5 Placement:** Fully meets elementary content requirements

		(24 points across all content areas)
	• Early and Middle Childhood/Literacy: Reading–Language Arts	**EC-5 Placement**: 15 points for ELAR **6-8 Placement:** 18 points for ELAR
Secondary NBCT Certificate Areas	• Early Adolescence/English Language Arts • Early Adolescence/Mathematics • Early Adolescence/Science • Early Adolescence/Social Studies–History • Middle Childhood/Generalist*	**EC-5 Placement:** 15 points each for content specific NBCT certificate **6-8 Placement:** 18 points each for a content specific NBCT certificate ***Middle Childhood/Generalist:** 18 points for each core content area (fully satisfies content requirements for 6-8 and EC-5)
	• Adolescence and Young Adulthood/English Language Arts • Adolescence and Young Adulthood/Mathematics • Adolescence and Young Adulthood/Science • Adolescence and Young Adulthood/Social Studies–History	**EC-5 Placement:** 15 points each for content specific NBCT certificate **6-8 Placement:**18 points each for content specific NBCT certificate **9-12 Placement:** 18 points each for content specific NBCT certificate

V. Definitions

Teacher of Record	**Per** 19 TAC §230.1 (24) **a teacher serving as teacher of record is "An educator who is employed by a school or district and who teaches in an academic instructional setting or a career and technical instructional setting not less than an average of four hours each day and is responsible for evaluating student achievement and assigning grades."**
CPE	More information regarding the types of acceptable continuing professional education (CPE) activities can be found in 19 TAC §232.15.
Approved Residency Program	A residency completed by the candidate at an EPP approved to offer a teacher residency preparation route per 19 TAC §228.15.

Discussion of Ongoing State Board for Educator Certification Activities

April 10, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§21.031, 21.035, 21.041, and 21.042.

TEC, §21.031, charges the SBEC with regulating and overseeing all aspects of the certification, continuing education, and standards of conduct of public school educators and ensuring that all candidates for certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of the state.

TEC, §21.035, requires Texas Education Agency (TEA) staff to provide the SBEC's administrative functions and services.

TEC, §21.041(a), authorizes the SBEC to adopt rules necessary to implement its own procedures.

TEC, §21.041(b)(1)–(4), 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; and requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates; the period for which each class of educator certificate is valid; and the requirements for the issuance and renewal of an educator certificate.

TEC, §21.041(c) and (d), authorizes the SBEC to adopt fees for the issuance and maintenance of an educator certificate and for the approval or renewal of an educator preparation program.

TEC, §21.042, requires the SBEC to submit a written copy of each rule it proposes to adopt to the State Board of Education (SBOE) for review.

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

BACKGROUND INFORMATION AND JUSTIFICATION: On May 30, 1995, the 74th Texas Legislature enacted Senate Bill 1, a revision of the TEC. The TEC, §21.031 and §21.041, establish and authorize the SBEC to adopt rules to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators. In addition, the 79th Texas Legislature enacted House Bill 1116, continuing the SBEC following sunset review. This legislation amended TEC, §21.035, to require TEA to provide all administrative services and functions required by the SBEC. Most of these functions have been assigned to TEA's Department of Educator Preparation, Certification, and Enforcement.

Under 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 proposal by a vote of at least two-thirds of the members of the SBOE present and voting. If the SBOE fails to reject the rules contained in the proposal before the 90th day after the date on which it receives the rules, the rules take effect as rules of the SBEC as provided by Texas Government Code, Chapter 2001. The SBOE may not modify a rule proposed by the SBEC. Since 1996, the SBEC has submitted a number of rules it proposed to the SBOE for review.

Staff Member Responsible:
Jessica McLoughlin, Associate Commissioner, Educator Preparation, Certification, and Enforcement

Report by the Texas School Safety Center Related to the Statutorily Required Biennial Report

April 10, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive statutorily required biennial report that includes any findings made by the center regarding school safety and security and the center's functions, budget information, and strategic planning initiatives.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§37.2121, 37.216, and 37.2161.

TEC, §37.2121 requires the Texas School Safety Center (TxSSC) to include information regarding the center's efforts under this section in the Statutorily Required Biennial Report required by Section 37.216.

TEC, §37.216 requires the board of the TxSSC to provide a report to the governor, the legislature, the State Board of Education (SBOE), and the agency not later than January 1 of each odd-numbered year.

The biennial report must include any findings made by the center regarding school safety and security and the center's functions, budget information, and strategic planning initiatives of the center.

TEC, §37.2161 requires the center to periodically provide a school safety and security progress report to the governor, the legislature, the SBOE, and the agency that contains current information regarding school safety and security in the school districts and public junior college districts.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The board of the TxSSC is required to provide a report to the SBOE that addresses any findings made by TxSSC regarding school safety and security and the center's functions, budget information, and strategic planning initiatives of the center. This item provides an opportunity for the committee to hear an update related to this report.

Staff Member Responsible:
Kathy Martinez-Prather, Director of Texas School Safety Center

Update by the Texas Education Agency Office of School Safety and Security

April 10, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive updates related to the safety and security of public schools.

STATUTORY AUTHORITY: Texas Education Code (TEC), §37.1083, and §37.1084.

TEC, §37.1083 requires the Texas Education Agency (TEA) to monitor implementation and operation of requirements related to school district safety and security.

TEC, §37.1084 requires the office of school safety and security to establish a school safety review team in each region served by a regional education service center.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The State Board of Education requested a briefing regarding the Office of School Safety. This item provides an opportunity for the committee to hear updates on school safety.

Staff Members Responsible:
John Scott, Chief of School Safety and Security
James Finley, Deputy Chief of School Safety and Security

Proposed Amendments to the "Framework for Governance Leadership" Required to be Adopted under Texas Education Code (TEC) §11.159, Member Training and Orientation, and 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members

April 11, 2025

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

SUMMARY: This item provides an opportunity for the committee to amend the "Framework for Governance Leadership" required to be adopted under Texas Education Code §11.159, Member Training and Orientation, and 19 Texas Administrative Code Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.1, Continuing Education for School Board Members.

STATUTORY AUTHORITY: Texas Education Code (TEC) §11.159.

Texas Education Code §11.159, titled "Member Training and Orientation," requires the SBOE to provide a training course for independent school district trustees to be offered by the regional education service centers.

19 Tex. Admin. Code §61.1(a) implements section 11.159 and requires the SBOE to adopt a framework for governance leadership to be used in structuring continuing education for school board members. The framework shall be posted to the TEA website and distributed annually to all current board members and the superintendent.

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

FUTURE ACTION EXPECTED: Amendments to the framework may be considered for adoption.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE adopted the Framework for School Board Development on November 20, 2020, pursuant to Texas Education Code § 11.159 and 19 Tex. Admin. Code § 61.1(a).

Staff Member Responsible:
Steve Lecholop, Deputy Commissioner, Governance

Attachment:
Text of the Framework for School Board Development

Framework for School Board Development

Preamble

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation (Texas Education Code, §4.001).

The board of trustees is the governing body for Texas public schools. To effectively meet the challenges of public education, school boards and superintendents must function together as a governance leadership team. Each leadership team will annually assess its development needs both as a corporate body and as individuals. As a team, they will focus on the improvement of locally developed student outcomes and provide support for opportunities and experiences through vision and goals, systems and processes, progress and accountability, advocacy and engagement, and synergy and teamwork. Teams ensure that their districts provide equitable and effective educational programs and services for all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

Framework

I. **Vision and Goals**—The board ensures creation of a shared vision and locally developed, measurable goals that improve student outcomes and provide support for opportunities and experiences. The board:

- Keeps the district focus on the well-being of all children
- Adopts a shared vision that incorporates input from the community to reflect local aspirations as well as present and future needs for all children
- Ensures that the vision aligns with the state's mission, objectives, and goals for education established by law or rule
- Adopts a reasonable number of specific, quantifiable, research-based, and time-bound goals that align with state law, are developed with community input, and support the vision to improve student outcomes
- Embraces, supports, and fulfills the vision that all students receive what they need to learn, thrive, and grow, including resources, opportunities, and experiences
- Uses the vision and goals to drive all deliberations, decisions, and actions

II. **Systems and Processes**—The board ensures systems and processes are in place to accomplish the vision and goals. The board:

- Regularly develops, reviews, and adopts board policies for effective support of the district's vision and goals
- Approves a budget that aligns with and maximizes resources to fulfill the district's vision and goals
- Monitors multiple, measurable elements of student progress and achievement throughout the year
- Incorporates equity when making decisions and evaluating systems and processes
- Focuses its actions on following board operating procedures while providing oversight of the superintendent, policymaking, planning and goal setting, progress monitoring, and evaluation, while avoiding involvement in daily operations and management
- Approves goals, policies, and programs that ensure a safe and secure learning environment
- Ensures the equitable distribution of resources, opportunities, and experiences based on the diverse needs of students and schools
- Adopts a planning calendar and engages in a decision-making process consistent with state law and rule to help achieve the district's vision
- Ensures that the district's planning and decision-making process enables all segments of the community, families, and staff to meaningfully contribute to achieving the district's vision
- Welcomes and values all people and cultures as important stakeholders in the process for student success
- Ensures the district has a system that monitors for sound business and fiscal practices
- Adopts policies regarding hiring, assigning, appraising, terminating, and compensating school district personnel in compliance with state laws and rules
- Ensures the district adopts a protocol regarding the recruitment, determination of professional development needs, building of leadership capacity, and retention rates for the district's teachers
- Fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees

III. **Progress and Accountability**—The board sets clear goals, provides resources and support, evaluates goal attainment, and engages in ongoing objective feedback on progress and commitments. The board:

- Holds itself accountable to its adopted vision, goals, commitments, and operating procedures
- Ensures progress toward achievement of district goals through systematic, timely, and comprehensive reviews of relevant reports and student data that illustrate progress toward locally developed student outcome goals
- Ensures equity throughout the system by regularly identifying inequities, updating policies, and appropriately distributing resources
- Differentiates among resources, intermediate measures, and outcomes, especially when focusing on student outcomes
- Monitors and evaluates the allocation of resources in support of the district's vision and goals and sustainability
- Reviews the efficiency and effectiveness of district operations and use of resources in supporting the district's vision and goals
- Employs and annually evaluates the superintendent on the achievement of district goals, including locally developed academic goals, demonstration of educational leadership, and management of daily operations

IV. **Advocacy and Engagement**—The board promotes the vision and engages the community in developing and fulfilling the vision. The board advocates on behalf of Texas public schoolchildren. The board:

- Demonstrates its commitment to, and advocates on behalf of, the shared vision and goals by clearly communicating them to the superintendent, staff, and community
- Regularly reports district progress to families and the community, which could include an online dashboard for the community
- Ensures multiple forms of two-way communication will be used to engage, empower, and connect students, families, staff, media, and community with the district
- Builds collaborative relationships and partnerships with families and community, business, nonprofit, higher-education, education support organizations, and governmental leaders to influence and expand educational opportunities and experiences to meet the needs of students
- Recognizes the respective roles of and provides input and feedback to the legislature, State Board of Education, and the Texas Education Agency to ensure maximum effectiveness and benefit to Texas schoolchildren
- Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities within the community

V. **Synergy and Teamwork**—The board's duties are distinct, and the board works effectively as a collaborative unit and as a team with the superintendent to lead the district in fulfilling the vision and goals. The board:

- Recognizes its distinct role in establishing the vision and the goals, adopting policies that guide the district, setting priorities, establishing governance protocols to oversee management of the district, adopting and overseeing the annual budget, and hiring and evaluating the superintendent
- Recognizes each individual trustee's duty as a trustee and fiduciary for the entire district
- Remains focused on its goals and priorities, as opposed to individual agendas separate and apart from the shared vision
- Annually evaluates its performance as a team, with attention given to the district's vision and goals; fulfilling the board's duties, responsibilities, and commitments; and the board's working relationship with the superintendent
- Makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters
- Respects the right of individual members to express their viewpoints and vote their convictions and honors the decisions of the majority
- Develops teamwork, problem-solving, and decision-making skills as a team with its superintendent
- Understands and adheres to laws and local policies and respects the superintendent's responsibility to manage the school district and to direct employees in district and campus matters
- Adopts and adheres to established policies and procedures for welcoming and addressing ideas and concerns from students, families, staff, and the community
- Establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board
- Understands the leadership role of the board president and adheres to local policies and procedures about the duties and responsibilities of the board officers

AD HOC COMMITTEE ON SOCIAL STUDIES

Public Hearing on Recommendations for a Texas Essential Knowledge and Skills Framework for Social Studies

April 10, 2025

AD HOC COMMITTEE ON SOCIAL STUDIES: DISCUSSION
STATE BOARD OF EDUCATION: NO ACTION

SUMMARY: A public hearing before the Ad Hoc Committee on Social Studies Standards Framework is scheduled for Thursday, April 10, 2025. Testimony will be presented regarding recommendations for a framework to guide the organization of the Texas Essential Knowledge and Skills (TEKS) for social studies, including the identification of core content topics that students should know and be able to do in U.S. history, Texas history, world history, geography and civics in Kindergarten - Grade 12. In accordance with State Board of Education (SBOE) operating procedures, oral testimony will be limited to two minutes per person.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a)(1)(D), and §28.002(c).

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

TEC, §28.002(a)(1)(D), identifies social studies as one of the subjects of the required curriculum.

TEC, §28.002(c), requires the SBOE to identify by rule 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(h), requires the SBOE and each school district to require the teaching of informed patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for Kindergarten-Grade 12, including the founding documents of the United States.

TEC, §28.002(h-1), requires the SBOE to adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the American experiment in self-government; the history, qualities, traditions, and features of civic engagement in the United States; the structure, function, and processes of local, state, and federal, government institutions; and the founding documents of the United States.

TEC, §28.002(h-2), requires the SBOE to adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government; the history, qualities, traditions, and features of civic government in the United States; the structure, function, and processes of local, state, and federal, government institutions; and the founding documents of the United States; the ability to analyze and determine the reliability of information sources, formulate and articulate reasoned positions, understand the manner in which local, state, and federal governments work and operate through the use of simulations and models of governmental and democratic processes, actively listen and engage in civic discourse, and participate as a citizen in a constitutional democracy by voting; and an appreciation of the importance and responsibility of participating in civic life, a commitment to the United States and its form of government, and a commitment to free speech and civil discourse.

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

BACKGROUND INFORMATION AND JUSTIFICATION: The TEKS for social studies and economics were originally adopted effective September 1, 1998. The Kindergarten-Grade 12 social studies TEKS and the TEKS for economics were revised effective August 23, 2010. In 2018, the SBOE approved streamlining revisions to the social studies TEKS for Kindergarten-Grade 8 and four high school social studies courses: U.S. History Studies, World History Studies, World Geography, and United States Government. The SBOE also streamlined the TEKS for Economics with Emphasis on the Free Enterprise System and its Benefits and consolidated the TEKS for economics into Chapter 113.

In 2015, the SBOE adopted revisions to the TEKS for certain Advanced Placement (AP) and International Baccalaureate (IB) social studies courses to require that students demonstrate proficiency in the TEKS for the corresponding AP and IB courses in addition to the AP or IB course requirements.

In 2021, the 87th Texas Legislature passed SB 1063, amending TEC, §28.025, to add a one-half credit course in personal financial literacy and economics as an option to meet the one-half credit graduation requirement for economics under the Foundation High School Program. SB 1063 requires that the SBOE adopt TEKS for the personal financial literacy and economics course and that the required curriculum for the course allocate two-thirds of the instructional time to personal financial literacy and one-third of instructional time to economics. At the June 2021 SBOE meeting, the SBOE adopted new §113.76 to be effective 20 days after filing with the Texas Register, and the rule became effective August 1, 2022.

Additionally, the 87th Texas Legislature passed House Bill 4509, Regular Session, 2021, and SB 3, Second Called Session, 2021, to require the teaching of informed patriotism and the founding documents of the United States and require the SBOE to adopt essential knowledge and skills for social studies that develop each student's civic knowledge, including an understanding of the fundamental moral, political, and intellectual foundations of the U.S. government.

At the June and November 2021 SBOE meetings, the board discussed the review of the social studies TEKS. Board members designated content advisors for the social studies TEKS review in August 2021. An application to serve on work groups was posted on the TEA website in September 2021. Additionally, in September 2021, a survey was posted on the TEA website to ask for feedback on the current TEKS for social studies. TEA staff provided SBOE members applications for approval to serve on the social studies work groups in September, October, and November 2021 and January and April 2022. The content advisors convened to discuss consensus recommendations in December 2021 and January 2022. In April 2022, the SBOE asked TEA to convene work groups to develop TEKS for two additional ethnic studies courses: Native American studies and Asian American studies. The SBOE directed future work groups to develop TEKS for Kindergarten-Grade 8 as follows: the TEKS for Kindergarten-Grade 2 would address topics in Texas, U.S., and world history thematically and work groups should to look to see if there are other organizational options for organizing the Kindergarten-Grade 2 content; and the TEKS for Grades 3-8 would address history chronologically with Grades 3-5 focusing on world history and Grades 6-8 focusing on Texas and U.S. history. In May 2022, the SBOE convened a special meeting to hear public feedback on the proposed new framework for the Kindergarten-Grade 8 TEKS. Work groups were convened to develop recommendations for the social studies TEKS in January, February, March, April, May, June, and July 2022. At a special called meeting held August 1, 2022, the SBOE discussed the proposed new social studies TEKS and held a public hearing regarding the new standards. Following the discussion, a final work group was convened in August to develop final recommendations.

At the August-September SBOE meeting, the board determined that it would not move forward with proposed new social studies standards. Instead, the board asked TEA staff to bring to the next SBOE meeting a draft of the current standards with proposed revisions only to address requirements of SB 3, 87th Texas Legislature, Second Called Session, 2021, that are not currently addressed in the TEKS.

The proposed revisions to 19 TAC Chapter 113, Subchapters A-C, were approved by the SBOE for first reading and filing authorization at a special called meeting on September 26, 2022. The SBOE approved the proposed revisions to 19 TAC Chapter 113, Subchapters A-C, for second reading and final adoption at the November 2022 meeting.

In October 2024, an Ad Hoc Committee on Social Studies Standards Framework was established by the Chairman of the SBOE. The Committee is charged to evaluate Texas' current social studies learning standards, research best practices in history and civics education, and provide recommendations for developing exemplary state standards, ensuring Texas students receive a high-quality social studies education that prepares them for informed citizenship. The goal of the Committee is to provide clear, actionable recommendations for developing social studies curriculum standards that will position Texas as a national leader in history and civics education. The standards should equip students with essential knowledge of American and Texas history, geography, and civic institutions while fostering the skills and dispositions needed for engaged citizenship in a diverse democratic republic.

Staff Member Responsible:
Shannon Trejo, Deputy Commissioner, Office of School Programs or Designee

INFORMATION MATERIALS

STATE BOARD OF EDUCATION OPERATING RULES
(amended January 28, 2025)

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 by a majority vote in accordance with Texas Education Code, §7.107, to serve for a term of two years and until their successors are elected.

(2) Either of these officers may be removed from office by a vote of not less than two-thirds of the membership of the board.

(3) In case of death or resignation of the vice chair or the secretary of the board, the board shall elect by a majority vote a board member to fill the vacancy for the unexpired term of that officer at the next board meeting.

(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 and their areas of oversight are:

Committee of the Full Board

(1) Establishment of essential knowledge and skills (TEKS) and adoption of procedures and processes related to TEKS reviews and adoptions
(2) Instructional materials proclamations. Review and adoption of instructional materials pursuant to the board's IMRA process and adoption of related processes and rubrics
(3) Consideration of the Commissioner of Education's open-enrollment charter school proposals
(4) Biennial distribution (Texas Constitution, Article 7, Section 5(a)) from the Permanent School Fund
(5) State and federal funding issues

Committee on Instruction

(1) Establishment of curriculum and graduation requirements
(2) Curriculum implementation (including credit by examination, Texas Advanced Placement Incentive Program, and procedures concerning dyslexia and related disorders)
(3) Student assessment program implementation
(4) General education
(5) Education of individuals with disabilities
(6) Gifted and talented education
(7) Adult education
(8) Library standards
(9) Texas School for the Blind and Visually Impaired/Texas School for the Deaf

Committee on School Finance/Permanent School Fund

(1) Budgeting, reporting, and regulation
(2) Contract and grant approval
(3) Instructional materials financing and operations
(4) Community education funding
(5) Oversight of the Bond Guarantee Program including coordination with the TEA and the Texas Permanent School Fund Corporation (Texas PSF)
(6) Oversight of the Texas PSF, including receipt of required reports
(7) Review of nominations for gubernatorial appointments: Teacher Retirement System, School Land Board

Committee on School Initiatives

(1) Long-range plans required by statute
(2) Educational technology and telecommunications
(3) Updates regarding open-enrollment application cycles and processes
(4) School safety and items pertaining to the Texas school safety center and recommendations from the chief of school safety and security
(5) State Board for Educator Certification rules review
(6) School board member training policy
(7) Hearing examiners
(8) Military reservation and special purpose school districts
(9) Extracurricular activities
(10) Home-rule school district probation and revocation

(b) Amendments to the areas of committee oversight reflecting new or changing board responsibilities may be made during the board's periodic operating rules review or by means of resolution addressing the change in responsibilities should such change occur between the operating rules review.

(c) 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.

(d) 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.

(e) 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 consider relevant qualifications specific to a committee assignment in making committee assignments.

(f) 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. Should the committee chair be unable or unwilling to continue to serve as chair, the chairman of the board shall declare a vacancy and a new election shall be held by the committee.

(g) Ad hoc committees (i.e., task forces) may 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. An ad hoc committee shall ensure all meeting materials and reports of the committee are provided to every member of the board and made available to the public immediately following each meeting. An ad hoc committee shall schedule at least one public meeting to receive input and public testimony.

(h) Occasionally, 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 State Board of Education Support staff and shall be reflected in the minutes of the committee meeting. The Chair or the Commissioner may request that the Attorney General issue an opinion under Texas Government Code §402.042.

(i) The members appointed to the Committee on School Finance/Permanent School Fund will serve as the members of the board of directors of the Texas PSF that are appointed by the SBOE as provided under Texas Education Code §43.053(a)(1) and will cease to

serve as a director upon the expiration of his or her term of service or other separation from such committee in accordance with these rules as provided under 19 TAC Chapter 33, Texas Permanent School Fund Corporation, §33.21.

§1.3. Board Member Seating Selection.

With the exception of the chair, vice chair, and secretary, the seating of board members will be by State Board of Education districts. The seating for the remaining 12 members will be rotated annually at the first board meeting of the calendar year. 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, at least 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. The chair may limit in-person attendance at a meeting to ensure health and safety of board members and members of the public. In such instances, governor's orders shall be followed, and members of the public shall be given access to view all portions of the meetings virtually.

§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 chair has the primary responsibility for creating the SBOE meeting agendas. This includes the SBOE agenda, the Committee of the Full Board agenda, and all committee agendas. Other than as provided in this subsection and subsections (b) and (c) of this section, all agenda items are subject to the approval of the chair. If a member wishes an item to be placed on the agenda of the Committee of the Full Board, the member should request in writing that the chair place the item on the agenda. The chair will respond in writing whether or not the item will be placed on the agenda. If the chair fails to respond within 30 days or declines in writing to place the item on the agenda, the member may make a motion during a board meeting to include the item on the agenda. If the board approves the request, it is placed on the agenda of the Committee of the Full Board for the next 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 place an item on the agenda of that chair's committee, other than the Committee of the Full Board, 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 regarding 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.

(e) 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. Materials supplementing the agenda may be included as attachments.

(f) Official agendas and agenda attachments will be available one week before the board meeting. Any items submitted after this deadline may be considered at the next board meeting.

§2.6. <u>Official Transaction of Business</u>.

(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 remote video or web conference. As required by Government Code §551.127(c), 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. The chair may limit the number of remote conference locations in the interest of decorum and capacity.

(c) The chair may modify procedures for conducting meetings of the board if emergency protocols are enacted by the governor related to a pandemic or similar event. In such instances, governor's orders and emergency rules shall be followed.

(d) A board member who wishes to participate in a meeting virtually shall notify the board chair and the State Board of Education Support office at least five business days prior to the start of the full board meeting during which the member will need to participate virtually. In the event of an emergency, every effort will be made to accommodate the board member. If a board member participates in a meeting virtually, the board member

must be visible by video and must have capabilities to be heard by other board members and members of the public. A member who is not present on camera during a vote of the board will be noted as absent for the vote.

(e) No posters, props, or other visual displays are allowed by board members within the meeting rooms or at remote locations without permission from the presiding chair.

(f) The presiding chair shall designate the area inside the velvet ropes as the bar of the meeting (the only place where discussion and votes may take place). Members of the public shall not to enter areas of the bar of the meeting space designated for SBOE members only and shall not impede or interfere with the movement of SBOE members to or from designated areas. At the start of each meeting, the presiding chair shall inform members of the public that the bar has been established, that they are not permitted inside the bar, and that they may not limit members' movements to or from the bar.

(g) For the sake of expediency, each board member shall be limited to 10 minutes of questions and discussion on each agenda item.

§2.7. <u>Rules of Order</u>.

(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 by informing all individuals in attendance of the rules of decorum and providing notice that written rules are posted at the entrance to the room and in the room. The presiding chair shall also provide notice that an individual who does not comply with the rules of decorum may be removed from the meeting. 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) Members in the audience shall not distract or disrupt SBOE members or others in the audience during a meeting. Anyone needing to engage in a conversation should quietly exit the meeting room to a public space. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

(d) All Board Members will treat TEA staff and public testifiers with respect throughout the entirety of their presentation, testimony, and questioning. The Chair may issue a warning to Board members to keep decorum if their line of questioning and statements are not given with respect or decency. Alternatively, upon an appropriate motion by a board member to the Chair, the Board may vote to provide warning to the board member as deemed appropriate.

(e) No signs, placards, flags, noisemakers, or other objects of a similar nature shall be permitted in the audience gallery area.

(f) No applause, outburst, other demonstration, or disruption by any spectator shall be permitted during any 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. If, after at least one warning from the presiding officer, any individual continues to disrupt a meeting by his or her words or actions, the presiding officer may direct that the individual be removed as necessary to preserve decorum during meetings.

(g) 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 State Board of Education Support staff not less than four weeks prior to the Monday of the week during which the 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) Titles for congratulatory, commendatory or other non-substantive resolutions shall be submitted by the timelines prescribed in this section with resolution text following a date and time consistent with the staff's pre-meeting preparation timeline.

(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 be considered only after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials or instructional materials reviewed by the SBOE under TEC 31.023 for use in the public schools of Texas.

(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) 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.

(5) 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) In accordance with Texas Education Code, §7.110, 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 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.

(7) At the start of public testimony or a public hearing, the presiding chair shall announce that testimony will be heard for a maximum of two consecutive hours at which time a recess of at least 15 minutes will be observed. Testimony will continue in this manner until such time as all registered testifiers have been permitted to speak. The presiding chair shall also announce that reasonable lunch and dinner breaks will be observed.

(b) Registration Procedures.

(1) Individuals may register between the hours of 8 a.m. (Central Time) on the Tuesday preceding the board meeting and 5 p.m. on the Friday preceding the board meeting SBOE website (sboe.texas.gov) at "Public Testimony and Registration" on the bottom of the homepage. An automated registration receipt will be generated and sent upon completion of registration. In person registration at the SBOE office is not available due to ongoing renovations of the TEA offices.

(2) 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) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.

(4) 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.

(5) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.

(6) All speakers may provide an electronic copy of their testimony via email to testimony@sboe.texas.gov. Registered speakers who are unable to make their presentations due to time constraints are encouraged to submit an electronic copy of their testimony to testimony@sboe.texas.gov 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) In order to maximize the total number of testifiers who are able to provide oral testimony, two-minute time limits on individual oral testimony will be imposed unless modified by the presiding chair.

(4) 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.

(5) 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 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-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, an electronic copy may be emailed to testimony@sboe.texas.gov for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.

(c) Registered testifiers who are unable to attend or to testify at a committee or board meeting due to time constraints may provide an electronic copy of their testimony to testimony@sboe.texas.gov 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 adoption of Texas Essential Knowledge and Skills (TEKS) and 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. Public hearings regarding revision of the TEKS are governed by the SBOE-approved TEKS Review and Revision Process.

(b) Speakers shall preregister in accordance with the procedures set out in §2.10(b).

(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 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 may bring an electronic copy of their testimony for distribution to board members and agency executive staff.

(e) Persons who are unable to testify at a public hearing due to time constraints may provide an electronic copy 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. Public Comments Regarding Proposed Rulemaking.

All interested persons have a reasonable opportunity to submit data, views and arguments, prior to the board adoption of any rule. Public comments regarding proposed board rules may be submitted as provided in the notice of proposed rulemaking published in the *Texas Register.* The deadline for submitting public comments will be noted in the *Texas Register* posting for each item. A minimum of 30 days will be allotted for public comment on a rule item. 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;

(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) parking fees (including personal vehicles);

(3) notary fees for official documents; and

(4) 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. Board members who are members of the PSF Corporation Board of Directors shall be reimbursed by the PSF Corporation for travel specifically and exclusively for the corporation and in compliance with the corporation's travel policies.

(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. <u>Travel Arrangements and Hotel Reservations for State Board of Education Meetings</u>.

(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 State Board of Education Support staff member 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 uncancelled reservations will be forwarded for payment to the board member in whose name the reservations were made.

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 private or personal interest including 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 (See Texas Government Code §572.058 for further information.).

(b) The ethical standards that govern the conduct of State Board of Education members with respect to their duties as to the Permanent School Fund are as provided under 19 TAC Chapter 33, §33.4 *Ethical Standards for Members of the State Board of Education*.

§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; School Land Board; 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 and distributed to board members 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 direct contractual relationship with or otherwise receive funding from the State Board of Education, including without limitation 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.

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 at least one week before the board meeting.

(c) The board may 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 may 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 public comment period after filing the proposal with the Secretary of State has elapsed, the board may 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 may 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 may 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) 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.

(e) 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 may 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. The commissioner will provide a mark-up of any such corrections to the board.

§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. 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.

Content advisors and work group members will be selected in accordance with the TEKS Review and Revision Process.

CHAPTER 7. NOMINATIONS FOR GUBERNATORIAL APPOINTMENTS

The statutory citations for this chapter are the Texas Government Code, §651.009(a) and §825.003, and Texas Natural Resources Code, §32.012.

§7.1. Gubernatorial Appointments.

Pursuant to statute, the State Board of Education shall submit to the Governor lists of citizens from which appointments are to be made for the boards described in this section: Teacher Retirement System Board of Trustees and School Land Board.

§7.2. Timelines.

The Chair and/or his or her designee shall work collaboratively with staff and the Governor's Appointments Office to establish appropriate timelines for the placement on the agenda to meet appointment timelines and ensure that proper criteria are applied by the State Board of Education.

§7.3. Nominee Selection.

The board shall select nominees in such a manner so as to comply with all applicable laws related to each appointment.

§7.4. Teacher Retirement System.

The Governor shall appoint two members of the TRS board of trustees, subject to confirmation by two-thirds of the senate, from lists of nominees submitted by the State Board of Education. These persons must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience preferably in investment of pension funds (Government Code §825.003). The board selection process shall be as follows:

(a) Each member shall be entitled to nominate one person who meets the criteria described in this section.

(b) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and may engage an impartial third party to evaluate candidates submitted by members.

(c) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

§7.5. School Land Board.

The Governor shall appoint two members of the School Land Board, subject to confirmation by the senate, from lists of candidates submitted by the State Board of Education. One of the members appointed by the governor must be a resident of a county with a population of less than 200,000.

(a) The School Land Board duties as described in the Texas Natural Resources Code (§§32.061, 51.011, 51.413) are to:

(1) manage and control any land, mineral or royalty interest, real estate investment, or other interest, including revenue received from those sources, that is set apart to the permanent school fund together with the mineral estate in riverbeds, channels, and the tidelands, including islands;

(2) acquire, sell, lease, trade, improve, maintain, protect, or otherwise manage, control, or use land, mineral and royalty interests, real estate investments, or other interests, including revenue received from those sources, that are set apart to the permanent school fund in any manner, at such prices, and under such terms and conditions as the board finds to be in the best interest of the fund;

(3) consult with the president, chairman, or other head of the department, board, or agency, as applicable, or with the representative of the head, on each matter before the board that affects land owned or held in trust for the use and benefit of a department, board, or agency of the state; and,

(4) make determinations as to the release of any funds to the available school fund or to the State Board of Education for investment in the permanent school fund.

(b) Each member shall be entitled to nominate one person who meets the criteria described in this section. Following the adopted deadline for nominations, should the number of qualified candidates be below the statutory requirement, the chair of the committee may, with the consultation of the chair of the State Board of Education, solicit additional nominations from members of the board.

(c) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and may engage an impartial third party to evaluate candidates submitted by members.

(d) The Committee shall recommend to the full board a slate of candidates for adoption. The list of nominees is subject to amendment by the board, but the final list must comply with statutory requirements.

§7.6. Rules and Procedures.

The board may adopt additional rules and procedures related to these selection processes.

2021-2025 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 2021 through August 2025. Texas Government Code (TGC), §2001.039, requires an ongoing four-year rule review of existing state agency rules, including SBOE rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for initially adopting or readopting a rule continues to exist.

BACKGROUND INFORMATION AND JUSTIFICATION: Senate Bill 178, 76th Texas Legislature, 1999, amended the TGC by adding §2001.039, which requires the review of existing state agency rules. The rule review requirement in TGC, §2001.039, is designed to ensure that the reason for adopting or readopting the rule continues to exist.

The 2021-2025 SBOE rule review plan reflected in Attachment I repeats the cycle of review that was conducted during the 2017-2021 SBOE rule review period with the addition of new rules that took effect subsequent to the adoption of that plan and the removal of rules that were repealed. The 2021-2025 plan, approved by the SBOE in June 2021, is the seventh rule review cycle of SBOE rules. In accordance with Texas Education Code, §28.002(m), and as was the case with previous rule review plans, the Texas Essential Knowledge and Skills (TEKS) are exempt from the rule review requirement and are not included in the 2021-2025 rule review plan. Although the TEKS will not be reviewed as part of the rule review process, the SBOE conducts a review of the curriculum content on a schedule determined by the SBOE.

The 2021-2025 rule review plan for SBOE rules will appear on an ongoing basis in the information pages of the SBOE agenda. Any necessary modifications to the plan will also appear in the information pages of the SBOE agenda. The rule review plan will also be posted on the agency's website and updated if necessary.

Rule Review Procedures. Secretary of State rules specify the following two-step review process to implement the rule review requirement in TGC, §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 that 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
Lynette Smith, Program Specialist, Rulemaking

Attachment I:
2021-2025 Rule Review Plan for State Board of Education Rules

Attachment II:
Sample Notices of Proposed Review and Adopted Review

ATTACHMENT I

2021-2025 Rule Review Plan for State Board of Education Rules

(Approved June 25, 2021)

Texas Government Code, §2001.039, requires a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) 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.

Review Period: September 2021–August 2022			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 74. Curriculum Requirements	*Subchapter A. Required Curriculum*	Curriculum	September 2021
	Subchapter B. Graduation Requirements		
	Subchapter C. Other Provisions		
	Subchapter D. Graduation Requirements, Beginning with School Year 2001-2002		
	Subchapter E. Graduation Requirements, Beginning with School Year 2004-2005		
	Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008		
	Subchapter G. Graduation Requirements, Beginning with School Year 2012-2013		
Chapter 89. Adaptations for Special Populations	*Subchapter A. Gifted/Talented Education*	Special Populations	January 2022
	Subchapter C. Texas Certificate of High School Equivalency		
	Subchapter D. Special Education Services and Settings		
Chapter 61. School Districts	*Subchapter A. Board of Trustees Relationship*	Administration	April 2022
	Subchapter B. Special Purpose School Districts		

Review Period: September 2022–August 2023			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 129. Student Attendance	*Subchapter A. Student Attendance Allowed*	Finance	January 2023
	Subchapter B. Student Attendance Accounting		
Chapter 157. Hearings and Appeals	*Subchapter A. General Provisions for Hearings Before the State Board of Education*	Personnel	January 2023
	Subchapter D. Independent Hearing Examiners		

Review Period: September 2023–August 2024			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 33. Statement of Investment Objectives, Policies, and Guidelines of the Texas Permanent School Fund	*Subchapter A. State Board of Education Rules*	Finance	September 2023
Chapter 66. State Adoption and Distribution of Instructional Materials	*Subchapter A. General Provisions*	Instructional Materials	November 2023
	Subchapter B. State Adoption of Instructional Materials		
	Subchapter C. Local Operations		
Chapter 100. Charters	*Subchapter A. Open-Enrollment Charter Schools*	Charter Schools	January 2024
	Subchapter B. Home-Rule School District Charters		

Review Period: September 2024–August 2025			
Chapter Title	**Subchapter Title**	**Topic**	**Begin Review**
Chapter 30. Administration	*Subchapter A. State Board of Education: General Provisions*	Administration	November 2024
	Subchapter B. State Board of Education: Purchasing and Contracts		
Chapter 101. Assessment	*Subchapter A. General Provisions*	Assessment	January 2025
	Subchapter B. Implementation of Assessments		
	Subchapter C. Local Option		
Chapter 109. Budgeting, Accounting, and Auditing	*Subchapter A. Budgeting, Accounting, Financial Reporting, and Auditing for School Districts*	Finance	January 2025
	Subchapter B. Texas Education Agency Audit Functions		
	Subchapter C. Adoptions by Reference		
	Subchapter D. Uniform Bank Bid or Request for Proposal and Depository Contract		

SAMPLES

Attachment II

Notice of Proposed Review
(Intention to review)

The State Board of Education (SBOE) proposes the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules being reviewed by the SBOE in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts.

As required by TGC, §2001.039, the SBOE will accept comments as to whether the reasons for adopting 19 TAC Chapter 30, Subchapters A and B, continue to exist.

The public comment period on the review begins December 18, 2020, and ends at 5:00 p.m. on January 22, 2021. A form for submitting public comments on the proposed rule review is available on the TEA website at https://tea.texas.gov/About_TEA/Laws_and_Rules/SBOE_Rules_(TAC)/State_Board_of_Education_Rule_Review. The SBOE will take registered oral and written comments on the review at the appropriate committee meeting in January 2021 in accordance with the SBOE board operating policies and procedures.

Notice of Adopted Review (with no changes to rule)
(Readoption)

The State Board of Education (SBOE) adopts the review of 19 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code, §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

The SBOE finds that the reasons for adopting 19 TAC Chapter 30, 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 Texas Administrative Code (TAC) Chapter 30, Administration, pursuant to Texas Government Code (TGC), §2001.039. The rules in 19 TAC Chapter 30 are organized under the following subchapters: Subchapter A, State Board of Education: General Provisions, and Subchapter B, State Board of Education: Purchasing and Contracts. The SBOE proposed the review of 19 TAC Chapter 30, Subchapters A and B, in the December 18, 2020 issue of the *Texas Register* (45 TexReg 9253).

Relating to the review of 19 TAC Chapter 30, Subchapter A, the SBOE finds that the reasons for adopting Subchapter A continue to exist and readopts the rule. The SBOE received no comments related to the review of Subchapter A. As a result of the review, the SBOE approved a proposed amendment to 19 TAC §30.1, which can be found in the Proposed Rules section of this issue. The proposed amendment would update the SBOE petition procedures to allow for electronic submission of a petition authorized under TGC, §2001.021.

Relating to the review of 19 TAC Chapter 30, Subchapter B, the SBOE finds that the reasons for adopting Subchapter B continue to exist and readopts the rules. The SBOE received no comments related to the review of Subchapter B. No changes are necessary as a result of the review.

STATUTORY AUTHORITY REFERENCE SECTION:

TEXAS CONSTITUTION ARTICLE VII

TEXAS EDUCATION CODE (TEC)

TEXAS GOVERNMENT CODE (TGC)

TEXAS OCCUPATIONS CODE (TOC)

NATURAL RESOURCES CODE (NRC)

§7926. Prohibition on aiding and abetting sexual abuse

(a) In general

A State, State educational agency, or local educational agency in the case of a local educational agency that receives Federal funds under this chapter shall have laws, regulations, or policies that prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

(b) Exception

The requirements of subsection (a) shall not apply if the information giving rise to probable cause—

(1)(A) has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and

(B) has been properly reported to any other authorities as required by Federal, State, or local law, including title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and

(2)(A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;

(B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

(C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

(c) Prohibition

The Secretary shall not have the authority to mandate, direct, or control the specific measures adopted by a State, State educational agency, or local educational agency under this section.

(d) Construction

Nothing in this section shall be construed to prevent a State from adopting, or to override a State law, regulation, or policy that provides, greater or additional protections to prohibit any individual who is a school employee, contractor, or agent, or any State educational agency or local educational agency, from assisting a school employee who engaged in sexual misconduct regarding a minor or student in violation of the law in obtaining a new job.

(Pub. L. 89–10, title VIII, §8546, as added Pub. L. 114–95, title VIII, §8038, Dec. 10, 2015, 129 Stat. 2120.)

Sec. 2. PERMANENT SCHOOL FUND.

All funds, lands and other property heretofore set apart and appropriated for the support of public schools; all the alternate sections of land reserved by the State out of grants heretofore made or that may hereafter be made to railroads or other corporations of any nature whatsoever; one half of the public domain of the State; and all sums of money that may come to the State from the sale of any portion of the same, shall constitute a permanent school fund.

Sec. 2A. RELEASE OF STATE CLAIM TO CERTAIN LANDS AND MINERALS WITHIN SHELBY, FRAZIER, AND MCCORMICK LEAGUE AND IN BASTROP COUNTY.

(a) The State of Texas hereby relinquishes and releases any claim of sovereign ownership or title to an undivided one-third interest in and to the lands and minerals within the Shelby, Frazier, and McCormick League (now located in Fort Bend and Austin counties) arising out of the interest in that league originally granted under the Mexican Colonization Law of 1823 to John McCormick on or about July 24, 1824, and subsequently voided by the governing body of Austin's Original Colony on or about December 15, 1830.

(b) The State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the lands, excluding the minerals, in Tracts 2-5, 13, 15-17, 19-20, 23-26, 29-32, and 34-37, in the A. P. Nance Survey, Bastrop County, as said tracts are:

(1) shown on Bastrop County Rolled Sketch No. 4, recorded in the General Land Office on December 15, 1999; and

(2) further described by the field notes prepared by a licensed state land surveyor of Travis County in September through November 1999 and May 2000.

(c) Title to such interest in the lands and minerals described by Subsection (a) is confirmed to the owners of the remaining interests in such lands and minerals. Title to the lands, excluding the minerals, described by Subsection (b) is confirmed to the holder of record title to each tract. Any outstanding land award or land payment obligation owed to the state for lands described by Subsection (b) is canceled, and any funds previously paid related to an outstanding land award or land payment obligation may not be refunded.

(d) The General Land Office shall issue a patent to the holder of record title to each tract described by Subsection (b). The patent shall be issued in the same manner as other patents except that no filing fee or patent fee may be required.

(e) A patent issued under Subsection (d) shall include a provision reserving all mineral interest in the land to the state.

(f) This section is self-executing.

Sec. 2B. AUTHORITY TO RELEASE STATE'S INTEREST IN CERTAIN PERMANENT SCHOOL FUND LAND HELD BY PERSON UNDER COLOR OF TITLE.

(a) The legislature by law may provide for the release of all or part of the state's interest in land, excluding mineral rights, if:

(1) the land is surveyed, unsold, permanent school fund land according to the records of the General Land Office;

(2) the land is not patentable under the law in effect before January 1, 2002; and

(3) the person claiming title to the land:

(A) holds the land under color of title;

(B) holds the land under a chain of title that originated on or before January 1, 1952;

(C) acquired the land without actual knowledge that title to the land was vested in the State of Texas;

(D) has a deed to the land recorded in the appropriate county; and

(E) has paid all taxes assessed on the land and any interest and penalties associated with any period of tax delinquency.

(b) This section does not apply to:

(1) beach land, submerged or filled land, or islands; or

(2) land that has been determined to be state-owned by judicial decree.

(c) This section may not be used to:

(1) resolve boundary disputes; or

(2) change the mineral reservation in an existing patent.

Sec. 2C. RELEASE OF STATE CLAIM TO CERTAIN LANDS IN UPSHUR AND SMITH COUNTIES.

(a) Except as provided by Subsection (b) of this section, the State of Texas relinquishes and releases any claim of sovereign ownership or title to an interest in and to the tracts of land, including mineral rights, described as follows:

Tract 1:

The first tract of land is situated in Upshur County, Texas, about 14 miles South 30 degrees east from Gilmer, the county seat, and is bounded as follows: Bound on the North by the J. Manning Survey, A-314 the S.W. Beasley Survey A-66 and the David Meredith Survey A-315 and bound on the East by the M. Mann Survey, A-302 and by the M. Chandler Survey, A-84 and bound on the South by the G. W. Hooper Survey, A-657 and by the D. Ferguson Survey, A-158 and bound on the West by the J. R. Wadkins Survey, A-562 and the H. Alsup Survey, A-20, and by the W. Bratton Survey, A-57 and the G. H. Burroughs Survey, A-30 and the M. Tidwell Survey, A-498 of Upshur County, Texas.

Tract 2:

The second tract of land is situated in Smith County, Texas, north of Tyler and is bounded as follows: on the north and west by the S. Leeper A-559, the Frost Thorn Four League Grant A-3, A-9, A-7, A-19, and the H. Jacobs A-504 and on the south and east by the following surveys: John Carver A-247, A. Loverly A-609, J. Gimble A-408, R. Conner A-239, N.J. Blythe A-88, N.J. Blythe A-89, J. Choate A-195, Daniel Minor A-644, William Keys A-527, James H. Thomas A-971, Seaborn Smith A-899, and Samuel Leeper A-559.

(b) This section does not apply to:

(1) any public right-of-way, including a public road right-of-way, or related interest owned by a governmental entity;

(2) any navigable waterway or related interest owned by a governmental entity; or

(3) any land owned by a governmental entity and reserved for public use, including a park, recreation area, wildlife area, scientific area, or historic site.

(c) This section is self-executing.

Sec. 5. PERMANENT SCHOOL FUND AND AVAILABLE SCHOOL FUND: COMPOSITION, MANAGEMENT, USE, AND DISTRIBUTION.

(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 State Board of Education, the General Land Office, or another entity that has responsibility for the management of revenues derived from permanent school fund land or other properties may, in its sole discretion and in addition to other distributions authorized under this constitution or a statute, distribute to the available school fund each year revenue derived during that year from the land or properties, not to exceed $600 million by each entity each year.

(Amended Aug. 11, 1891, and Nov. 3, 1964; Subsec. (a) amended and (b) and (c) added Nov. 8, 1983; Subsec. (d) added Nov. 8, 1988; Subsec. (b) amended Nov. 7, 1989; Subsec. (a) amended, a new (b) added, a portion of (a) redesignated as (c), former (b) and (c) amended, former (b)-(d) redesignated as (d)-(f), and (g) and (h) added Sept. 13, 2003; former Subsec. (g) and Subsec. (h) expired Dec. 1, 2006; Subsec. (a) amended and current Subsec. (g) added Nov. 8, 2011; Subsec. (g) amended Nov. 5, 2019.)

NRC, §32.012. MEMBERS OF THE BOARD.

(a) The board is composed of:

(1) the commissioner; and

(2) four citizens of the state appointed by the governor with the advice and consent of the senate.

(b) Two citizens appointed by the governor must be selected from lists of nominees submitted by the State Board of Education. The State Board of Education shall submit to the governor a list of six nominees for a vacant position described by this subsection. The governor may request that the State Board of Education submit a second list of six nominees if the governor does not choose to appoint a nominee from the first list.

(c) At least one of the citizens appointed under Subsection (a) must be a resident of a county with a population of less than 200,000. The governor and the State Board of Education shall collaborate to ensure that the membership of the board complies with this subsection.

(d) Each appointment made by the governor shall be made in accordance with and subject to the provisions of the Texas Constitution authorizing the filling of vacancies in state offices by appointment of the governor.

Acts 1977, 65th Leg., p. 2377, ch. 871, art. I, Sec. 1, eff. Sept. 1, 1977.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 524 (S.B. 608), Sec. 2, eff. September 1, 2019.

TEC, §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 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 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 options for local revenue levels in excess of entitlement under Chapter 49.

(35) The commissioner shall perform duties in connection with the Foundation School Program as prescribed by Chapter 48.

(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 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.

(d) Notwithstanding any other law, the commissioner's power to delegate ministerial and executive functions under Subsection (b)(5) is a valid delegation of authority.

TEC, §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) Repealed by Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 4.001(a)(1), eff. September 1, 2019.

(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) Repealed by Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. 1376), Sec. 4.01(a)(1), eff. June 4, 2019.

(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. The program may not include a distinction between standard protocol dyslexia instruction, as defined by the Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as updated in 2021 and adopted by the State Board of Education, and its subsequent amendments, and other types of direct dyslexia instruction, including specially designed instruction.

(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 48.

(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.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 165, Sec. 6.01, eff. Sept. 1, 1997; Acts 1997, 75th Leg., ch. 268, Sec. 2, eff. May 26, 1997; Acts 1999, 76th Leg., ch. 1482, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1420, Sec. 4.001(b), eff. Sept. 1, 2001.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 4, eff. July 19, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 73 (S.B. 307), Sec. 2.06(a)(1), eff. September 1, 2013.

Acts 2017, 85th Leg., R.S., Ch. 324 (S.B. 1488), Sec. 21.003(4), eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. 1376), Sec. 4.01(a)(1), eff. June 4, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 3.003, eff. September 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 943 (H.B. 3), Sec. 4.001(a)(1), eff. September 1, 2019.

Acts 2023, 88th Leg., R.S., Ch. 542 (H.B. 3928), Sec. 2, eff. June 10, 2023.

TEC, §11.159. MEMBER TRAINING AND ORIENTATION.

(a) The State Board of Education shall provide a training course for independent school district trustees to be offered by the regional education service centers. Registration for a course must be open to any interested person, including current and prospective board members, and the state board may prescribe a registration fee designed to offset the costs of providing that course.

(b) A trustee must complete any training required by the State Board of Education. The minutes of the last regular meeting of the board of trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

(b-1) The State Board of Education shall require a trustee to complete training on school safety. The state board, in coordination with the Texas School Safety Center, shall develop the curriculum and materials for the training.

(c) The State Board of Education shall require a trustee to complete every two years at least:

(1) three hours of training on evaluating student academic performance; and

(2) one hour of training on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.

(c-1) The training required by Subsection (c)(1) must be research-based and designed to support the oversight role of the board of trustees under Section 11.1515.

(c-2) A candidate for trustee may complete the training required by Subsection (c) up to one year before the candidate is elected. A new trustee shall complete the training within 120 days after the date of the trustee's election or appointment. A returning trustee shall complete the training by the second anniversary of the completion of the trustee's previous training.

(d) A trustee or candidate for trustee may complete training required under Subsection (c) at a regional education service center or through another authorized provider. A provider must certify the completion of the training by a trustee or candidate.

(e) For purposes of this section, "other maltreatment" has the meaning assigned by Section 42.002, Human Resources Code.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 1244 (H.B. 2563), Sec. 5, eff. September 1, 2007.

Acts 2017, 85th Leg., R.S., Ch. 925 (S.B. 1566), Sec. 5, eff. September 1, 2017.

Acts 2019, 86th Leg., R.S., Ch. 214 (H.B. 403), Sec. 1, eff. September 1, 2019.

Acts 2021, 87th Leg., R.S., Ch. 313 (H.B. 690), Sec. 1, eff. September 1, 2021.

TEC, §12.101. AUTHORIZATION.

(a) In accordance with this subchapter, the commissioner may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:

(1) an institution of higher education as defined under Section 61.003;

(2) a private or independent institution of higher education as defined under Section 61.003;

(3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or

(4) a governmental entity.

(b) After thoroughly investigating and evaluating an applicant, the commissioner, in coordination with a member of the State Board of Education designated for the purpose by the chair of the board, may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, educational, and operational standards adopted by the commissioner under this subchapter, that the commissioner determines is capable of carrying out the responsibilities provided by the charter and likely to operate a school of high quality, and that:

(1) has not within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned; or

(2) is not, under rules adopted by the commissioner, considered to be a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter under this chapter or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.

(b-0) The commissioner shall notify the State Board of Education of each charter the commissioner proposes to grant under this subchapter. Unless, before the 90th day after the date on which the board receives the notice from the commissioner, a majority of the members of the board present and voting vote against the grant of that charter, the commissioner's proposal to grant the charter takes effect. The board may not deliberate or vote on any grant of a charter that is not proposed by the commissioner.

(b-1) In granting charters for open-enrollment charter schools, the commissioner may not grant a total of more than:

(1) 215 charters through the fiscal year ending August 31, 2014;

(2) 225 charters beginning September 1, 2014;

(3) 240 charters beginning September 1, 2015;

(4) 255 charters beginning September 1, 2016;

(5) 270 charters beginning September 1, 2017; and

(6) 285 charters beginning September 1, 2018.

(b-2) Beginning September 1, 2019, the total number of charters for open-enrollment charter schools that may be granted is 305 charters.

(b-3) The commissioner may not grant more than one charter for an open-enrollment charter school to any charter holder. The commissioner may consolidate charters for an open-enrollment charter school held by multiple charter holders into a single charter held by a single charter holder with the written consent to the terms of consolidation by or at the request of each charter holder affected by the consolidation.

(b-4) Notwithstanding Section 12.114, approval of the commissioner under that section is not required for establishment of a new open-enrollment charter school campus if the requirements of this subsection are satisfied. A charter holder having an accreditation status of accredited and at least 50 percent of its student population in grades assessed under Subchapter B, Chapter 39, or at least 50 percent of the students in the grades assessed having been enrolled in the school for at least three school years may establish one or more new campuses under an existing charter held by the charter holder if:

(1) the charter holder is currently evaluated under the standard accountability procedures for evaluation under Chapter 39 and received a district rating in the highest or second highest performance rating category under Subchapter C, Chapter 39, for three of the last five years with at least 75 percent of the campuses rated under the charter also receiving a rating in the highest or second highest performance rating category and with no campus with a rating in the lowest performance rating category in the most recent ratings;

(2) the charter holder provides written notice to the commissioner of the establishment of any campus under this subsection in the time, manner, and form provided by rule of the commissioner; and

(3) not later than the 60th day after the date the charter holder provides written notice under Subdivision (2), the commissioner does not provide written notice to the charter holder that the commissioner has determined that the charter holder does not satisfy the requirements of this section.

(b-5) The initial term of a charter granted under this section is five years.

(b-6) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories or in the financial accountability system under Chapter 39.

(b-7) A charter granted under this section for a dropout recovery school is not considered for purposes of the limit on the number of charters for open-enrollment charter schools imposed by this section. For purposes of this subsection, an open-enrollment charter school is considered to be a dropout recovery school if the school meets the criteria for designation as a dropout recovery school under Section 12.1141(c).

(b-8) In adopting any financial standards under this subchapter that an applicant for a charter for an open-enrollment charter school must meet, the commissioner shall not:

(1) exclude any loan or line of credit in determining an applicant's available funding; or

(2) exclude an applicant from the grant of a charter solely because the applicant fails to demonstrate having a certain amount of current assets in cash.

(b-10) The commissioner by rule shall allow a charter holder to provide written notice of the establishment of a new open-enrollment charter school campus under Subsection (b-4)(2) up to 36 months before the date on which the campus is anticipated to open. Notice provided to the commissioner under this section does not obligate the charter holder to open a new campus.

(c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.

(d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 193, Sec. 1, eff. June 2, 2003.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 1140 (S.B. 2), Sec. 9, eff. September 1, 2013.

Acts 2015, 84th Leg., R.S., Ch. 1046 (H.B. 1842), Sec. 3(a), eff. June 19, 2015.

Acts 2019, 86th Leg., R.S., Ch. 597 (S.B. 668), Sec. 2.01, eff. June 10, 2019.

Acts 2023, 88th Leg., R.S., Ch. 706 (H.B. 2102), Sec. 1, eff. September 1, 2023.

TEC, §12.1011. CHARTER AUTHORIZATION FOR HIGH-PERFORMING ENTITIES.

(a) Notwithstanding Section 12.101(b), the commissioner may grant a charter for an open-enrollment charter school to an applicant that is:

(1) an eligible entity under Section 12.101(a)(3) that proposes to operate the charter school program of a charter operator that operates one or more charter schools in another state and with which the eligible entity is affiliated and, as determined by the commissioner in accordance with commissioner rule, has performed at a level of performance comparable to performance under the highest or second highest performance rating category under Subchapter C, Chapter 39; or

(2) an entity that has operated one or more charter schools established under this subchapter or Subchapter C or E and, as determined by the commissioner in accordance with commissioner rule, has performed in the highest or second highest performance rating category under Subchapter C, Chapter 39.

(b) A charter holder granted a charter for an open-enrollment charter school under Subsection (a) may vest management of corporate affairs in a member entity provided that the member entity may change the members of the governing body of the charter holder before the expiration of a member's term only with the express written approval of the commissioner.

(c) The initial term of a charter granted under this section is five years.

(d) The commissioner shall adopt rules to modify criteria for granting a charter for an open-enrollment charter school under this section to the extent necessary to address changes in performance rating categories under Subchapter C, Chapter 39.

Added by Acts 2013, 83rd Leg., R.S., Ch. 1140 (S.B. 2), Sec. 10, eff. September 1, 2013.

TEC, §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.

TEC, §21.006. REQUIREMENT TO REPORT MISCONDUCT.

(a) In this section:

(1) "Abuse" has the meaning assigned by Section 261.001, Family Code, and includes any sexual conduct involving an educator and a student or minor.

(2) "Other charter entity" means:

(A) a school district operating under a home-rule school district charter adopted under Subchapter B, Chapter 12;

(B) a campus or campus program operating under a charter granted under Subchapter C, Chapter 12; and

(C) an entity that contracts to partner with a school district under Section 11.174(a)(2) to operate a district campus under a charter granted to the entity by the district under Subchapter C, Chapter 12.

(b) In addition to the reporting requirement under Section 261.101, Family Code, and except as provided by Subsection (c-2), the superintendent or director of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall notify the State Board for Educator Certification if:

(1) an educator employed by or seeking employment by the school district, district of innovation, charter school, other charter entity, service center, or shared services arrangement has a criminal record and the school district, district of innovation, charter school, other charter entity, service center, or shared services arrangement obtained information about the educator's criminal record by a means other than the criminal history clearinghouse established under Section 411.0845, Government Code;

(2) an educator's employment at the school district, district of innovation, charter school, other charter entity, service center, or shared services arrangement was terminated and there is evidence that the educator:

(A) abused or otherwise committed an unlawful act with a student or minor;

(A-1) was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor;

(B) possessed, transferred, sold, or distributed a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;

(C) illegally transferred, appropriated, or expended funds or other property of the school district, district of innovation, charter school, other charter entity, service center, or shared services arrangement;

(D) attempted by fraudulent or unauthorized means to obtain or alter a professional certificate or license for the purpose of promotion or additional compensation; or

(E) committed a criminal offense or any part of a criminal offense on school property or at a school-sponsored event;

(3) the educator resigned and there is evidence that the educator engaged in misconduct described by Subdivision (2); or

(4) the educator engaged in conduct that violated the assessment instrument security procedures established under Section 39.0301.

(b-1) A superintendent or director of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall complete an investigation of an educator that involves evidence that the educator may have engaged in misconduct described by Subsection (b)(2)(A) or (A-1), despite the educator's resignation from employment before completion of the investigation.

(b-2) The principal of a school district, district of innovation, open-enrollment charter school, or other charter entity campus must notify the superintendent or director of the school district, district of innovation, charter school, or other charter entity not later than the seventh business day after the date:

(1) of an educator's termination of employment or resignation following an alleged incident of misconduct described by Subsection (b); or

(2) the principal knew about an educator's criminal record under Subsection (b)(1).

(c) Except as provided by Subsection (c-2), the superintendent or director must notify the State Board for Educator Certification by filing a report with the board not later than the seventh business day after the date the superintendent or director receives a report from a principal under Subsection (b-2) or knew about an educator's termination of employment or resignation following an alleged incident of misconduct described by Subsection (b) or an employee's criminal record under Subsection (b)(1).

(c-1) The report under Subsection (c):

(1) must be:

(A) in writing; and

(B) in a form prescribed by the board; and

(2) may be filed through the Internet portal developed and maintained by the State Board for Educator Certification under Subsection (g-1).

(c-2) A superintendent or director of a school district, district of innovation, open-enrollment charter school, regional education service center, or shared services arrangement is not required to notify the State Board for Educator Certification or file a report with the board under Subsection (b) or (c) if the superintendent or director:

(1) completes an investigation into an educator's alleged incident of misconduct described by Subsection (b)(2)(A) or (A-1) before the educator's termination of employment or resignation; and

(2) determines the educator did not engage in the alleged incident of misconduct described by Subsection (b)(2)(A) or (A-1).

(d) The superintendent or director shall notify the board of trustees or governing body of the school district, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement and the educator of the filing of the report required by Subsection (c).

(e) A superintendent, director, or principal of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement who in good faith and while acting in an official capacity files a report with the State Board for Educator Certification under this section or communicates with another superintendent, director, or principal concerning an educator's criminal record or alleged incident of misconduct is immune from civil or criminal liability that might otherwise be incurred or imposed.

(f) The State Board for Educator Certification shall determine whether to impose sanctions, including an administrative penalty under Subsection (i), against a principal who fails to provide notification to a superintendent or director in violation of Subsection (b-2) or against a superintendent or director who fails to file a report in violation of Subsection (c).

(g) The State Board for Educator Certification shall propose rules as necessary to implement this section.

(g-1) The State Board for Educator Certification shall develop and maintain an Internet portal through which a report required under Subsection (c) may be confidentially and securely filed.

(h) The name of a student or minor who is the victim of abuse or unlawful conduct by an educator must be included in a report filed under this section, but the name of the student or minor is not public information under Chapter 552, Government Code.

(i) If an educator serving as a superintendent or director is required to file a report under Subsection (c) and fails to file the report by the date required by that subsection, or if an educator serving as a principal is required to notify a superintendent or director about an educator's criminal record or alleged incident of misconduct under Subsection (b-2) and fails to provide the notice by the date required by that subsection, the State Board for Educator Certification may impose on the educator an administrative penalty of not less than $500 and not more than $10,000. The State Board for Educator Certification may not renew the certification of an educator against whom an administrative penalty is imposed under this subsection until the penalty is paid.

(j) A superintendent or director required to file a report under Subsection (c) commits an offense if the superintendent or director fails to file the report by the date required by that subsection with intent to conceal an educator's criminal record or alleged incident of misconduct. A principal required to notify a superintendent or director about an educator's criminal record or alleged incident of misconduct under Subsection (b-2) commits an offense if the principal fails to provide the notice by the date required by that subsection with intent to conceal an educator's criminal record or alleged incident of misconduct. An offense under this subsection is a state jail felony.

(k) The commissioner may review the records of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement to ensure compliance with the requirement to report misconduct under this section.

TEC, §21.007. NOTICE ON CERTIFICATION RECORD OF ALLEGED MISCONDUCT.

(a) In this section, "board" means the State Board for Educator Certification.

(b) The board shall adopt a procedure for placing a notice of alleged misconduct on an educator's public certification records. The procedure adopted by the board must provide for immediate placement of a notice of alleged misconduct on an educator's public certification records if the alleged misconduct presents a risk to the health, safety, or welfare of a student or minor as determined by the board.

(c) The board must notify an educator in writing when placing a notice of an alleged incident of misconduct on the public certification records of the educator.

(d) The board must provide an opportunity for an educator to show cause why the notice should not be placed on the educator's public certification records. The board shall propose rules establishing the length of time that a notice may remain on the educator's public certification records before the board must:

(1) initiate a proceeding to impose a sanction on the educator on the basis of the alleged misconduct; or

(2) remove the notice from the educator's public certification records.

(e) If it is determined that the educator has not engaged in the alleged incident of misconduct, the board shall immediately remove the notice from the educator's public certification records.

(f) The board shall propose rules necessary to administer this section.

TEC, §21.009. PRE-EMPLOYMENT AFFIDAVIT.

a) An applicant for a position described by Section 21.003(a) or (b) with a school district, district of innovation, open-enrollment charter school, private school, regional education service center, or shared services arrangement must submit, using a form adopted by the agency, a pre-employment affidavit disclosing whether the applicant has ever been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor.

(b) An applicant who answers affirmatively concerning an inappropriate relationship with a minor must disclose in the affidavit all relevant facts pertaining to the charge, adjudication, or conviction, including, for a charge, whether the charge was determined to be true or false.

(c) An applicant is not precluded from being employed based on a disclosed charge if the employing entity determines based on the information disclosed in the affidavit that the charge was false.

(d) A determination that an employee failed to disclose information required to be disclosed by an applicant under this section is grounds for termination of employment.

(e) The State Board for Educator Certification may revoke the certificate of an administrator if the board determines it is reasonable to believe that the administrator employed an applicant for a position described by Section 21.003(a) or (b) despite being aware that the applicant had been adjudicated for or convicted of having an inappropriate relationship with a minor.

TEC, §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.

TEC, §21.035. DELEGATION AUTHORITY; ADMINISTRATION BY AGENCY.

(a) The board is permitted to make a written delegation of authority to the commissioner or the agency to informally dispose of a contested case involving educator certification.

(b) The agency shall provide the board's administrative functions and services.

TEC, §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.

TEC, §21.042. APPROVAL OF RULES.

The State Board for Educator Certification must submit a written copy of each rule it proposes to adopt to the State Board of Education for review. The State Board of Education may reject a proposed rule by a vote of at least two-thirds of the members of the board present and voting. If the State Board of Education fails to reject a proposal before the 90th day after the date on which it receives the proposal, the proposal takes effect as a rule of the State Board for Educator Certification as provided by Chapter 2001, Government Code. The State Board of Education may not modify a rule proposed by the State Board for Educator Certification.

TEC, §21.044. EDUCATOR PREPARATION.

(a) The board shall propose rules:

(1) specifying what each educator is expected to know and be able to do, particularly with regard to students with disabilities;

(2) establishing the training requirements a person must accomplish to obtain a certificate, enter an internship, or enter an induction-year program; and

(3) specifying the minimum academic qualifications required for a certificate.

(a-1) Any training requirements for a certificate specified under Subsection (a) must require that the person demonstrate:

(1) basic knowledge of:

(A) each disability category under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) and how each category can affect student learning and development; and

(B) conditions that may be considered a disability under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), and how a condition covered by that section can affect student learning and development;

(2) competence in the use of proactive instructional planning techniques that:

(A) provide flexibility in the ways:

(i) information is presented;

(ii) students respond or demonstrate knowledge and skills; and

(iii) students are engaged;

(B) reduce barriers in instruction;

(C) provide appropriate accommodations, supports, and challenges; and

(D) maintain high achievement expectations for all students, including students with disabilities and students of limited English proficiency;

(3) competence in the use of evidence-based inclusive instructional practices, including:

(A) general and special education collaborative and co-teaching models and approaches;

(B) multitiered systems of support, including response to intervention strategies, classroom and school level data-based collaborative structures, and evidence-based strategies for intervention and progress monitoring systems in academic areas;

(C) classroom management techniques using evidence-based behavioral intervention strategies and supports; and

(D) appropriate adaptation strategies, including accommodations, modifications, and instruction in the use of assistive technology for instruction; and

(4) thorough understanding of and competence in the use of open education resource instructional materials included on the list of approved instructional materials maintained by the State Board of Education under Section 31.022 in each subject area and grade level covered by the person's certificate.

(b) The minimum academic qualifications for a certificate specified under Subsection (a) must require that the person receive, as part of the training required to obtain that certificate, instruction in detection and education of students with dyslexia.

(c) The instruction under Subsection (b) must:

(1) be developed by a panel of experts in the diagnosis and treatment of dyslexia who are:

(A) employed by institutions of higher education; and

(B) approved by the board; and

(2) include information on:

(A) characteristics of dyslexia;

(B) identification of dyslexia; and

(C) effective, multisensory strategies for teaching students with dyslexia.

(c-1) The minimum academic qualifications for a certificate specified under Subsection (a) must require that the person receive, as part of the training required to obtain that certificate, instruction regarding mental health, substance abuse, and youth suicide. The instruction required must:

(1) be provided through:

(A) a program selected from the list of recommended best practice-based programs and research-based practices established under Section 38.351; or

(B) a course offered by any accredited public or private postsecondary educational institution as part of a degree program; and

(2) include effective strategies, including de-escalation techniques and positive behavioral interventions and supports, for teaching and intervening with students with mental health conditions or who engage in substance abuse.

(c-2) Any minimum academic qualifications for a certificate specified under Subsection (a) that require a person to possess a bachelor's degree must also require that the person receive, as part of the training required to obtain that certificate, instruction in digital learning, virtual learning, and virtual instruction, including a digital literacy evaluation followed by a prescribed digital learning

curriculum. The instruction required must:

(1) be aligned with the International Society for Technology in Education's standards for teachers;

(2) provide effective, evidence-based strategies to determine a person's degree of digital literacy;

(3) cover best practices in:

(A) assessing students receiving virtual instruction, based on academic progress; and

(B) developing a virtual learning curriculum; and

(4) include resources to address any deficiencies identified by the digital literacy evaluation.

(d) In proposing rules under this section, the board shall specify that to obtain a certificate to teach an "applied STEM course," as that term is defined by Section 28.027, at a secondary school, a person must:

(1) pass the certification test administered by the recognized national or international business and industry group that created the curriculum the applied STEM course is based on; and

(2) have at a minimum:

(A) an associate degree from an accredited institution of higher education; and

(B) three years of work experience in an occupation for which the applied STEM course is intended to prepare the student.

(e) In proposing rules under this section for a person to obtain a certificate to teach a health science technology education course, the board shall specify that a person must have:

(1) an associate degree or more advanced degree from an accredited institution of higher education;

(2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and

(3) at least two years of wage earning experience utilizing the licensure requirement.

(f) The board may not propose rules for a certificate to teach a health science technology education course that specify that a person must have a bachelor's degree or that establish any other credential or teaching experience requirements that exceed the requirements under Subsection (e).

(f-1) Board rules addressing ongoing educator preparation program support for a candidate seeking certification in a certification class other than classroom teacher may not require that an educator preparation program conduct one or more formal observations of the candidate on the candidate's site in a face-to-face setting. The rules must permit each required formal observation to occur on the candidate's site or through use of electronic transmission or other video-based or technology-based method.

(g) Each educator preparation program must provide information regarding:

(1) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students, including students with disabilities, in this state;

(2) the effect of supply and demand forces on the educator workforce in this state;

(3) the performance over time of the educator preparation program;

(4) the importance of building strong classroom management skills;

(5) the framework in this state for teacher and principal evaluation, including the procedures followed in accordance with Subchapter H; and

(6) appropriate relationships, boundaries, and communications between educators and students.

(h) An educator preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by Section 28.0062(a-1), into foundational skills reading instruction.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., R.S., Ch. 635 (S.B. 866), Sec. 1, eff. June 17, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 926 (S.B. 1620), Sec. 1, eff. June 17, 2011.

Reenacted and amended by Acts 2013, 83rd Leg., R.S., Ch. 161 (S.B. 1093), Sec. 4.001, eff. September 1, 2013.

Reenacted and amended by Acts 2013, 83rd Leg., R.S., Ch. 1091 (H.B. 3573), Sec. 1, eff. June 14, 2013.

Reenacted and amended by Acts 2013, 83rd Leg., R.S., Ch. 1282 (H.B. 2012), Sec. 3, eff. September 1, 2013.

Amended by:

Acts 2013, 83rd Leg., R.S., Ch. 1321 (S.B. 460), Sec. 2, eff. September 1, 2013.

Acts 2015, 84th Leg., R.S., Ch. 931 (H.B. 2205), Sec. 3, eff. September 1, 2015.

Acts 2015, 84th Leg., R.S., Ch. 1157 (S.B. 674), Sec. 1, eff. September 1, 2015.

Acts 2015, 84th Leg., R.S., Ch. 1157 (S.B. 674), Sec. 2, eff. September 1, 2015.

Acts 2015, 84th Leg., R.S., Ch. 1236 (S.B. 1296), Sec. 21.001(8), eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 178 (S.B. 7), Sec. 8, eff. September 1, 2017.

Acts 2017, 85th Leg., R.S., Ch. 714 (H.B. 4056), Sec. 2, eff. June 12, 2017.

Acts 2017, 85th Leg., R.S., Ch. 757 (S.B. 1839), Sec. 3, eff. June 12, 2017.

Acts 2017, 85th Leg., R.S., Ch. 960 (S.B. 1963), Sec. 1, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 1.03, eff. December 1, 2019.

Acts 2021, 87th Leg., R.S., Ch. 215 (H.B. 159), Sec. 2, eff. September 1, 2021.

Acts 2021, 87th Leg., R.S., Ch. 548 (S.B. 226), Sec. 2, eff. September 1, 2021.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 2, eff. June 13, 2023.

TEC, §21.058. REVOCATION OF CERTIFICATE AND TERMINATION OF EMPLOYMENT BASED ON CONVICTION OF OR PLACEMENT ON DEFERRED ADJUDICATION COMMUNITY SUPERVISION FOR CERTAIN OFFENSES.

(a) The procedures described by Subsections (b) and (c) apply only:

(1) to conviction of or placement on deferred adjudication community supervision for an offense for which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or

(2) to conviction of a felony offense under Title 5, Penal Code, if the victim of the offense was under 18 years of age at the time the offense was committed.

(b) Notwithstanding Section 21.041(b)(7), not later than the fifth day after the date the board receives notice under Article 42.018, Code of Criminal Procedure, of the conviction or placement on deferred adjudication community supervision of a person who holds a certificate under this subchapter, the board shall:

(1) revoke the certificate held by the person; and

(2) provide to the person, to the agency, and to any school district or open-enrollment charter school employing the person at the time of revocation written notice of:

(A) the revocation; and

(B) the basis for the revocation.

(c) A school district or open-enrollment charter school that receives notice under Subsection (b) of the revocation of a certificate issued under this subchapter shall:

(1) immediately remove the person whose certificate has been revoked from campus or from an administrative office, as applicable, to prevent the person from having any contact with a student; and

(2) if the person is employed under a probationary, continuing, or term contract under this chapter, with the approval of the board of trustees or governing body or a designee of the board or governing body:

(A) suspend the person without pay;

(B) provide the person with written notice that the person's contract is void as provided by Subsection (c-2); and

(C) terminate the employment of the person as soon as practicable.

(c-1) If a school district or open-enrollment charter school becomes aware that a person employed by the district or school under a probationary, continuing, or term contract under this chapter has

been convicted of or received deferred adjudication for a felony offense, and the person is not subject to Subsection (c), the district or school may, with the approval of the board of trustees or governing body or a designee of the board of trustees or governing body:

(1) suspend the person without pay;

(2) provide the person with written notice that the person's contract is void as provided by Subsection (c-2); and

(3) terminate the employment of the person as soon as practicable.

(c-2) A person's probationary, continuing, or term contract is void if, with the approval of the board of trustees or governing body or a designee of the board or governing body, the school district or open-enrollment charter school takes action under Subsection (c)(2)(B) or (c-1)(2).

(d) A person whose certificate is revoked under Subsection (b) may reapply for a certificate in accordance with board rules.

(e) Action taken by a school district or open-enrollment charter school under Subsection (c) or (c-1) is not subject to appeal under this chapter, and the notice and hearing requirements of this chapter do not apply to the action.

TEC, §21.060. ELIGIBILITY OF PERSONS CONVICTED OF CERTAIN OFFENSES.

The board may suspend or revoke the certificate or permit held by a person under this subchapter, impose other sanctions against the person, or refuse to issue a certificate or permit to a person under this subchapter if the person has been convicted of a felony or misdemeanor offense relating to the duties and responsibilities of the education profession, including:

(1) an offense involving moral turpitude;

(2) an offense involving a form of sexual or physical abuse of a minor or student or other illegal conduct in which the victim is a minor or student;

(3) a felony offense involving the possession, transfer, sale, or distribution of or conspiracy to possess, transfer, sell, or distribute a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;

(4) an offense involving the illegal transfer, appropriation, or use of school district funds or other district property; or

(5) an offense involving an attempt by fraudulent or unauthorized means to obtain or alter a professional certificate or license issued under this subchapter.

TEC, §21.0062. REQUIREMENT TO REPORT MISCONDUCT: PRIVATE SCHOOLS.

(a) In this section:

(1) "Abuse" has the meaning assigned by Section 261.001, Family Code, and includes any sexual conduct involving a student or minor and private school educator.

(2) "Private school educator" means a person employed by or seeking employment in a private school for a position in which the person would be required to hold a certificate issued under Subchapter B if the person were employed by a school district.

(b) In addition to the reporting requirement under Section 261.101, Family Code, the chief administrative officer of a private school shall notify the State Board for Educator Certification if a private school educator:

(1) has a criminal record and the private school obtained information about the educator's criminal record; or

(2) was terminated and there is evidence that the educator:

(A) abused or otherwise committed an unlawful act with a student or minor; or

(B) was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor.

(c) If there is evidence that a private school educator may have engaged in misconduct described by Subsection (b) and the educator resigns from employment before completion of the investigation, the chief administrative officer of the private school shall submit the evidence of misconduct collected to the State Board for Educator Certification.

(d) The chief administrative officer of the private school must notify the State Board for Educator Certification by filing a report with the board not later than the seventh business day after the date the chief administrative officer knew that a private school educator:

(1) has a criminal record under Subsection (b)(1); or

(2) was terminated following an alleged incident of misconduct described by Subsection (b)(2).

(e) The report filed under Subsection (d) must be:

(1) in writing; and

(2) in a form prescribed by the board.

(f) Any person who knows or has reason to believe that a private school educator engaged in the misconduct described by Subsection (b)(2) may file a report with the State Board for Educator Certification under this section.

(g) A chief administrative officer of a private school or any other person who in good faith files a report with the State Board for Educator Certification under this section or communicates with a chief administrative officer or other administrator of a private school concerning the criminal record of or an alleged incident of misconduct by a private school educator is immune from civil or criminal liability that might otherwise be incurred or imposed.

(h) The name of a student or minor who is the victim of abuse or unlawful conduct by a private school educator must be included in a report filed under this section, but the name of the student or minor is not public information under Chapter 552, Government Code.

(i) The State Board for Educator Certification shall propose rules as necessary to implement this section.

TEC, §21.064. LEGACY MASTER TEACHER CERTIFICATIONS.

(a) The board shall recognize a master teacher certificate issued under former Section 21.0481, 21.0482, 21.0483, or 21.0484 until the certificate expires. The board shall note a designation of "legacy" on the certificate.

(b) A master teacher certificate described by Subsection (a) is not eligible for funding under the teacher incentive allotment under Section 48.112.

TEC, §21.065. NOTICE TO TEACHER REGARDING SUSPENSION OF CERTIFICATE OR PERMIT.

(a) In this section, "teacher" means a superintendent, principal, supervisor, classroom teacher, school counselor, paraprofessional, or other full-time professional employee who is required to hold a certificate issued under this subchapter.

(b) Except as provided by Subsection (c), on the suspension of a teacher's certificate or permit issued under this subchapter, the board shall promptly notify the teacher of the suspension. The notice must include:

(1) the basis for the suspension; and

(2) information regarding the method in which the teacher may respond to the suspension.

(c) Subsection (b) does not apply to the suspension of a teacher's certificate or permit by an agreed order.

TEC, §21.105. RESIGNATIONS UNDER PROBATIONARY CONTRACT.

(a) A teacher employed under a probationary contract for the following school year may relinquish the position and leave the employment of the district at the end of a school year without penalty by filing with the board of trustees or its designee a written resignation not later than the 45th day before the first day of instruction of the following school year. A written resignation mailed by prepaid certified or registered mail to the president of the board of trustees or the board's designee at the post office address of the district is considered filed at the time of mailing.

(b) A teacher employed under a probationary contract may resign, with the consent of the board of trustees or the board's designee, at any other time.

(c) Subject to Subsections (e) and (f), on written complaint by the employing district, the State Board for Educator Certification may impose sanctions against a teacher employed under a probationary contract who:

(1) resigns;

(2) fails without good cause to comply with Subsection (a) or (b); and

(3) fails to perform the contract.

(d) If a school district submits a complaint regarding a teacher to the State Board for Educator Certification under Subsection (c), the district shall promptly notify the teacher of the complaint. The notice must include:

(1) the basis of the complaint;

(2) information regarding how the teacher may contact the State Board for Educator Certification; and

(3) a reminder that the teacher should verify that the teacher's mailing address on file with the State Board for Educator Certification is current.

(e) Before imposing sanctions against a teacher under Subsection (c), the State Board for Educator Certification:

(1) must consider any mitigating factors relevant to the teacher's conduct; and

(2) may consider alternatives to sanctions, including additional continuing education or training.

(f) If a teacher fails to timely file a written resignation as required by Subsection (a) but files a written resignation in the manner provided by that subsection not later than the 30th day before the first day of instruction of the following school year, the State Board for Educator Certification may not suspend or revoke the teacher's certificate under Subsection (c).

TEC, §21.160. RESIGNATION UNDER CONTINUING CONTRACT.

(a) A teacher employed under a continuing contract may relinquish the position and leave the employment of the district at the end of a school year without penalty by filing with the board of trustees or its designee a written resignation not later than the 45th day before the first day of instruction of the following school year. A written resignation mailed by prepaid certified or registered mail to the president of the board of trustees or the board's designee at the post office address of the district is considered filed at time of mailing.

(b) A teacher employed under a continuing contract may resign, with the consent of the board of trustees or the board's designee, at any other time.

(c) Subject to Subsections (e) and (f), on written complaint by the employing district, the State Board for Educator Certification may impose sanctions against a teacher who is employed under a continuing contract that obligates the district to employ the person for the following school year and who:

(1) resigns;

(2) fails without good cause to comply with Subsection (a) or (b); and

(3) fails to perform the contract.

(d) If a school district submits a complaint regarding a teacher to the State Board for Educator Certification under Subsection (c), the district shall promptly notify the teacher of the complaint. The notice must include:

(1) the basis of the complaint;

(2) information regarding how the teacher may contact the State Board for Educator Certification; and

(3) a reminder that the teacher should verify that the teacher's mailing address on file with the State Board for Educator Certification is current.

(e) Before imposing sanctions against a teacher under Subsection (c), the State Board for Educator Certification:

(1) must consider any mitigating factors relevant to the teacher's conduct; and

(2) may consider alternatives to sanctions, including additional continuing education or training.

(f) If a teacher fails to timely file a written resignation as required by Subsection (a) but files a written resignation in the manner provided by that subsection not later than the 30th day before the first day of instruction of the following school year, the State Board for Educator Certification may not suspend or revoke the teacher's certificate under Subsection (c).

TEC, §21.210. RESIGNATION UNDER TERM CONTRACT.

(a) A teacher employed under a term contract with a school district may relinquish the teaching position and leave the employment of the district at the end of a school year without penalty by filing a written resignation with the board of trustees or the board's designee not later than the 45th day before the first day of instruction of the following school year. A written resignation mailed by prepaid certified or registered mail to the president of the board of trustees or the board's designee at the post office address of the district is considered filed at the time of mailing.

(b) A teacher employed under a term contract may resign, with the consent of the board of trustees or the board's designee, at any other time.

(c) Subject to Subsections (e) and (f), on written complaint by the employing district, the State Board for Educator Certification may impose sanctions against a teacher who is employed under a term contract that obligates the district to employ the person for the following school year and who:

(1) resigns;

(2) fails without good cause to comply with Subsection (a) or (b); and

(3) fails to perform the contract.

(d) If a school district submits a complaint regarding a teacher to the State Board for Educator Certification under Subsection (c), the district shall promptly notify the teacher of the complaint. The notice must include:

(1) the basis of the complaint;

(2) information regarding how the teacher may contact the State Board for Educator Certification; and

(3) a reminder that the teacher should verify that the teacher's mailing address on file with the State Board for Educator Certification is current.

(e) Before imposing sanctions against a teacher under Subsection (c), the State Board for Educator Certification:

(1) must consider any mitigating factors relevant to the teacher's conduct; and

(2) may consider alternatives to sanctions, including additional continuing education or training.

(f) If a teacher fails to timely file a written resignation as required by Subsection (a) but files a written resignation in the manner provided by that subsection not later than the 30th day before the first day of instruction of the following school year, the State Board for Educator Certification may not suspend or revoke the teacher's certificate under Subsection (c).

TEC, §21.0581. REVOCATION FOR ASSISTING PERSON WHO ENGAGED IN SEXUAL MISCONDUCT OBTAIN EMPLOYMENT.

(a) The board may suspend or revoke a certificate held by a person under this subchapter, impose other sanctions against the person, or refuse to issue a certificate to the person under this subchapter if:

(1) the person assists another person in obtaining employment at a school district, private school, or open-enrollment charter school, other than by the routine transmission of administrative and personnel files; and

(2) the person knew that the other person has previously engaged in sexual misconduct with a minor or student in violation of the law.

(b) The commissioner may require a school district to revoke or decline to issue a school district teaching permit under Section 21.055 issued to or requested by a person subject to board action under Subsection (a).

TEC, §22.082. ACCESS TO CRIMINAL HISTORY RECORDS BY STATE BOARD FOR EDUCATOR CERTIFICATION.

The State Board for Educator Certification shall subscribe to the criminal history clearinghouse as provided by Section 411.0845, Government Code, and may obtain from any law enforcement or criminal justice agency all criminal history record information and all records contained in any closed criminal investigation file that relate to a specific applicant for or holder of a certificate issued under Subchapter B, Chapter 21.

TEC, §22.085. EMPLOYEES AND APPLICANTS CONVICTED OF OR PLACED ON DEFERRED ADJUDICATION COMMUNITY SUPERVISION FOR CERTAIN OFFENSES.

(a) A school district, open-enrollment charter school, or shared services arrangement shall discharge or refuse to hire an employee or applicant for employment if the district, school, or shared services arrangement obtains information through a criminal history record information review that the employee or applicant has been:

(1) convicted of or placed on deferred adjudication community supervision for an offense for which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or

(2) convicted of:

(A) a felony offense under Title 5, Penal Code, if the victim of the offense was under 18 years of age at the time the offense was committed; or

(B) an offense under the laws of another state or federal law that is equivalent to an offense under Subdivision (1) or Paragraph (A).

(b) Subsection (a) does not apply if the employee or applicant for employment committed an offense under Title 5, Penal Code and:

(1) the date of the offense is more than 30 years before:

(A) the effective date of S.B. No. 9, Acts of the 80th Legislature, Regular Session, 2007, in the case of a person employed by a school district, open-enrollment charter school, or shared services arrangement as of that date; or

(B) the date the person's employment will begin, in the case of a person applying for employment with a school district, open-enrollment charter school, or shared services arrangement after the effective date of S.B. No. 9, Acts of the 80th Legislature, Regular Session, 2007; and

(2) the employee or applicant for employment satisfied all terms of the court order entered on conviction.

(c) A school district, open-enrollment charter school, or shared services arrangement may not allow a person who is an employee of or applicant for employment by an entity that contracts with the district, school, or shared services arrangement to serve at the district or school or for the shared services arrangement if the district, school, or shared services arrangement obtains information described by Subsection (a) through a criminal history record information review concerning the employee or applicant. A school district, open-enrollment charter school, or shared services arrangement must ensure that an entity that the district, school, or shared services arrangement contracts with for services has obtained all criminal history record information as required by Section 22.0834 or 22.08341.

(d) A school district, open-enrollment charter school, private school, regional education service center, or shared services arrangement may discharge an employee if the district or school obtains information of the employee's conviction of a felony or of a misdemeanor involving moral turpitude that the employee did not disclose to the State Board for Educator Certification or the district, school, service center, or shared services arrangement. An employee discharged under this section is considered to have been discharged for misconduct for purposes of Section 207.044, Labor Code.

(e) The State Board for Educator Certification may impose a sanction on an educator who does not discharge an employee or refuse to hire an applicant for employment if the educator knows or should have known, through a criminal history record information review, that the employee or applicant has been:

(1) convicted of or placed on deferred adjudication community supervision for an offense described by Subsection (a)(1); or

(2) convicted of an offense described by Subsection (a)(2).

(f) Each school year, the superintendent of a school district or chief operating officer of an open-enrollment charter school shall certify to the commissioner that the district or school has complied with this section.

TEC, §22.087. NOTIFICATION TO STATE BOARD FOR EDUCATOR CERTIFICATION.

The superintendent of a school district or the director of an open-enrollment charter school, private school, regional education service center, or shared services arrangement shall promptly notify the State Board for Educator Certification in writing if:

(1) the person obtains or has knowledge of information showing that an applicant for or holder of a certificate issued under Subchapter B, Chapter 21, has a reported criminal history; and

(2) the person obtained the information by a means other than the criminal history clearinghouse established under Section 411.0845, Government Code.

TEC, §22.092. REGISTRY OF PERSONS NOT ELIGIBLE FOR EMPLOYMENT IN PUBLIC SCHOOLS.

(a) The agency shall maintain and make available through the Internet portal developed and maintained by the agency under Section 22.095 a registry of persons who are not eligible to be employed by a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement.

(b) A school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall discharge or refuse to hire a person listed on the registry maintained under this section.

(c) The registry maintained under this section must list the following persons as not eligible to be employed by public schools:

(1) a person determined by the agency under Section 22.0832 as a person who would not be eligible for educator certification under Subchapter B, Chapter 21;

(2) a person determined by the agency to be not eligible for employment based on the person's criminal history record information review, as provided by Section 22.0833;

(3) a person who is not eligible for employment based on criminal history record information received by the agency under Section 21.058(b);

(4) a person whose certification or permit issued under Subchapter B, Chapter 21, is revoked by the State Board for Educator Certification on a finding that the person engaged in misconduct described by Section 21.006(b)(2)(A) or (A-1); and

(5) a person who is determined by the commissioner under Section 22.094 to have engaged in misconduct described by Section 22.093(c)(1)(A) or (B).

(d) The agency shall provide private schools and public schools equivalent access to the registry maintained under this section.

TEC, §22.093. REQUIREMENT TO REPORT EMPLOYEE MISCONDUCT.

(a) In this section, "abuse" has the meaning assigned by Section 261.001, Family Code, and includes any sexual conduct involving a student or minor.

(b) This section applies to a person who is employed by a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement and who does not hold a certification or permit issued under Subchapter B, Chapter 21.

(c) In addition to the reporting requirement under Section 261.101, Family Code, the superintendent or director of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall notify the commissioner if:

(1) an employee's employment at the school district, district of innovation, charter school, other charter entity, service center, or shared services arrangement was terminated and there is evidence that the employee:

(A) abused or otherwise committed an unlawful act with a student or minor; or

(B) was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor; or

(2) the employee resigned and there is evidence that the employee engaged in misconduct described by Subdivision (1).

(d) A superintendent or director of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement shall complete an investigation of an employee that involves evidence that the employee may have engaged in misconduct described by Subsection (c)(1)(A) or (B), despite the employee's resignation from employment before completion of the investigation.

(e) The principal of a school district, district of innovation, open-enrollment charter school, or other charter entity campus must notify the superintendent or director of the school district, district of innovation, charter school, or other charter entity not later than the seventh business day after the date of an employee's termination of employment or resignation following an alleged incident of misconduct described by Subsection (c)(1)(A) or (B).

(f) The superintendent or director must notify the commissioner by filing a report with the commissioner not later than the seventh business day after the date the superintendent or director receives a report from a principal under Subsection (e) or knew about an employee's termination of employment or resignation following an alleged incident of misconduct described by Subsection (c)(1)(A) or (B). The report must be:

(1) in writing; and

(2) in a form prescribed by the commissioner.

(g) The superintendent or director shall notify the board of trustees or governing body of the school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement and the employee of the filing of the report required by Subsection (f).

(h) A superintendent or director who in good faith and while acting in an official capacity files a report with the commissioner under Subsection (f) or a principal who in good faith and while acting in an official capacity notifies a superintendent or director under Subsection (e) is immune from civil or criminal liability that might otherwise be incurred or imposed.

(i) The commissioner shall refer an educator who fails to file a report in violation of Subsection (f) to the State Board for Educator Certification, and the board shall determine whether to impose sanctions against the educator.

(j) The name of a student or minor who is the victim of abuse or unlawful conduct by an employee must be included in a report filed under this section, but the name of the student or minor is not public information under Chapter 552, Government Code.

(k) A superintendent or director required to file a report under Subsection (f) commits an offense if the superintendent or director fails to file the report by the date required by that subsection with intent to conceal an employee's criminal record or alleged incident of misconduct. A principal required to notify a superintendent or director about an employee's alleged incident of misconduct under Subsection (e) commits an offense if the principal fails to provide the notice by the date required by that subsection with intent to conceal an employee's alleged incident of misconduct. An offense under this subsection is a state jail felony.

(l) The commissioner may review the records of a school district, district of innovation, open-enrollment charter school, other charter entity, regional education service center, or shared services arrangement to ensure compliance with the requirement to report misconduct under this section.

(m) The commissioner shall adopt rules as necessary to implement this section.

TEC, §22.0831. NATIONAL CRIMINAL HISTORY RECORD INFORMATION REVIEW OF CERTIFIED EDUCATORS .

(a) In this section, "board" means the State Board for Educator Certification.

(b) This section applies to a person who is an applicant for or holder of a certificate under Subchapter B, Chapter 21, and who is employed by or is an applicant for employment by a school district, open-enrollment charter school, or shared services arrangement.

(c) The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review.

(d) The board shall place an educator's certificate on inactive status for failure to comply with a deadline for submitting information required under this section.

(e) The board may allow a person who is applying for a certificate under Subchapter B, Chapter 21, and who currently resides in another state to submit the person's fingerprints and other required information in a manner that does not impose an undue hardship on the person.

(f) The board may propose rules to implement this section, including rules establishing:

(1) deadlines for a person to submit fingerprints and photographs in compliance with this section; and

(2) sanctions for a person's failure to comply with the requirements of this section, including suspension or revocation of a certificate or refusal to issue a certificate.

(g) Expired.

TEC, §26.0061. RIGHT TO REQUEST INSTRUCTIONAL MATERIAL REVIEW.

(a) The board of trustees of each school district shall establish a process by which a parent of a student, as indicated on the student registration form at the student's campus, may request an instructional material review under Section 31.0252 for a subject area in the grade level in which the student is enrolled.

(b) A process established under Subsection (a):

(1) may not require more than one parent of a student to make the request;

(2) must provide for the board of trustees of the school district to determine if the request will be granted, either originally or through an appeal process; and

(3) may permit the requesting parent to review the instructional material directly before the district conducts an instructional material review under Section 31.0252.

(c) If the parents of at least 25 percent of the students enrolled at a campus present to the board of trustees of the school district in which the campus is located a petition for the board to conduct an instructional material review under Section 31.0252, the board shall, subject to Subsection (d), conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request. A review conducted under this subsection shall include a review of instructional materials for each subject area or grade level specified in the petition.

(d) The board of trustees of a school district is not required to conduct a review under this section for a specific subject area or grade level at a specific district campus more than once per school year.

(e) Parental access to instructional material provided by an instructional material review conducted under this section is in addition to any other right to access instructional material granted by this title or school district policy.

(f) The State Board of Education may adopt rules to implement this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 6, eff. June 13, 2023.

TEC, §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:

(i) physical health, including the importance of proper nutrition and exercise;

(ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and

(iii) suicide prevention, including recognizing suicide-related risk factors and warning signs;

(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).

(c-3) In adopting the essential knowledge and skills for the technology applications curriculum for kindergarten through grade eight, the State Board of Education shall adopt essential knowledge and skills that include coding, computer programming, computational thinking, and cybersecurity. The State Board of Education shall review and revise, as needed, the essential knowledge and skills of the technology applications curriculum every five years to ensure the curriculum:

(1) is relevant to student education; and

(2) aligns with current or emerging professions.

(c-4) In adopting essential knowledge and skills for English language arts under Subsection (a)(1)(A), the State Board of Education shall specify a list of required vocabulary and at least one literary work to be taught in each grade level. The vocabulary specified by the board must support the essential knowledge and skills adopted for other courses offered under the foundation curriculum under Subsection (a)(1).

(c-5) The State Board of Education shall initiate the process of specifying an initial list of vocabulary and literary works as required by Subsection (c-4) not later than February 1, 2024. The State Board of Education shall request from the agency recommendations regarding the list, and that request for recommendations may be considered an initiation of the process. This subsection expires September 1, 2025.

(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 require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

(h-1) In adopting the essential knowledge and skills for the foundation curriculum under Subsection (a)(1), the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's civic knowledge, including an understanding of:

(1) the fundamental moral, political, and intellectual foundations of the American experiment in self-government;

(2) the history, qualities, traditions, and features of civic engagement in the United States;

(3) the structure, function, and processes of government institutions at the federal, state, and local levels; and

(4) the founding documents of the United States, including:

(A) the entirety of the Declaration of Independence;

(B) the entirety of the United States Constitution;

(C) the Federalist Papers, including the entirety of Essays 10 and 51;

(D) excerpts from Alexis de Tocqueville's Democracy in America;

(E) the transcript of the first Lincoln-Douglas debate;

(F) the writings of the founding fathers of the United States;

(G) the entirety of Frederick Douglass's speeches "The Meaning of July Fourth for the Negro" and "What the Black Man Wants"; and

(H) the entirety of Martin Luther King Jr.'s speech "I Have a Dream."

(h-2) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from kindergarten through grade 12, the State Board of Education shall adopt essential knowledge and skills that develop each student's civic knowledge, including:

(1) an understanding of:

(A) the fundamental moral, political, entrepreneurial, and intellectual foundations of the American experiment in self-government;

(B) the history, qualities, traditions, and features of civic engagement in the United States;

(C) the structure, function, and processes of government institutions at the federal, state, and local levels; and

(D) the founding documents of the United States;

(2) the ability to:

(A) analyze and determine the reliability of information sources;

(B) formulate and articulate reasoned positions;

(C) understand the manner in which local, state, and federal government works and operates through the use of simulations and models of governmental and democratic processes;

(D) actively listen and engage in civil discourse, including discourse with those with different viewpoints; and

(E) participate as a citizen in a constitutional democracy by voting; and

(3) an appreciation of:

(A) the importance and responsibility of participating in civic life;

(B) a commitment to the United States and its form of government; and

(C) a commitment to free speech and civil discourse.

(h-3) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-4) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-5) Repealed by Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

(h-6) In providing instruction regarding the founding documents of the United States as described by Subsection (h-1)(4), a school district or open-enrollment charter school shall use those documents as part of the instructional materials for the instruction.

(h-7) The agency shall ensure that each school district or open-enrollment charter school teaches civics education as part of the district's social studies curriculum in a manner consistent with the essential knowledge and skills adopted under Subsection (h-2).

(h-8) Nothing in Subsection (h-2) or (h-7) may be construed as limiting the teaching of or instruction in the essential knowledge and skills adopted under this subchapter.

(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.

(l-1) In adopting rules relating to an activity described by Subsection (l)(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.

(l-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).

(l-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), (l-1), or (l-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 science, risk factors, causes, dangers, consequences, signs, symptoms, and treatment of substance abuse, including the use of illegal drugs, abuse of prescription drugs, abuse of alcohol such as by binge drinking or other excessive drinking resulting in alcohol poisoning, inhaling solvents, and other forms of substance abuse. The agency shall compile a list of evidence-based substance abuse 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 substance abuse awareness program" means a program, practice, or strategy that has been proven to effectively prevent substance abuse among students, as determined by evaluations that are evidence-based.

(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) Repealed by Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 4.01(2), eff. December 1, 2019.

(z) The State Board of Education by rule shall require each school district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying. In this subsection:

(1) "Cyberbullying" has the meaning assigned by Section 37.0832.

(2) "Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1285, Sec. 4.02, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 907, Sec. 1, eff. June 14, 2001; Acts 2001, 77th Leg., ch. 925, Sec. 3, eff. June 14, 2001; Acts 2003, 78th Leg., ch. 61, Sec. 2, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1264, Sec. 1, eff. Sept. 1, 2003; Acts 2003, 78th Leg., ch. 1275, Sec. 2(14), eff. Sept. 1, 2003.

Amended by:

Acts 2005, 79th Leg., Ch. 784 (S.B. 42), Sec. 1, eff. June 17, 2005.

Acts 2007, 80th Leg., R.S., Ch. 254 (H.B. 2176), Sec. 1, eff. September 1, 2007.

Acts 2007, 80th Leg., R.S., Ch. 856 (H.B. 1287), Sec. 3, eff. June 15, 2007.

Acts 2007, 80th Leg., R.S., Ch. 1377 (S.B. 530), Sec. 1, eff. June 15, 2007.

Acts 2009, 81st Leg., R.S., Ch. 529 (S.B. 1344), Sec. 2, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 773 (S.B. 891), Sec. 1, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 895 (H.B. 3), Sec. 25, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1419 (H.B. 3076), Sec. 1, eff. June 19, 2009.

Acts 2009, 81st Leg., R.S., Ch. 1421 (S.B. 1219), Sec. 1, eff. June 19, 2009.

Acts 2011, 82nd Leg., R.S., Ch. 91 (S.B. 1303), Sec. 27.001(5), eff. September 1, 2011.

Acts 2011, 82nd Leg., R.S., Ch. 776 (H.B. 1942), Sec. 4, eff. June 17, 2011.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 13, eff. July 19, 2011.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 8(a), eff. June 10, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 211 (H.B. 5), Sec. 78(b)(1), eff. September 1, 2014.

Acts 2013, 83rd Leg., R.S., Ch. 796 (S.B. 1474), Sec. 1, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 861 (H.B. 462), Sec. 1, eff. June 14, 2013.

Acts 2013, 83rd Leg., R.S., Ch. 1026 (H.B. 2662), Sec. 1, eff. June 14, 2013.

Acts 2015, 84th Leg., R.S., Ch. 89 (H.B. 440), Sec. 1, eff. May 23, 2015.

Acts 2015, 84th Leg., R.S., Ch. 729 (H.B. 1431), Sec. 1, eff. June 17, 2015.

Acts 2015, 84th Leg., R.S., Ch. 1175 (S.B. 968), Sec. 1, eff. June 19, 2015.

Acts 2017, 85th Leg., R.S., Ch. 1088 (H.B. 3593), Sec. 1, eff. June 15, 2017.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 1.07, eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 352 (H.B. 18), Sec. 4.01(2), eff. December 1, 2019.

Acts 2019, 86th Leg., R.S., Ch. 464 (S.B. 11), Sec. 7, eff. June 6, 2019.

Acts 2019, 86th Leg., R.S., Ch. 1149 (H.B. 2984), Sec. 1, eff. June 14, 2019.

Acts 2021, 87th Leg., R.S., Ch. 772 (H.B. 3979), Sec. 1, eff. September 1, 2021.

Acts 2021, 87th Leg., R.S., Ch. 1005 (H.B. 4509), Sec. 3, eff. June 18, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 3, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 4, eff. December 2, 2021.

Acts 2021, 87th Leg., 2nd C.S., Ch. 9 (S.B. 3), Sec. 6, eff. December 2, 2021.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 7, eff. June 13, 2023.

TEC, §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 or personal financial literacy & 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) A school district may allow a student to enroll concurrently in Algebra I and geometry.

(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 at an elementary school either a dual language immersion program under Section 28.0051 or a course in American Sign Language.

(b-22) In adopting rules under Subsection (b-1), the State Board of Education shall ensure that a personal financial literacy & economics course taken to comply with the curriculum requirement under Subsection (b-1)(4) allocates:

(1) two-thirds of instruction time to instruction in personal financial literacy; and

(2) one-third of instruction time to instruction in economics.

(b-23) The agency shall:

(1) develop a list of free, open-source, and publicly available curricula that may be used by a school district to provide a personal financial literacy & economics course that satisfies the curriculum requirement under Subsection (b-1)(4); and

(2) seek, accept, and spend any federal or private grant funds and gifts that are available for the purpose of providing a personal financial literacy & economics course as part of the foundation high school program.

(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 Sections 28.0256 and 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.

(c-7) Subject to Subsection (c-8), a student who is enrolled in a special education program under Subchapter A, Chapter 29, may earn an endorsement on the student's transcript by:

(1) successfully completing, with or without modification of the curriculum:

(A) the curriculum requirements identified by the State Board of Education under Subsection (a); and

(B) the additional endorsement curriculum requirements prescribed by the State Board of Education under Subsection (c-2); and

(2) successfully completing all curriculum requirements for that endorsement adopted by the State Board of Education:

(A) without modification of the curriculum; or

(B) with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's admission, review, and dismissal committee.

(c-8) For purposes of Subsection (c-7), the admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn an endorsement on the student's transcript.

(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) Expired.

(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.

TEC, §28.029. MIDDLE SCHOOL ADVANCED MATHEMATICS PROGRAM.

(a) To increase the number of students who complete advanced mathematics courses in high school, each school district and open-enrollment charter school shall develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.

(b) Under the program, subject to Subsection (c), a school district or open-enrollment charter school shall automatically enroll in an advanced mathematics course each sixth grade student who performed in the top 40 percent on:

(1) the fifth grade mathematics assessment instrument administered under Section 39.023(a); or

(2) a local measure that includes the student's fifth grade class ranking or a demonstrated proficiency in the student's fifth grade mathematics coursework.

(c) The parent or guardian of a student described by Subsection (b) may opt the student out of automatic enrollment under that subsection.

(d) The commissioner may adopt rules to implement this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 262 (S.B. 2124), Sec. 1, eff. May 27, 2023.

TEC, §31.003. RULES.

(a) The State Board of Education may adopt rules, consistent with this chapter, for the adoption, requisition, distribution, care, use, and disposal of instructional materials.

(b) The commissioner may adopt rules, consistent with this chapter, as necessary to implement a provision of this chapter that the commissioner or agency is responsible for implementing.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 20, eff. July 19, 2011.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 13, eff. June 13, 2023.

TEC, §31.022. STATE BOARD OF EDUCATION INSTRUCTIONAL MATERIALS REVIEW AND APPROVAL.

(a) The State Board of Education shall review instructional materials provided to the board by the agency under Section 31.023. Before approving instructional material, the board may review the material and must determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed, and, if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing, as defined by Section 28.0062(a-1). The board shall add each material approved under this section to a list of approved instructional materials and may add a material not approved under this section to a list of rejected instructional materials.

(b) The State Board of Education may adopt criteria necessary for approval of instructional material under Subsection (a) and may require:

(1) all instructional material submitted as full subject tier one instructional material to cover a minimum percentage, as determined by the board, of the essential knowledge and skills adopted for the subject and grade level for which the material is designed;

(2) electronic samples of the material;

(3) certain physical specifications;

(4) the instructional material to not contain obscene or harmful content and otherwise be compatible with certification requirements under Section 31.1011(a)(1)(B); and

(5) the instructional material to be made publicly available for review.

(c) The State Board of Education may remove instructional material from the list of approved instructional materials under this section if the essential knowledge and skills intended to be covered by the material are revised or the material is revised without the approval of the board.

(c-1) If the State Board of Education intends to remove an instructional material from the list of approved instructional materials under Subsection (c) because the board plans to revise the essential knowledge and skills intended to be covered by the material, the board shall issue a proclamation requesting the revision of the applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.

(d) The State Board of Education shall indicate whether each instructional material reviewed under Subsection (a) is capable of being made available through an instructional materials parent portal established under Section 31.154.

(d-1) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(e) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(f) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(g) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(h) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

(i) Repealed by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 51(2), eff. June 13, 2023.

TEC, §31.023. INSTRUCTIONAL MATERIAL REVIEW.

(a) The commissioner shall establish, in consultation with and with the approval of the State Board of Education, a process for the annual review of instructional materials by the agency. The process established under this subsection must:

(1) establish a process for the agency to select instructional materials for review that includes:

(A) evaluating requests for review of instructional materials submitted to the agency by:

(i) a school district;

(ii) a majority of the members of the State Board of Education; or

(iii) a publisher of instructional material, which may only be submitted for material published by the requesting publisher;

(B) requiring the agency to review materials if the State Board of Education requests by a majority vote that the material be reviewed by the agency;

(C) reviewing instructional materials requisitioned or purchased under Section 31.0212; and

(D) reviewing instructional materials using a time frame appropriate for the proclamation requesting the revision of the instructional materials under Section 31.022(c-1) to address revisions made by the State Board of Education to the essential knowledge and skills for a particular subject or grade level;

(2) describe the types of instructional materials the agency may review, including:

(A) partial subject tier one instructional material, including those designed for use in the phonics curriculum required under Section 28.0062(a)(1);

(B) open education resource instructional material;

(C) instructional materials developed by a school district and submitted to the agency by the district for review; and

(D) commercially available full subject tier one instructional material;

(3) establish procedures for the agency to conduct reviews of instructional materials, including:

(A) the use of a rubric approved under Subsection (b); and

(B) consultation with classroom teachers and other curriculum experts for the appropriate subject and grade level; and

(4) ensure the procedures for review allow the agency to review at least 200 individual instructional materials each year.

(b) In conducting a review under this section, the agency must use a rubric developed by the agency in consultation with and approved by the State Board of Education that includes, with respect to the instructional material being reviewed, a determination of:

(1) whether the material is free from factual error and satisfies the criteria adopted by the board under Section 31.022;

(2) the quality of the material;

(3) the essential knowledge and skills for the subject and grade level for which the material was developed that are covered by the material, including identification of:

(A) each essential knowledge and skill covered by the material;

(B) for a full subject tier one instructional material, the percentage of the essential knowledge and skills adopted for the subject and grade level covered by the material; and

(C) for a partial subject tier one instructional material, the percentage of the essential knowledge and skills for the relevant portion of the subject and grade level covered by the material; and

(4) whether the material contains obscene or harmful content or is otherwise incompatible with certification requirements under Section 31.1011(a)(1)(B).

(c) After completing a review under this section, the agency shall provide the results of the review and any related recommendations to the State Board of Education for approval or rejection of the instructional material and the inclusion of the instructional material on a list maintained by the State Board of Education under Section 31.022.

(d) The agency shall use funds appropriated to the agency for the purposes of reviewing instructional material or available in the state instructional materials and technology fund for purposes of implementing this section.

(e) A process established under Subsection (a) or a rubric developed under Subsection (b) is automatically approved by the State Board of Education if not rejected by the board before the 91st day after the date the agency submits the item to the board.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Amended by:

Acts 2007, 80th Leg., R.S., Ch. 445 (H.B. 188), Sec. 4, eff. June 16, 2007.

Acts 2011, 82nd Leg., 1st C.S., Ch. 6 (S.B. 6), Sec. 26, eff. July 19, 2011.

Acts 2017, 85th Leg., R.S., Ch. 578 (S.B. 801), Sec. 1, eff. September 1, 2017.

Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 23, eff. June 13, 2023.

TEC, §31.0252. LOCAL REVIEW OF CLASSROOM INSTRUCTIONAL MATERIAL.

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

(1) corresponds with the instructional materials adopted by the school district or district campus; and

(2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

(c) The agency, in developing standards under Subsection (a):

(1) shall minimize, to the extent possible, the time a classroom teacher is required to spend complying with a review conducted under this section;

(2) may not, unless unavoidable, require a teacher to spend more than 30 minutes on a single review conducted under this section; and

(3) may not authorize the review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific school district campus more than once per school year.

(d) The agency shall permit a regional education service center or a curriculum review service provider approved by the agency to conduct the review for a school district under this section and provide to approved centers and providers training relating to appropriately conducting the review.

(e) The agency shall award grants to assist school districts in conducting reviews under this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 818 (H.B. 1605), Sec. 24, eff. June 13, 2023.

TEC, §37.216 BIENNIAL REPORT.

(a) Not later than January 1 of each odd-numbered year, the board shall provide a report to the governor, the legislature, the State Board of Education, and the agency.

(b) The biennial report must include any findings made by the center regarding school safety and security and the center's functions, budget information, and strategic planning initiatives of the center.

TEC, §37.1083. AGENCY MONITORING OF SCHOOL DISTRICT SAFETY AND SECURITY REQUIREMENTS.

(a) The agency shall monitor the implementation and operation of requirements related to school district safety and security, including school district:

(1) multihazard emergency operations plans; and

(2) safety and security audits.

(b) The agency shall establish an office of school safety and security within the agency that consists of individuals with substantial expertise and experience in school or law enforcement safety and security operations and oversight at the local, state, or federal level to coordinate the agency's monitoring of school district safety and security requirements under this section. The director of the office is appointed by the governor and confirmed by the senate and must report directly to the commissioner.

(c) The agency shall, in coordination with the Texas School Safety Center and relevant local law enforcement agencies, provide technical assistance to school districts to support the implementation and operation of safety and security requirements.

(d) As part of the technical assistance provided under Subsection (c), the agency shall conduct a detailed vulnerability assessment of each school district on a random basis determined by the agency once every four years. The assessment must:

(1) assess facility access controls, emergency operations procedures, and other school safety requirements; and

(2) to the greatest extent practicable, coincide with the safety and security audit required under Section 37.108.

(e) The agency shall use a rubric developed by the office of school safety and security in collaboration with the Texas School Safety Center to conduct a vulnerability assessment of a school district under Subsection (d).

(f) On completion of a vulnerability assessment under Subsection (d), the agency shall provide to the superintendent and school safety and security committee established under Section 37.109 for the applicable school district a report on the results of the assessment that includes recommendations and required corrective actions to address any deficiencies in campus security identified by the agency.

(g) The agency may engage a third party as necessary to enable the agency to monitor the implementation and operation of school district safety and security requirements under this section.

(h) The agency may require a school district to submit information necessary for the agency to monitor the implementation and operation of school district safety and security requirements under this section, including:

(1) notice of an event requiring a district's emergency response including the discovery of a firearm on a campus; and

(2) information regarding the district's response and use of emergency operations procedures during an event described by Subdivision (1).

(i) The agency may review school district records as necessary to ensure compliance with this subchapter and Subchapter G.

(j) Any document or information collected, identified, developed, or produced relating to the monitoring of school district safety and security requirements under this section is confidential under Sections 418.177 and 418.181, Government Code, and not subject to disclosure under Chapter 552, Government Code.

(k) The commissioner may adopt rules as necessary to administer this section.

Added by Acts 2023, 88th Leg., R.S., Ch. 896 (H.B. 3), Sec. 14, eff. September 1, 2023.

TEC, §37.1084. REGIONAL SCHOOL SAFETY REVIEW TEAMS.

(a) In this section:

(1) "Office" means the office of school safety and security established under Section 37.1083.

(2) "Team" means a school safety review team established under this section.

(b) The office shall establish a school safety review team in each region served by a regional education service center. A team shall annually conduct on-site general intruder detection audits of school district campuses in the team's region. In conducting an intruder detection audit, a team must:

(1) use a rubric developed by the office in consultation with the Texas School Safety Center;

(2) not later than the seventh day before the date of a scheduled audit, notify the superintendent of the school district in which the campus being audited is located; and

(3) on completion of the audit, provide to the superintendent and school safety and security committee established under Section 37.109 for the school district in which the campus is located a report on the results of the audit that includes recommendations and required corrective actions to address any deficiencies in campus security identified by the team.

(c) A regional education service center shall provide support as necessary to assist the region's team in conducting intruder detection audits under this section.

(d) A report produced by a team under this section is confidential and not subject to disclosure under Chapter 552, Government Code.

Added by Acts 2023, 88th Leg., R.S., Ch. 896 (H.B. 3), Sec. 14, eff. September 1, 2023.

TEC, §37.2121. MEMORANDA OF UNDERSTANDING AND MUTUAL AID AGREEMENTS.

(a) The center shall identify and inform school districts of the types of entities, including local and regional authorities, other school districts, and emergency first responders, with whom school districts should customarily make efforts to enter into memoranda of understanding or mutual aid agreements addressing issues that affect school safety and security.

(b) The center shall develop guidelines regarding memoranda of understanding and mutual aid agreements between school districts and the entities identified in accordance with Subsection (a). The guidelines:

(1) must include descriptions of the provisions that should customarily be included in each memorandum or agreement with a particular type of entity;

(2) may include sample language for those provisions; and

(3) must be consistent with the Texas Statewide Mutual Aid System established under Subchapter E-1, Chapter 418, Government Code.

(c) The center shall encourage school districts to enter into memoranda of understanding and mutual aid agreements with entities identified in accordance with Subsection (a) that comply with the guidelines developed under Subsection (b).

(d) Each school district that enters into a memorandum of understanding or mutual aid agreement addressing issues that affect school safety and security shall, at the center's request, provide a copy of the memorandum or agreement to the center.

(d-1) A copy of a memorandum of understanding or mutual aid agreement provided to the center under Subsection (d) is confidential and not subject to disclosure under Chapter 552, Government Code.

(e) The center shall include information regarding the center's efforts under this section in the report required by Section 37.216.

Added by Acts 2009, 81st Leg., R.S., Ch. 1280 (H.B. 1831), Sec. 6.09, eff. September 1, 2009.
Amended by:
Acts 2021, 87th Leg., R.S., Ch. 928 (H.B. 3597), Sec. 5, eff. June 18, 2021.

TEC, §37.2161. SCHOOL SAFETY AND SECURITY PROGRESS REPORT.

(a) The center shall periodically provide a school safety and security progress report to the governor, the legislature, the State Board of Education, and the agency that contains current information regarding school safety and security in the school districts and public junior college districts of this state based on:

(1) elements of each district's multihazard emergency operations plan required by Section 37.108(a);

(2) elements of each district's safety and security audit required by Section 37.108(b); and

(3) any other report required to be submitted to the center.

(b) The center shall establish guidelines regarding the specific information to be included in the report required by this section.

(c) The center may provide the report required by this section in conjunction with the report required by Section 37.216.

TEC, §39.021. ESSENTIAL SKILLS AND KNOWLEDGE.

The State Board of Education by rule shall establish the essential skills and knowledge that all students should learn to achieve the goals provided under Section 4.002.

TEC, §39.022. ASSESSMENT PROGRAM.

(a) The State Board of Education by rule shall create and implement a statewide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002. After adopting rules under this section, the State Board of Education shall consider the importance of maintaining stability in the statewide assessment program when adopting any subsequent modification of the rules.

(b) It is the policy of this state that the statewide assessment program be designed to:

(1) provide assessment instruments that are as short as practicable; and

(2) minimize the disruption to the educational program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 397, Sec. 2, eff. Sept. 1, 1999.

Amended by:

Acts 2019, 86th Leg., R.S., Ch. 1315 (H.B. 3906), Sec. 1, eff. June 14, 2019.

TEC, §39.023. ADOPTION AND ADMINISTRATION OF INSTRUMENTS.

Text of subsection effective until September 01, 2021

(a) The agency shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. Except as provided by Subsection (a-2), all students, other than students assessed under Subsection (b) or (l) or exempted under Section 39.027, shall be assessed in:

(1) mathematics, annually in grades three through eight;

(2) reading, annually in grades three through eight;

(3) writing, including spelling and grammar, in grades four and seven;

(4) social studies, in grade eight;

(5) science, in grades five and eight; and

(6) any other subject and grade required by federal law.

Text of subsection effective on September 01, 2021

(a) The agency shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess essential knowledge and skills in reading, mathematics, social studies, and science. Except as provided by Subsection (a-2), all students, other than students assessed under Subsection (b) or (l) or exempted under Section 39.027, shall be assessed in:

(1) mathematics, annually in grades three through eight;

(2) reading, annually in grades three through eight;

(3) social studies, in grade eight;

(4) science, in grades five and eight; and

(5) any other subject and grade required by federal law.

(a-1) The agency shall develop assessment instruments required under Subsection (a) in a manner that allows, to the extent practicable:

(1) the score a student receives to provide reliable information relating to a student's satisfactory performance for each performance standard under Section 39.0241; and

(2) an appropriate range of performances to serve as a valid indication of growth in student achievement.

(a-2) Except as required by federal law, a student is not required to be assessed in a subject otherwise assessed at the student's grade level under Subsection (a) if the student:

(1) is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under Subsection (a) that aligns with the curriculum for the course in which the student is enrolled; or

(2) is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument adopted under Subsection (c) for the course.

(a-3) The agency may not adopt or develop a criterion-referenced assessment instrument under this section based on common core state standards as defined by Section 28.002(b-1). This subsection does not prohibit the use of college advanced placement tests or international baccalaureate examinations as those terms are defined by Section 28.051.

(a-4) For purposes of Subsection (a)(1), the State Board of Education by rule may designate sections of a mathematics assessment instrument for a grade level that:

(1) may be completed with the aid of technology; and

(2) must be completed without the aid of technology.

(a-5)-(a-10) Expired.

(a-11) Before an assessment instrument adopted or developed under Subsection (a) may be administered under that subsection, the assessment instrument must, on the basis of empirical evidence, be determined to be valid and reliable by an entity that is independent of the agency and of any other entity that developed the assessment instrument.

(a-12) An assessment instrument adopted or developed under Subsection (a) may not have more than three parts. A part of an assessment instrument must be designed so that:

(1) if administered to students in grades three and four, 85 percent of students will be able to complete that part within 60 minutes; and

(2) if administered to students in grades five through eight, 85 percent of students will be able to complete that part within 75 minutes.

(a-13) The amount of time allowed for administration of an assessment instrument adopted or developed under Subsection (a) may not exceed eight hours, and the administration may occur in multiple parts over more than one day.

(a-14) Subsections (a-12) and (a-13) do not apply to the administration of assessment instruments for a grade level if, as a result of the time restriction imposed, the assessment instrument no longer:

(1) complies with federal law; or

(2) is valid and reliable, based on findings and recommendations made by the advisory committees established under Section 39.02302.

(a-15) Subsections (a-12) and (a-13) do not apply to a classroom portfolio method used to assess writing performance.

(a-16) An assessment instrument under this section may not be administered to a kindergarten student except for the purpose of determining whether the student is entitled to the benefit of the Foundation School Program as provided under this code.

(b) The agency shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program under Subchapter A, Chapter 29, for whom an assessment instrument adopted under Subsection (a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee, including assessment instruments approved by the commissioner that measure growth. The assessment instruments developed or adopted under this subsection, including the assessment instruments approved by the commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students under this subsection. The agency may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's admission, review, and dismissal committee.

(b-1) The agency, in conjunction with appropriate interested persons, shall redevelop assessment instruments adopted or developed under Subsection (b) for administration to significantly cognitively disabled students in a manner consistent with federal law. An assessment instrument under this subsection may not require a teacher to prepare tasks or materials for a student who will be administered such an assessment instrument. A classroom portfolio method used to assess writing performance may require a teacher to prepare tasks and materials.

(c) The agency shall also adopt end-of-course assessment instruments for secondary-level courses in Algebra I, biology, English I, English II, and United States history. The Algebra I end-of-course assessment instrument must be administered with the aid of technology, but may include one or more parts that prohibit the use of technology. The English I and English II end-of-course assessment instruments must each assess essential knowledge and skills in both reading and writing and must provide a single score. A school district shall comply with State Board of Education rules regarding administration of the assessment instruments listed in this subsection. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection. The State Board of Education shall administer the assessment instruments. An end-of-course assessment instrument may be administered in multiple parts over more than one day. The State Board of Education shall adopt a schedule for the administration of end-of-course assessment instruments that complies with the requirements of Subsection (c-3).

(c-1) The agency shall develop any assessment instrument required under this section in a manner that allows for the measurement of annual improvement in student achievement as required by Sections 39.034(c) and (d).

(c-2) The agency may adopt end-of-course assessment instruments for courses not listed in Subsection (c). A student's performance on an end-of-course assessment instrument adopted under this subsection is not subject to the performance requirements established under Subsection (c) or Section 39.025.

(c-3) Except as provided by Subsection (c-7), in adopting a schedule for the administration of assessment instruments under this section, the State Board of Education shall ensure that assessment instruments administered under Subsection (a) or (c) are not administered on the first instructional day of a week.

(c-4) To the extent practicable and subject to Section 39.024, the agency shall ensure that each end-of-course assessment instrument adopted under Subsection (c) is:

(1) developed in a manner that measures a student's performance under the college readiness standards established under Section 28.008; and

(2) validated by national postsecondary education experts for college readiness content and performance standards.

(c-5) A student's performance on an end-of-course assessment instrument required under Subsection (c) must be included in the student's academic achievement record.

(c-6) In adopting an end-of-course assessment instrument under this section, the agency shall consider the use of an existing assessment instrument that is currently available. The agency may use an existing assessment instrument that is currently available only if the assessment instrument:

(1) is aligned with the essential knowledge and skills of the subject being assessed; and

(2) allows for the measurement of annual improvement in student achievement as provided by Subsection (c-1).

Text of subsection as added by Acts 2019, 86th Leg., R.S., Ch. 1282 (H.B. 1244), Sec. 1

(c-7) The United States history end-of-course assessment instrument adopted under Subsection (c) must include 10 questions randomly selected by the agency from the civics test administered by the United States Citizenship and Immigration Services as part of the naturalization process under the federal Immigration and Nationality Act (8 U.S.C. Section 1101 et seq.). The agency shall:

(1) ensure that the questions included in the assessment instrument align with the essential knowledge and skills adopted for the United States history course for which the instrument is administered; and

(2) annually issue a report:

(A) providing the questions included in the assessment instrument under this subsection and the answers to those questions; and

(B) detailing student performance on the questions included in the assessment instrument under this subsection, both statewide and disaggregated by school

district and campus.

Text of subsection as added by Acts 2019, 86th Leg., R.S., Ch. 1315 (H.B. 3906), Sec. 3

(c-7) Subsection (c-3) does not apply to a classroom portfolio method used to assess writing performance if student performance under that method is less than 50 percent of a student's overall assessed performance in writing.

(c-8) Beginning with the 2022-2023 school year, an assessment instrument developed under Subsection (a) or (c) may not present more than 75 percent of the questions in a multiple choice format.

(d) The commissioner may participate in multistate efforts to develop voluntary standardized end-of-course assessment instruments. The commissioner by rule may require a school district to administer an end-of-course assessment instrument developed through the multistate efforts. The admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether any allowable modification is necessary in administering to the student an end-of-course assessment instrument.

(e) Under rules adopted by the State Board of Education, every third year, the agency shall release the questions and answer keys to each assessment instrument administered under Subsection (a), (b), (c), (d), or (l), excluding any assessment instrument administered to a student for the purpose of retaking the assessment instrument, after the last time the instrument is administered for that school year. To ensure a valid bank of questions for use each year, the agency is not required to release a question that is being field-tested and was not used to compute the student's score on the instrument. The agency shall also release, under board rule, each question that is no longer being field-tested and that was not used to compute a student's score. During the 2014-2015 and 2015-2016 school years, the agency shall release the questions and answer keys to assessment instruments as described by this subsection each year.

(e-1) The agency may defer releasing assessment instrument questions and answer keys as required by Subsection (e) to the extent necessary to develop additional assessment instruments.

(f) The assessment instruments shall be designed to include assessment of a student's problem-s olving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable.

(g) The State Board of Education may adopt one appropriate, nationally recognized, norm-referenced assessment instrument in reading and mathematics to be administered to a selected sample of students in the spring. If adopted, a norm-referenced assessment instrument must be a secured test. The state may pay the costs of purchasing and scoring the adopted assessment instrument and of distributing the results of the adopted instrument to the school districts. A district that administers the norm-referenced test adopted under this subsection shall report the results to the agency in a manner prescribed by the commissioner.

(h) The agency shall notify school districts and campuses of the results of assessment instruments administered under this section not later than the 21st day after the date the assessment instrument is administered. The school district shall disclose to each district teacher the results of assessment

instruments administered to students taught by the teacher in the subject for the school year in which the assessment instrument is administered.

(i) The provisions of this section, except Subsection (d), are subject to modification by rules adopted under Section 39.022. Each assessment instrument adopted under those rules and each assessment instrument required under Subsection (d) must be reliable and valid and must meet any applicable federal requirements for measurement of student progress.

(j) Repealed by Acts 2007, 80th Leg., R.S., Ch. 1312, Sec. 18, eff. September 1, 2007.

(l) The State Board of Education shall adopt rules for the administration of the assessment instruments adopted under Subsection (a) in Spanish to students in grades three through five who are of limited English proficiency, as defined by Section 29.052, whose primary language is Spanish, and who are not otherwise exempt from the administration of an assessment instrument under Section 39.027(a)(1) or (2). Each student of limited English proficiency whose primary language is Spanish, other than a student to whom Subsection (b) applies, may be assessed using assessment instruments in Spanish under this subsection for up to three years or assessment instruments in English under Subsection (a). The language proficiency assessment committee established under Section 29.063 shall determine which students are administered assessment instruments in Spanish under this subsection.

(m) The commissioner by rule shall develop procedures under which the language proficiency assessment committee established under Section 29.063 shall determine which students are exempt from the administration of the assessment instruments under Section 39.027(a)(1) or (2). The rules adopted under this subsection shall ensure that the language proficiency assessment committee provides that the exempted students are administered the assessment instruments under Subsections (a) and (c) at the earliest practical date.

(n) This subsection applies only to a student who is determined to have dyslexia or a related disorder and who is an individual with a disability under 29 U.S.C. Section 705(20) and its subsequent amendments. The agency shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess the ability of and to be administered to each student to whom this subsection applies for whom the assessment instruments adopted under Subsection (a), even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the committee established by the board of trustees of the district to determine the placement of students with dyslexia or related disorders. The committee shall determine whether any allowable modification is necessary in administering to a student an assessment instrument required under this subsection. The assessment instruments required under this subsection shall be administered on the same schedule as the assessment instruments administered under Subsection (a).

(o) The agency shall adopt or develop optional interim assessment instruments for each subject or course for each grade level subject to assessment under this section. A school district may not be required to administer interim assessment instruments adopted or developed under this subsection. An interim assessment instrument:

(1) must be:

(A) predictive of the assessment instrument for the applicable subject or course for that grade level required under this section; and

(B) administered electronically; and

(2) may not be used for accountability purposes.

(p) On or before September 1 of each year, the commissioner shall make the following information available on the agency's Internet website for each assessment instrument administered under Subsection (a), (c), or (l):

(1) the number of questions on the assessment instrument;

(2) the number of questions that must be answered correctly to achieve satisfactory performance as determined by the commissioner under Section 39.0241(a);

(3) the number of questions that must be answered correctly to achieve satisfactory performance under the college readiness performance standard as provided by Section 39.0241; and

(4) the corresponding scale scores.

TEC, §39.025. SECONDARY-LEVEL PERFORMANCE REQUIRED.

(a) The commissioner shall adopt rules requiring a student in the foundation high school program under Section 28.025 to be administered an end-of-course assessment instrument listed in Section 39.023(c) only for a course in which the student is enrolled and for which an end-of-course assessment instrument is administered. A student is required to achieve a scale score that indicates satisfactory performance, as determined by the commissioner under Section 39.0241(a), on each end-of-course assessment instrument administered to the student. For each scale score required under this subsection that is not based on a 100-point scale scoring system, the commissioner shall provide for conversion, in accordance with commissioner rule, of the scale score to an equivalent score based on a 100-point scale scoring system. A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course assessment instruments in the manner provided under this subsection. This subsection does not require a student to demonstrate readiness to enroll in an institution of higher education.

(a-1) A student enrolled in a college preparatory mathematics or English language arts course under Section 28.014 who satisfies the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.334 on an assessment instrument designated by the coordinating board under that section administered at the end of the college preparatory mathematics or English language arts course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Section 39.023(c), even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument designated by the coordinating board under Section 51.334 administered as provided by this subsection may retake that assessment instrument for purposes of this subsection or may take the appropriate end-of-course assessment instrument.

(a-2) The commissioner shall determine a method by which a student's satisfactory performance on an advanced placement test, an international baccalaureate examination, an SAT Subject Test, the SAT, the ACT, or any nationally recognized norm-referenced assessment instrument used by institutions of higher education to award course credit based on satisfactory performance on the assessment instrument shall be used to satisfy the requirements concerning an end-of-course assessment instrument in an equivalent course as prescribed by Subsection (a). The commissioner shall determine a method by which a student's satisfactory performance on the PSAT or the ACT-Plan shall be used to satisfy the requirements concerning an end-of-course assessment instrument in an equivalent course as prescribed by Subsection (a). A student who fails to perform satisfactorily on a test or other assessment instrument authorized under this subsection, other than the PSAT or the ACT-Plan, may retake that test or other assessment instrument for purposes of this subsection or may take the appropriate end-of-course assessment instrument. A student who fails to perform satisfactorily on the PSAT or the ACT-Plan must take the appropriate end-of-course assessment instrument. The commissioner shall adopt rules as necessary for the administration of this subsection.

(a-3) A student who, after retaking an end-of-course assessment instrument for Algebra I or English II, has failed to perform satisfactorily as required by Subsection (a), but who receives a score of proficient on the Texas Success Initiative (TSI) diagnostic assessment for the corresponding subject for which the student failed to perform satisfactorily on the end-of-course assessment

instrument satisfies the requirement concerning the Algebra I or English II end-of-course assessment, as applicable. This subsection expires September 1, 2023.

(a-4) The admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether, to receive a high school diploma, the student is required to achieve satisfactory performance on end-of-course assessment instruments.

(a-5) Notwithstanding Subsection (a), a student who has failed to perform satisfactorily on end-of-course assessment instruments in the manner provided under this section may receive a high school diploma if the student has qualified for graduation under Section 28.0258. This subsection expires September 1, 2023.

(b) Each time an end-of-course assessment instrument adopted under Section 39.023(c) is administered, a student who failed to achieve a score requirement under Subsection (a) may retake the assessment instrument. A student is not required to retake a course as a condition of retaking an end-of-course assessment instrument.

(b-1) A school district shall provide each student who fails to perform satisfactorily as determined by the commissioner under Section 39.0241(a) on an end-of-course assessment instrument with accelerated instruction in the subject assessed by the assessment instrument.

(b-2) Repealed by Acts 2015, 84th Leg., R.S., Ch. 934 , Sec. 5(3), eff. June 18, 2015.

(c) A student who has been denied a high school diploma under this section and who subsequently performs at the level necessary to comply with the requirements of this section shall be issued a high school diploma.

(c-1) A school district may not administer an assessment instrument required for graduation administered under this section as this section existed:

(1) before September 1, 1999; or
(2) before amendment by Chapter 1312 (S.B. 1031), Acts of the 80th Legislature, Regular Session, 2007.

(c-2) A school district may administer to a student who failed to perform satisfactorily on an assessment instrument described by Subsection (c-1) an alternate assessment instrument designated by the commissioner. The commissioner shall determine the level of performance considered to be satisfactory on an alternate assessment instrument. The district may not administer to the student an assessment instrument or a part of an assessment instrument that assesses a subject that was not assessed in an assessment instrument applicable to the student described by Subsection (c-1). The commissioner shall make available to districts information necessary to administer the alternate assessment instrument authorized by this subsection. The commissioner's determination regarding designation of an appropriate alternate assessment instrument under this subsection and the performance required on the assessment instrument is final and may not be appealed.

(d) Notwithstanding Subsection (a), the commissioner by rule shall adopt one or more alternative nationally recognized norm referenced assessment instruments under this section to administer to

a student to qualify for a high school diploma if the student enrolls after January 1 of the school year in which the student is otherwise eligible to graduate:

(1) for the first time in a public school in this state; or
(2) after an absence of at least four years from any public school in this state.

(e) The commissioner shall establish a required performance level for an assessment instrument adopted under Subsection (d) that is at least as rigorous as the performance level required to be met under Subsection (a).

(e-1) Nothing in this section has the effect of prohibiting the administration of an end-of-course assessment instrument listed in Section 39.023(c) to a student enrolled below the high school level who is enrolled in the course for which the assessment instrument is adopted. The commissioner shall adopt rules necessary to ensure that the student's performance on the assessment instrument is considered in the same manner for purposes of this section as the performance of a student enrolled at the high school level.

(f) The commissioner shall by rule adopt a transition plan to implement the amendments made by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular Session, 2007, replacing general subject assessment instruments administered at the high school level with end-of-course assessment instruments. The rules must provide for the end-of-course assessment instruments adopted under Section 39.023(c) to be administered beginning with students enrolled in the ninth grade for the first time during the 2011-2012 school year. During the period under which the transition to end-of-course assessment instruments is made:

(1) for students entering a grade above the ninth grade during the 2011-2012 school year or students repeating ninth grade during the 2011-2012 school year, the commissioner shall retain, administer, and use for purposes of accreditation and other campus and district accountability measures under this chapter the assessment instruments required by Section 39.023(a) or (c), as that section existed before amendment by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular Session, 2007; and

(2) a student subject to Subdivision (1) may not receive a high school diploma unless the student has performed satisfactorily on the SAT, the ACT, the Texas Success Initiative (TSI) diagnostic assessment, or the current assessment instrument or instruments administered for graduation purposes as provided by Subsection (f-1) or on each required assessment instrument administered under Section 39.023(c), as that section existed before amendment by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular Session, 2007.

(f-1) The commissioner shall establish satisfactory performance levels for the SAT, the ACT, the Texas Success Initiative (TSI) diagnostic assessment, and the current assessment instrument or instruments administered for graduation purposes that are equivalent in rigor to the performance level required to be met under Subsection (a), as that subsection existed before amendment by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular Session, 2007, that qualify a student subject to Subsection (f)(1) to receive a high school diploma. Notwithstanding Subsection (f), the commissioner is not required after September 1, 2017, to maintain and administer assessment instruments administered under Section 39.023(c), as that section existed before amendment by Chapter 1312 (S.B. No. 1031), Acts of the 80th Legislature, Regular

Session, 2007.

(f-2) A school district shall determine which assessment or assessments described by Subsection (f-1) qualify a student subject to Subsection (f)(1) to receive a high school diploma from the district.

(g) Rules adopted under Subsection (f) must require that each student who will be subject to the requirements of Subsection (a) is entitled to notice of the specific requirements applicable to the student. Notice under this subsection must be provided not later than the date the student enters the eighth grade.

TEC, §39.032. ASSESSMENT INSTRUMENT STANDARDS; CIVIL PENALTY.

(a) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1210, Sec. 2, eff. June 19, 2009.

(b) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1210, Sec. 2, eff. June 19, 2009.

(c) State and national norms of averages shall be computed using data that are not more than eight years old at the time the assessment instrument is administered and that are representative of the group of students to whom the assessment instrument is administered.

(c-1) The standardization norms computed under Subsection (c) shall be:

(1) based on a national probability sample that meets accepted standards for educational and psychological testing; and

(2) updated at least every eight years using proven psychometric procedures approved by the State Board of Education.

(c-2) The eight-year limitation on data to compute norms under this section does not apply if only data older than eight years is available for an assessment instrument. The commissioner by rule may limit the exception created by this subsection based on the type of assessment instrument.

(d) Repealed by Acts 2009, 81st Leg., R.S., Ch. 1210, Sec. 2, eff. June 19, 2009.

(e) The State Board of Education shall adopt rules for the implementation of this section and for the maintenance of the security of the contents of all assessment instruments.

(f) In this section, "assessment instrument" means a group-administered achievement test.

TEC, §39.033. VOLUNTARY ASSESSMENT OF PRIVATE SCHOOL STUDENTS.

(a) Under an agreement with the agency, a private school may administer an assessment instrument adopted under this subchapter to students at the school.

(b) An agreement under this section must require the private school to:

(1) as determined appropriate by the commissioner, provide to the commissioner the information described by Sections 39.053(c) and 39.301(c); and

(2) maintain confidentiality in compliance with Section 39.030.

(c) A private school must reimburse the agency for the cost of administering an assessment instrument under this section. The State Board of Education shall determine the cost under this section. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a public school district.

(d) In this section, "private school" means a school that:

(1) offers a general education to elementary or secondary students; and

(2) is not operated by a governmental entity.

TEC, §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.

TEC, §44.002. PREPARATION OF BUDGET.

(a) On or before a date set by the State Board of Education, the superintendent shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the district for the following fiscal year.

(b) The budget must be prepared according to generally accepted accounting principles, rules adopted by the State Board of Education, and adopted policies of the board of trustees.

TEC, §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 9 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.

TEC, §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.

TEC, §44.010. REVIEW BY AGENCY.

The budgets, fiscal reports, and audit reports filed with the agency shall be reviewed and analyzed by the staff of the agency to determine whether all legal requirements have been met and to collect fiscal data needed in preparing school fiscal reports for the governor and the legislature.

TEC, §45.053. LIMITATION; VALUE ESTIMATES.

(a) Except as provided by Subsection (d), the commissioner may not approve bonds for guarantee under this subchapter if the approval would result in the total amount of outstanding guaranteed bonds under this subchapter exceeding an amount equal to 2-1/2 times the cost value of the permanent school fund, as estimated by the board and certified by the state auditor.

(b) Each year, the state auditor shall analyze the status of guaranteed bonds under this subchapter as compared to the cost value of the permanent school fund. Based on that analysis, the state auditor shall certify whether the amount of bonds guaranteed under this subchapter is within the limit prescribed by this section.

(c) The commissioner shall prepare and the board shall adopt an annual report on the status of the guaranteed bond program under this subchapter.

(d) The board by rule may increase the limit prescribed by Subsection (a) to an amount not to exceed five times the cost value of the permanent school fund, provided that the increased limit is consistent with federal law and regulations and does not prevent the bonds to be guaranteed from receiving the highest available credit rating, as determined by the board. The board shall at least annually consider whether to change any limit in accordance with this subsection. This subsection may not be construed in a manner that impairs, limits, or removes the guarantee of bonds that have been approved by the commissioner.

TEC, §45.206. BID OR REQUEST FOR PROPOSAL NOTICES; BID AND PROPOSAL FORMS.

(a) Not later than the 60th day before the date a school district's current depository contract expires, the district shall choose whether to select a depository through competitive bidding or through requests for proposals.

(a-1) If a school district chooses under Subsection (a) to use competitive bidding, the district shall, not later than the 30th day before the date the current depository contract expires, mail to each bank located in the district and, if desired, to other banks, a notice stating the time and place in which bid applications will be received for selecting a depository or depositories. The notice must include a uniform bid blank in the form prescribed by State Board of Education rule.

(a-2) If a school district chooses under Subsection (a) to use requests for proposals, the district shall, not later than the 30th day before the date the current depository contract expires, mail to each bank located in the district and, if desired, to other banks, a notice stating the time and place in which proposals will be received for selecting a depository or depositories. The notice must include a uniform proposal blank in the form prescribed by State Board of Education rule.

(b) The school district may add to the uniform bid or proposal blank other terms that do not unfairly restrict competition between banks in or near the territory of the district.

(c) Interest rates may be stated in the bid or proposal either as a fixed rate, as a percentage of a stated base rate, in relation to a stated prevailing rate varying from time to time, or in any other manner, but in every case in a uniform manner, that will permit comparison with other bids or proposals received.

(d) If the school district chooses under Subsection (a) to use requests for proposals, the district shall state the selection criteria, including the factors specified under Section 45.207(c), in the request for proposals and shall select the proposal that offers the best value to the district based on the evaluation and ranking of each submitted proposal in relation to the stated selection criteria. A district may negotiate with the bank that submits the highest-ranked proposal to determine any terms of the proposed depository contract other than the interest rates proposed.

TEC, §45.208. DEPOSITORY CONTRACT; BOND.

(a) The bank or banks selected as the depository or depositories and the school district shall enter into a depository contract or contracts, bond or bonds, or other necessary instruments setting forth the duties and agreements pertaining to the depository, in a form and with the content prescribed by the State Board of Education. The parties shall attach to the contract and incorporate by reference the bid or proposal of the depository.

(b) The depository bank shall attach to the contract and file with the school district a bond in an initial amount equal to the estimated highest daily balance, determined by the board of trustees of the district, of all deposits that the school district will have in the depository during the term of the contract, less any applicable Federal Deposit Insurance Corporation insurance. The bond must be payable to the school district and must be signed by the depository bank and by some surety company authorized to do business in this state. The depository bank shall increase the amount of the bond if the board of trustees determines it to be necessary to adequately protect the funds of the school district deposited with the depository bank.

(c) The bond shall be conditioned on:

(1) the faithful performance of all duties and obligations devolving by law on the depository;

(2) the payment on presentation of all checks or drafts on order of the board of trustees of the school district, in accordance with its orders entered by the board of trustees according to law;

(3) the payment on demand of any demand deposit in the depository;

(4) the payment, after the expiration of the period of notice required, of any time deposit in the depository;

(5) the faithful keeping of school funds by the depository and the accounting for the funds according to law; and

(6) the faithful paying over to the successor depository all balances remaining in the accounts.

(d) The bond and the surety on the bond must be approved by the board of trustees of the school district. A premium on the depository bond may not be paid out of school district funds

(e) Repealed by Acts 2019, 86th Leg., R.S., Ch. 439 (S.B. 1376), Sec. 4.01(a)(8), eff. June 4, 2019.

(f) In lieu of the bond required under Subsection (b), the depository bank may deposit or pledge, with the school district or with a trustee designated by the school district, approved securities in an amount sufficient to adequately protect the funds of the school district deposited with depository bank. A depository bank may give a bond and deposit or pledge approved securities in an aggregate amount sufficient to adequately protect the funds of the school district deposited with the depository bank. The school district shall designate from time to time the amount of approved securities or the aggregate amount of the bond and approved securities to adequately protect the district. The district may not designate an amount less than the balance of school district funds on deposit with the depository bank from day to day, less any applicable Federal Deposit Insurance Corporation insurance. The depository bank may substitute approved securities on obtaining the approval of the school district. For purposes of this subsection, the approved securities are valued at their market value.

TEC, §48.104. COMPENSATORY EDUCATION ALLOTMENT.

(a) For each student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the basic allotment multiplied by 0.2 or, if the student is educationally disadvantaged, 0.275. For each full-time equivalent student who is in a remedial and support program under Section 29.081 because the student is pregnant, a district is entitled to an annual allotment equal to the basic allotment multiplied by 2.41.

(b) For each student who is educationally disadvantaged and resides in an economically disadvantaged census block group as determined by the commissioner under Subsection (c), a district is entitled to an annual allotment equal to the basic allotment multiplied by the weight assigned to the student's census block group under Subsection (d).

(c) For purposes of the allotment under Subsection (b), the commissioner shall establish an index for economically disadvantaged census block groups in the state that provides criteria for determining which census block groups are economically disadvantaged and categorizes economically disadvantaged census block groups in five tiers according to relative severity of economic disadvantage. In determining the severity of economic disadvantage in a census block group, the commissioner shall consider:

(1) the median household income;
(2) the average educational attainment of the population;
(3) the percentage of single-parent households;
(4) the rate of homeownership; and
(5) other economic criteria the commissioner determines likely to disadvantage a student's preparedness and ability to learn.

(d) The weights assigned to the five tiers of the index established under Subsection (c) are, from least to most severe economic disadvantage, 0.225, 0.2375, 0.25, 0.2625, and 0.275.

(e) If insufficient data is available for any school year to evaluate the level of economic disadvantage in a census block group, a school district is entitled to an annual allotment equal to the basic allotment multiplied by 0.225 for each student who is educationally disadvantaged and resides in that census block group.

(f) A student receiving a full-time virtual education through the state virtual school network may be included in determining the number of students who are educationally disadvantaged and reside in an economically disadvantaged census block group under Subsection (b) or (e), as applicable, if the school district submits to the commissioner a plan detailing the enhanced services that will be provided to the student and the commissioner approves the plan.

(g) Not later than March 1 of each year, the commissioner shall:
(1) review and, if necessary, update the index established under Subsection (c) to be used for the following school year, based on the most recent estimates published by the United States Census Bureau; and
(2) notify each school district of any changes to the index.

(h) The state demographer, the Department of Agriculture, and any other state agency with relevant information shall assist the commissioner in performing the commissioner's duties under this section.

(i) On a schedule determined by the commissioner, each school district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides. The agency shall provide to school districts a resource for use in determining the census block group in which a student resides.

(j) The commissioner shall adopt rules for the method of determining the number of students who qualify for an allotment under this section at a campus that participates in the Community Eligibility Provision administered by the United States Department of Agriculture, as provided by the Healthy, Hunger-Free Kids Act of 2010 (Pub. L. No. 111-296).

(j-1) In addition to other purposes for which funds allocated under this section may be used, those funds may also be used to:

(1) provide child-care services or assistance with child-care expenses for students at risk of dropping out of school, as described by Section 29.081(d)(5); or
(2) pay the costs associated with services provided through a life skills program in accordance with Sections 29.085(b)(1) and (3)-(7).

(k) At least 55 percent of the funds allocated under this section must be used to:

(1) fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between:
(A) students who are educationally disadvantaged and students who are not educationally disadvantaged; and
(B) students at risk of dropping out of school, as defined by Section 29.081, and all other students; or

(2) support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103-382 and its subsequent amendments, and by federal regulations implementing that Act.

(l) The commissioner shall adopt rules regarding the use of funds described by Subsection (k). The rules:
(1) must:
(A) permit a school district to use those funds for programs and services that reflect the needs of students at each campus in the district; and
(B) provide for streamlined reporting on the use of those funds; and
(2) may not prohibit the use of those funds for any purpose for which the use of those funds was authorized under former Section 42.152 as that section existed on September 1, 2018.

(m) The State Board of Education shall adopt rules requiring a report on the use of funds under Subsection (k) as part of the annual audit under Section 44.008 and shall develop minimum

requirements for that report.

(n) The commissioner annually shall review each report required under Subsection (m) for the preceding school year and:

(1) identify each school district that was not in compliance with Subsection (k) during that school year; and

(2) provide each district identified under Subdivision (1) a reasonable opportunity to comply with Subsection (k).

(o) The commissioner, in the year following a determination under Subsection (n) that a school district was not in compliance with Subsection (k) for the 2021-2022 school year or a subsequent school year, shall withhold from the district's foundation school fund payment an amount equal to the amount of compensatory education funds the commissioner determines were not used in compliance with Subsection (k). The commissioner shall release to a district funds withheld under this subsection when the district provides to the commissioner a detailed plan to spend those funds in compliance with Subsection (k). In determining whether a school district is subject to the withholding of funding required under this subsection, the commissioner may consider the district's average use of funds for the three preceding school years.

TFC, §261.308. SUBMISSION OF INVESTIGATION REPORT.

(a) The department shall make a complete written report of the investigation.

(b) Repealed by Acts 2015, 84th Leg., R.S., Ch. 944 , Sec. 86(9), eff. September 1, 2015.

(c) Repealed by Acts 2015, 84th Leg., R.S., Ch. 944 , Sec. 86(9), eff. September 1, 2015.

(d) The department shall release information regarding a person alleged to have committed abuse or neglect to persons who have control over the person's access to children, including, as appropriate, the Texas Education Agency, the State Board for Educator Certification, the local school board or the school's governing body, the superintendent of the school district, the public school principal or director, the director of the open-enrollment charter school, or the chief executive officer of the private school if the department determines that:

(1) the person alleged to have committed abuse or neglect poses a substantial and immediate risk of harm to one or more children outside the family of a child who is the subject of the investigation; and

(2) the release of the information is necessary to assist in protecting one or more children from the person alleged to have committed abuse or neglect.

(e) On request, the department shall release information about a person alleged to have committed abuse or neglect to the State Board for Educator Certification if the board has a reasonable basis for believing that the information is necessary to assist the board in protecting children from the person alleged to have committed abuse or neglect.

TFC, §261.406. INVESTIGATIONS IN SCHOOLS.

(a) On receipt of a report of alleged or suspected abuse or neglect of a child in a public or private school, the department shall perform an investigation as provided by this chapter.

(b) The department shall send a copy of the completed report of the department's investigation to the Texas Education Agency or, in the case of a private school, the school's chief executive officer. On request, the department shall provide a copy of the completed report of the department's investigation to the State Board for Educator Certification, the local school board or the school's governing body, the superintendent of the school district, the public school principal or director, or the chief executive officer of the private school, unless the principal, director, or chief executive officer is alleged to have committed the abuse or neglect, for appropriate action. On request, the department shall provide a copy of the report of investigation to the parent, managing conservator, or legal guardian of a child who is the subject of the investigation and to the person alleged to have committed the abuse or neglect. The report of investigation shall be edited to protect the identity of the persons who made the report of abuse or neglect. Except as otherwise provided by this subsection, Section 261.201(b) applies to the release of the report relating to the investigation of abuse or neglect under this section and to the identity of the person who made the report of abuse or neglect.

(c) Nothing in this section may prevent a law enforcement agency from conducting an investigation of a report made under this section.

(d) The executive commissioner shall adopt rules necessary to implement this section.

TGC, § 411.090. ACCESS TO CRIMINAL HISTORY RECORD INFORMATION: STATE BOARD FOR EDUCATOR CERTIFICATION.

(a) The State Board for Educator Certification is entitled to obtain from the department any criminal history record information maintained by the department about a person who has applied to the board for a certificate under Subchapter B, Chapter 21, Education Code.

(b) Criminal history record information obtained by the board in the original form or any subsequent form:

(1) may be used only for a purpose related to the issuance, denial, suspension, or cancellation of a certificate issued by the board;

(2) may not be released to any person except:

(A) the person who is the subject of the information;

(B) the Texas Education Agency;

(C) a local or regional educational entity as provided by Section 411.097; or

(D) by court order;

(3) is not subject to disclosure as provided by Chapter 552; and

(4) shall be destroyed by the board after the information is used for the authorized purposes.

(c) The department shall notify the State Board for Educator Certification of the arrest of any educator, as defined by Section 5.001, Education Code, who has fingerprints on file with the department. Any record of the notification and any information contained in the notification is not subject to disclosure as provided by Chapter 552.

TGC, §825.003. TRUSTEES APPOINTED BY GOVERNOR FROM NOMINEES OF BOARD OF EDUCATION.

The governor shall appoint two members of the board of trustees, subject to confirmation by two-thirds of the senate, from lists of nominees submitted by the State Board of Education. These members must be persons who have demonstrated financial expertise, have worked in private business or industry, and have broad investment experience, preferably in investment of pension funds.

TGC, §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.

TGC, §2001.054. LICENSES.

(a) The provisions of this chapter concerning contested cases apply to the grant, denial, or renewal of a license that is required to be preceded by notice and opportunity for hearing.

(b) If a license holder makes timely and sufficient application for the renewal of a license or for a new license for an activity of a continuing nature, the existing license does not expire until the application has been finally determined by the state agency. If the application is denied or the terms of the new license are limited, the existing license does not expire until the last day for seeking review of the agency order or a later date fixed by order of the reviewing court.

(c) A revocation, suspension, annulment, or withdrawal of a license is not effective unless, before institution of state agency proceedings:

(1) the agency gives notice by personal service or by registered or certified mail to the license holder of facts or conduct alleged to warrant the intended action; and

(2) the license holder is given an opportunity to show compliance with all requirements of law for the retention of the license.

(c-1) A state agency that has been granted the power to summarily suspend a license under another statute may determine that an imminent peril to the public health, safety, or welfare requires emergency action and may issue an order to summarily suspend the license holder's license pending proceedings for revocation or other action, provided that the agency incorporates a factual and legal basis establishing that imminent peril in the order. Unless expressly provided otherwise by another statute, the agency shall initiate the proceedings for revocation or other action not later than the 30th day after the date the summary suspension order is signed. The proceedings must be promptly determined, and if the proceedings are not initiated before the 30th day after the date the order is signed, the license holder may appeal the summary suspension order to a Travis County district court. This subsection does not grant any state agency the power to suspend a license without notice and an opportunity for a hearing.

(d) A license described in Subsection (a) remains valid unless it expires without timely application for renewal, is amended, revoked, suspended, annulled, or withdrawn, or the denial of a renewal application becomes final. The term or duration of a license described in Subsection (a) is tolled during the period the license is subjected to judicial review. However, the term or duration of a license is not tolled if, during judicial review, the licensee engages in the activity for which the license was issued.

(e) In a suit for judicial review of a final decision or order of a state agency brought by a license holder, the agency's failure to comply with Subsection (c) shall constitute prejudice to the substantial rights of the license holder under Section 2001.174(2) unless the court determines that the failure did not unfairly

surprise and prejudice the license holder or that the license holder waived the opportunity provided in Subsection (c)(2) to show compliance with all requirements of law for the retention of the license.

Added by Acts 1993, 73rd Leg., ch. 268, Sec. 1, eff. Sept. 1, 1993. Amended by Acts 1995, 74th Leg., ch. 589, Sec. 1, eff. Sept. 1, 1995.

Amended by:

Acts 2015, 84th Leg., R.S., Ch. 625 (S.B. 1267), Sec. 2, eff. September 1, 2015.

Acts 2017, 85th Leg., R.S., Ch. 430 (S.B. 1446), Sec. 2, eff. September 1, 2017.

TGC, §2001.058. HEARING CONDUCTED BY STATE OFFICE OF ADMINISTRATIVE HEARINGS.

(a) This section applies only to an administrative law judge employed by the State Office of Administrative Hearings.

(b) An administrative law judge who conducts a contested case hearing shall consider applicable agency rules or policies in conducting the hearing, but the state agency deciding the case may not supervise the administrative law judge.

(c) A state agency shall provide the administrative law judge with a written statement of applicable rules or policies.

(d) A state agency may not attempt to influence the finding of facts or the administrative law judge's application of the law in a contested case except by proper evidence and legal argument.

(d-1) On making a finding that a party to a contested case has defaulted under the rules of the State Office of Administrative Hearings, the administrative law judge may dismiss the case from the docket of the State Office of Administrative Hearings and remand it to the referring agency for informal disposition under Section 2001.056. After the case is dismissed and remanded, the agency may informally dispose of the case by applying its own rules or the procedural rules of the State Office of Administrative Hearings relating to default proceedings. This subsection does not apply to a contested case in which the administrative law judge is authorized to render a final decision.

(e) A state agency may change a finding of fact or conclusion of law made by the administrative law judge, or may vacate or modify an order issued by the administrative judge, only if the agency determines:

(1) that the administrative law judge did not properly apply or interpret applicable law, agency rules, written policies provided under Subsection (c), or prior administrative decisions;

(2) that a prior administrative decision on which the administrative law judge relied is incorrect or should be changed; or

(3) that a technical error in a finding of fact should be changed.

The agency shall state in writing the specific reason and legal basis for a change made under this subsection.

(e-1) Notwithstanding Subsection (e), a state agency may not vacate or modify an order of an administrative law judge that awards attorney's fees and costs under Section 2001.903.

(f) A state agency by rule may provide that, in a contested case before the agency that concerns licensing in relation to an occupational license and that is not disposed of by stipulation, agreed settlement, or consent order, the administrative law judge shall render the final decision in the

contested case. If a state agency adopts such a rule, the following provisions apply to contested cases covered by the rule:

(1) the administrative law judge shall render the decision that may become final under Section 2001.144 not later than the 60th day after the latter of the date on which the hearing is finally closed or the date by which the judge has ordered all briefs, reply briefs, and other posthearing documents to be filed, and the 60-day period may be extended only with the consent of all parties, including the occupational licensing agency;

(2) the administrative law judge shall include in the findings of fact and conclusions of law a determination whether the license at issue is primarily a license to engage in an occupation;

(3) the State Office of Administrative Hearings is the state agency with which a motion for rehearing or a reply to a motion for rehearing is filed under Section 2001.146 and is the state agency that acts on the motion or extends a time period under Section 2001.146;

(4) the State Office of Administrative Hearings is the state agency responsible for sending a copy of the decision that may become final under Section 2001.144 or an order ruling on a motion for rehearing to the parties, including the occupational licensing agency, in accordance with Section 2001.142; and

(5) the occupational licensing agency and any other party to the contested case is entitled to obtain judicial review of the final decision in accordance with this chapter.

TGC, §2001.142. NOTIFICATION OF DECISIONS AND ORDERS.

(a) A state agency shall notify each party to a contested case of any decision or order of the agency using at least one of the following methods of service:

(1) personal service;

(2) if agreed to by the party to be notified, service by electronic means sent to the current e-mail address or facsimile number of the party's attorney of record or of the party if the party is not represented by counsel;

(3) service by first class, certified, or registered mail sent to the last known address of the party's attorney of record or of the party if the party is not represented by counsel; or

(4) service by a method required under the state agency's rules or orders for a party to serve copies of pleadings in a contested case.

(b) When a decision or order in a contested case that may become final under Section 2001.144 is signed or when an order ruling on a motion for rehearing is signed, a state agency shall deliver or send a copy of the decision or order to each party in accordance with Subsection (a). The state agency shall keep a record documenting the provision of the notice provided to each party in accordance with Subsection (a).

(c) If an adversely affected party or the party's attorney of record does not receive the notice required by Subsections (a) and (b) or acquire actual knowledge of a signed decision or order before the 15th day after the date the decision or order is signed, a period specified by or agreed to under Section 2001.144(a), 2001.146, 2001.147, or 2001.176(a) relating to a decision or order or motion for rehearing begins, with respect to that party, on the date the party or the party's attorney of record receives the notice or acquires actual knowledge of the signed decision or order, whichever occurs first. The period may not begin earlier than the 15th day or later than the 45th day after the date the decision or order was signed.

(d) To establish a revised period under Subsection (c), the adversely affected party must prove, on sworn motion and notice, that:

(1) the date the party or the party's attorney of record first received notice from the state agency or acquired actual knowledge of the signing of the decision or order was after the 14th day after the date the decision or order was signed;

(2) the adversely affected party exercised due diligence by keeping the state agency and all other parties to the contested case apprised of the current mailing address and any electronic contact information for the adversely affected party or the adversely affected party's attorney of record; and

(3) the adversely affected party and the party's attorney of record did not take any action that impeded or prevented receipt of notice of the signing of the decision or order.

(e) The state agency or a person authorized to act for the agency must grant or deny the sworn motion not later than the date of the agency's governing board's next meeting or, for a state agency without a governing board with decision-making authority in contested cases, not later than the 10th day after the date the agency receives the sworn motion.

(f) If the state agency or a person authorized to act for the agency fails to grant or deny the motion at the next meeting or before the 10th day after the date the agency receives the motion, as appropriate, the motion is considered granted.

(g) If a sworn motion filed under Subsection (d) is granted with respect to the adversely affected party filing that motion, all the periods specified by or agreed to under Section 2001.144(a), 2001.146, 2001.147, or 2001.176(a) relating to a decision or order, or motion for rehearing, shall begin for the movant on the date specified in the sworn motion that the movant or the movant's attorney of record first received the notice required by Subsections (a) and (b) or acquired actual knowledge of the signed decision or order. The date specified in the sworn motion shall be considered the date the decision or order was signed for the movant. The timely filing of a sworn motion for rehearing under Subsection (d) extends the period for agency action on any motion for rehearing until the 100th day after the date the decision or order subject to the motion for rehearing is signed.

TOC, §53.021. AUTHORITY TO REVOKE, SUSPEND, OR DENY LICENSE.

(a) Subject to Section 53.0231, a licensing authority may suspend or revoke a license, disqualify a person from receiving a license, or deny to a person the opportunity to take a licensing examination on the grounds that the person has been convicted of:

(1) an offense that directly relates to the duties and responsibilities of the licensed occupation;

(2) an offense listed in Article 42A.054, Code of Criminal Procedure; or

(3) a sexually violent offense, as defined by Article 62.001, Code of Criminal Procedure.

(a-1) Subsection (a) does not apply to a person who has been convicted only of an offense punishable as a Class C misdemeanor unless:

(1) the person is an applicant for or the holder of a license that authorizes the person to possess a firearm; and

(2) the offense for which the person was convicted is a misdemeanor crime of domestic violence as that term is defined by 18 U.S.C. Section 921.

(b) A license holder's license shall be revoked on the license holder's imprisonment following a felony conviction, felony community supervision revocation, revocation of parole, or revocation of mandatory supervision.

(c) Except as provided by Subsections (d) and (e), notwithstanding any other law, a licensing authority may not consider a person to have been convicted of an offense for purposes of this section if, regardless of the statutory authorization:

(1) the person entered a plea of guilty or nolo contendere;

(2) the judge deferred further proceedings without entering an adjudication of guilt and placed the person under the supervision of the court or an officer under the supervision of the court; and

(3) at the end of the period of supervision, the judge dismissed the proceedings and discharged the person.

(d) A licensing authority may consider a person to have been convicted of an offense for purposes of this section regardless of whether the proceedings were dismissed and the person was discharged as described by Subsection (c) if:

(1) the person was charged with:

(A) any offense described by Article 62.001(5), Code of Criminal Procedure; or

(B) an offense other than an offense described by Paragraph (A) if:

(i) the person has not completed the period of supervision or the person completed the period of supervision less than five years before the date the person applied for the license; or

(ii) a conviction for the offense would make the person ineligible for the license by operation of law; and

(2) after consideration of the factors described by Sections 53.022 and 53.023(a), the licensing authority determines that:

(A) the person may pose a continued threat to public safety; or

(B) employment of the person in the licensed occupation would create a situation in which the person has an opportunity to repeat the prohibited conduct.

(e) Subsection (c) does not apply if the person is an applicant for or the holder of a license that authorizes the person to provide:

(1) law enforcement or public health, education, or safety services; or

(2) financial services in an industry regulated by a person listed in Section 411.0765(b)(18), Government Code.

TOC, §53.022. FACTORS IN DETERMINING WHETHER CONVICTION DIRECTLY RELATES TO OCCUPATION.

In determining whether a criminal conviction directly relates to the duties and responsibilities of a licensed occupation, the licensing authority shall consider each of the following factors:

(1) the nature and seriousness of the crime;

(2) the relationship of the crime to the purposes for requiring a license to engage in the occupation;

(3) the extent to which a license might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved;

(4) the relationship of the crime to the ability or capacity required to perform the duties and discharge the responsibilities of the licensed occupation; and

(5) any correlation between the elements of the crime and the duties and responsibilities of the licensed occupation.

TOC, §53.023. ADDITIONAL FACTORS FOR LICENSING AUTHORITY TO CONSIDER AFTER DETERMINING CONVICTION DIRECTLY RELATES TO OCCUPATION.

(a) If a licensing authority determines under Section 53.022 that a criminal conviction directly relates to the duties and responsibilities of a licensed occupation, the licensing authority shall consider the following in determining whether to take an action authorized by Section 53.021:

(1) the extent and nature of the person's past criminal activity;

(2) the age of the person when the crime was committed;

(3) the amount of time that has elapsed since the person's last criminal activity;

(4) the conduct and work activity of the person before and after the criminal activity;

(5) evidence of the person's rehabilitation or rehabilitative effort while incarcerated or after release;

(6) evidence of the person's compliance with any conditions of community supervision, parole, or mandatory supervision; and

(7) other evidence of the person's fitness, including letters of recommendation.

(b) The applicant has the responsibility, to the extent possible, to obtain and provide to the licensing authority the recommendations described by Subsection (a)(7).

(c) Repealed by Acts 2019, 86th Leg., R.S., Ch. 765 (H.B. 1342), Sec. 12, eff. September 1, 2019.

TOC, §53.024. PROCEEDINGS GOVERNED BY ADMINISTRATIVE PROCEDURE ACT.

A proceeding before a licensing authority to establish factors required to be considered under this subchapter is governed by Chapter 2001, Government Code.

TOC, §53.025. GUIDELINES.

(a) Each licensing authority shall issue guidelines relating to the practice of the licensing authority under this chapter. The guidelines must state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority.

(b) A state licensing authority that issues guidelines under this section shall file the guidelines with the secretary of state for publication in the Texas Register.

(c) A local or county licensing authority that issues guidelines under this section shall post the guidelines at the courthouse for the county in which the licensing authority is located or publish the guidelines in a newspaper having countywide circulation in that county.

(d) Amendments to the guidelines, if any, shall be issued annually.

TOC, §53.051. NOTICE.

A licensing authority that suspends or revokes a license or denies a person a license or the opportunity to be examined for a license because of the person's prior conviction of an offense shall notify the person in writing of:

(1) the reason for the suspension, revocation, denial, or disqualification, including any factor considered under Section 53.022 or 53.023 that served as the basis for the suspension, revocation, denial, or disqualification;

(2) the review procedure provided by Section 53.052; and

(3) the earliest date the person may appeal the action of the licensing authority.

TOC, §53.052. JUDICIAL REVIEW.

(a) A person whose license has been suspended or revoked or who has been denied a license or the opportunity to take an examination under Section 53.021 and who has exhausted the person's administrative appeals may file an action in the district court in the county in which the licensing authority is located for review of the evidence presented to the licensing authority and the decision of the licensing authority.

(b) The petition for an action under Subsection (a) must be filed not later than the 30th day after the date the licensing authority's decision is final and appealable.

TOC, §56.003. DISCIPLINARY ACTION IN EVENT OF DEFAULT OR BREACH PROHIBITED.

A licensing authority may not take disciplinary action against a person based on the person's default on a student loan or breach of a student loan repayment contract or scholarship contract, including by:

(1) denying the person's application for a license or license renewal;

(2) suspending the person's license; or

(3) taking other disciplinary action against the person.

MINUTES

STATE BOARD OF EDUCATION

JANUARY 2025

STATE BOARD OF EDUCATION

(January 2025)

(State Board for Career and Technology Education)

AARON KINSEY, Midland
Chair of the State Board of Education
District 15

PAM LITTLE
Vice Chair of the State Board of Education
District 12

WILL HICKMAN
Secretary of the State Board of Education
District 6

Board Members

GUSTAVO REVELES, El Paso
District 1

LJ FRANCIS, Corpus Christi
District 2

MARISA PEREZ-DIAZ, San Antonio
District 3

STACI CHILDS, Houston
District 4

REBECCA BELL-METEREAU
San Marcos, District 5

JULIE PICKREN, Pearland
District 7

AUDREY YOUNG, Trinity
District 8

KEVEN ELLIS, Lufkin
District 9

TOM MAYNARD, Florence
District 10

BRANDON HALL, Aledo
District 11

TIFFANY CLARK, DeSoto
District 13

EVELYN BROOKS, Frisco
District 14

Committees of the State Board of Education
(updated January 2025)

INSTRUCTION

Audrey Young-Chair
Evelyn Brooks-Vice Chair
Rebecca Bell-Metereau
Pam Little
Gustavo Reveles

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard-Chair
Marisa Perez-Diaz-Vice Chair
Keven Ellis
Will Hickman
Aaron Kinsey

SCHOOL INITIATIVES

LJ Francis-Chair
Julie Pickren-Vice Chair
Staci Childs
Tiffany Clark
Brandon Hall

Minutes

State Board of Education

January 28 & 31, 2025

Minutes
State Board of Education
Tuesday, January 28, 2025

The State Board of Education Committee of the Full Board met at 11:04 a.m. on Tuesday, January 28, 2025, in the State Board of Education Room, #2.035, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; Brandon Hall; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Gustavo Reveles; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young; Tiffany Clark

Invocation

Pledge of Allegiance

Roll Call

1. Swearing-in Ceremony for Members of the State Board of Education
(Board agenda page SBOE-1)
[Official agenda item #1]

The Honorable Greg Abbott, Governor of Texas, administered the Oath of Office to Gustavo Reveles, Brandon Hall, and Tiffany Clark, the newly elected members of State Board of Education (SBOE) Districts 1, 11, and 13, respectively; and the following re-elected SBOE members: Marisa B. Perez-Diaz, District 3; Staci Childs, District 4; Tom Maynard, District 10; Pam Little, District 12; and Aaron Kinsey, District 15.

2. Review and Adoption of State Board of Education Operating Rules
(Board agenda page SBOE-2)
[Official agenda item #2]

MOTION: *It was moved by Mrs. Little, seconded by Ms. Childs, that the State Board of Education review and adopt the operating rules as amended.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried without objection to amend §1.2 to read as follows:*

1. Establishment of essential knowledge and skills (TEKS) and adoption of procedures and processes related to TEKS reviews and adoptions.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried to amend §1.2 to read as follows:*

2. Instructional materials proclamations. Review and adoption of instructional materials pursuant to the board's IMRA process and adoption of related processes and rubrics.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried without objection to amend §1.2 to read as follows:*

4. Biennial distribution (Texas Constitution, Article 7, Section 5(a)) from the Permanent School Fund

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried to amend §1.2 to read as follows:*

Committee on Instruction

~~1. State and federal funding issues~~
~~2.~~ 1.~~Financial b~~Budgeting, reporting, and regulation.
~~3.~~ 2. Contract and grant approval
~~4.~~ 3. Instructional materials financing and operations
~~5.~~ 4. Community education funding
~~6.~~ 5. Oversight of the Bond Guarantee Program including coordination with the TEA and the Texas Permanent School Fund Corporation (Texas PSF)
~~7.~~ 6. Oversight of the Texas PSF, including receipt of required reports
~~8.~~ 7. Review of nominations for gubernatorial appointments: Teacher Retirement System, School Land Board

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, to amend §1.2(f) to read as follows:*

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 or of the PSF Corporation Board of Directors. Should the committee chair be unable or unwilling to continue to serve as chair, the chairman of the board shall declare a vacancy and a new election shall be held by the committee.

The motion was withdrawn.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mrs. Pickren, and carried to amend §1.2 to read as follows:*

5. State and federal funding issues

MOTION: *It was moved by Mr. Hickman, seconded by Ms. Perez-Diaz, to amend §1.2(g) to read as follows:*

Ad hoc committees (i.e., task forces) may be constituted from time to time as directed by a vote of the board (Brooks/Childs) Defeated 4-7 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. Ad hoc committees will have the same requires as other SBOE committees including taking public testimony, being posted, and being streamed online for public access.

MOTION AND VOTE: *It was move by Mr. Francis, seconded by Dr. Ellis and carried to strikeout "~~Ad hoc committees will have the same requires as other SBOE committees including taking public testimony, being posted, and being streamed online for public access.~~" and to amend §1.2(g) to read as follows:*

An ad hoc committee shall ensure all meeting materials and reports of the committee are provided to every member of the board and made available to the public immediately following each meeting. An ad hoc committee shall schedule at least one public meeting to receive input and public testimony.

VOTE: *A vote was taken on the previous motion by the SBOE and the motion carried unanimously.*

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Ms. Childs, to amend §1.2(g) to read as follows:*

Ad hoc committees (i.e., task forces) may 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.

The motion failed.

MOTION: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried to amend §2.10(b)(1) to read as follows:*

Individuals may register between the hours of 8 a.m. (Central Time) on the ~~Monday~~ Wednesday preceding the board meeting and 5 p.m. on the Friday preceding the board meeting on the ~~agency website at http://tea.texas.gov/PublicTestimonySBOE/SBOE~~ SBOE website (sboe.texas.gov) at "Public Testimony and Registration" on the bottom of the homepage. An automated registration receipt will be generated and sent upon completion of registration. ~~, 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.~~ In person registration at the SBOE office is not available due to ongoing renovations of the TEA offices.

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Ms. Clark, to strike "~~Wednesday~~" and add "Tuesday". The motion carried.*

VOTE: *A vote was taken on the previousl motion by the SBOE and the motion carried.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by, Mrs. Pickren and carried without objection to amend §2.10(b)(1) to read as follows:*
~~(3) Those registering online will receive an email confirming the registration during the next business day.~~

~~(4)~~ (3) Registrations will be listed based upon registration date and time or alternating points of view in order of registration date and time.

~~(5)~~ (4) 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.

~~(6)~~ (5) Speakers will be informed if it appears that time constraints will not permit all speakers to make their presentation within the allotted time.

~~(7)~~ (6) All speakers may provide an electronic copy of their testimony. Registered speakers who are unable to make their presentations due to time constraints are encouraged to provide an electronic copy of their testimony for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried without objection to amend §2.10(b)(6) to read as follows:*

*(*6) All speakers may provide an electronic copy of their testimony via email to testimony@sboe.texas.gov. Registered speakers who are unable to make their presentations due to time constraints are encouraged to ~~provide~~ submit an electronic copy of their testimony to testimony@sboe.texas.gov for distribution to board members and agency executive staff. Written testimony will not be attached to committee minutes.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hall, and carried without objection to amend §2.11(b) to read as follows:*

(b) If the written testimony is submitted at the regular board or committee meeting, an electronic copy may be emailed to testimony@sboe.texas.gov ~~provided~~ for distribution to board members and agency executive staff. Written testimony will not be attached to the board minutes.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Childs, and carried to amend §2.11(c) to read as follows:*

(c) ~~Persons~~ Registered testifiers who are unable to attend or to testify at a committee or board meeting due to time constraints may provide an electronic copy of their testimony to testimony@sboe.texas.gov ~~agency staff~~ for distribution to board members and agency executive staff.

MOTION: *It was moved by Mr. Hickman, seconded by Dr. Ellis, and carried to amend §2.9(c)(2)(4)(5) and (6) to read as follows:*

(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 or instructional materials reviewed by the SBOE under TEC 31.023 for use in the public schools of Texas. ~~Board action relative to instructional materials resolutions must take place with 90 days of adoption of the specific instructional materials under 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials. §66.66(b).~~

~~(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. Materials should focus on scientific processes and recognize the ongoing process of scientific discovery and change over time in the natural world.~~

~~(B) Instructional materials should promote citizenship, patriotism, democracy, 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 Texas and its heritage and abundant natural resources.~~

~~(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 lifestyles deviating from generally accepted standards of Texas 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.~~
~~(vii)Instructional materials shall present factual information, avoid bias, and encourage discussion.~~

~~(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. [Hickman/Ellis] [Divide parts 5 and 6 adopted 11-0] 5 and 6 withdrawn~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Clark, to divide the question and consider §2.9(c)(2) and (4) separated from §2.9(c)(5) and (6). The motion carried without objection.*

VOTE: *A vote was taken by to SBOE on the motion to amend §2.9(c)(2) and (4), and the motion carried.*

VOTE: *Mr. Hickman's motion to strike §2.9(c)(5) and (6) was withdrawn.*

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Mrs. Pickren, and carried without objection to §2.9(c)(2) to read as follows:*

Board action on a resolution expressing an opinion related to specific instructional materials may ~~only~~ be considered only after final action has been taken concerning placement of the specific instructional materials on the list of adopted instructional materials or instructional materials reviewed by the SBOE under TEC 31.023 for use in the public schools of Texas.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried to amend §2.5(a) to read as follows:*

(a) The chair has the primary responsibility for creating the SBOE meeting agendas. This includes the SBOE agenda, the Committee of the Full Board agenda, and all committee agendas. Other than as provided in this subsection and subsections (b) and (c) of this section, all agenda items are subject to the approval of the chair. If a member wishes an item to be placed on the agenda of the Committee of the Full Board, the member should request in writing that the chair place the item on the agenda. The chair will respond in writing whether or not the item will be placed on the agenda. If the chair fails to respond within 30 days or declines in writing to place the item on the agenda, the member may make a motion during a board meeting to include the item on the agenda. If the board approves the request, it is placed on the agenda of the Committee of the Full Board for the next meeting.

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Ms. Perez-Diaz, and carried to amend §2.7 to read as follows:*

(d) All Board Members will treat TEA staff and public testifiers with respect throughout the entirety of their presentation, testimony, and questioning. The Chair may issue a warning to Board members to keep decorum if their line of questioning and statements are not given with respect or decency. Alternatively, upon an appropriate motion by a board member to the Chair, the Board may vote to provide warning to the board member as deemed appropriate.

~~(d)~~ (e) No signs, placards, flags, noisemakers, or other objects of a similar nature shall be permitted in the audience gallery area.

~~(e)~~ (f) No applause, outburst, other demonstration, or disruption by any spectator shall be permitted during any 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. If, after at least one warning from the presiding officer, any individual continues to disrupt a meeting by his or her words or actions, the presiding officer may direct that the individual be removed as necessary to preserve decorum during meetings.

~~(f)~~ (g) 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.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Brooks, and carried unanimously to amend §2.10(a)(2) to read as follows:*

Work session meetings ~~and ad hoc committee~~ meetings are exempt from this requirement.

MOTION AND VOTE: *It was moved by Ms. Clark, and seconded by Ms. Childs, to amend §2.5(f) to read as follows:*

(f) Official agendas and agenda attachments will be available ~~one week~~ two weeks before the board meeting. Any items submitted after this deadline may be considered at the next board meeting.

The motion failed.

MOTION: *It was moved by Mrs. Pickren, seconded by Mr. Hall, to amend §2.6(g) to read as follows:*

(g) For the sake of expediency, each board member shall be limited to 10 minutes of questions and discussion on each agenda item when convening as the State Board of Education.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mrs. Brooks, to amend the previous amendment to read as follows:*

"~~when convening as the State Board of Education~~ except during public testimony."

The motion failed.

VOTE: *A vote was taken by the State Board of Education on the previous motion and the motion failed.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried without objection to amend §3.1(d)(1) to read as follows:*

(1) public transportation ~~(excluding receipts for bus, taxi, ride share services or limousine)~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried without objection to amend §3.1(l) to read as follows:*

(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. Board members who are members of the PSF Corporation Board of Directors shall be reimbursed by the PSF Corporation for travel specifically and exclusively for the corporation and in compliance with the corporation's travel policies.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried to strike §3.3 to read as follows:*

~~§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 charter schools 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 §7.102(c)(9). 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.~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried without objection to strike §4.3(h) to read as follows:*

~~(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.~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Little, and carried without objection to strike §4.4 to read as follows:*

~~§4.4. Instructional Materials Submitted to the Texas Resource Review.~~

~~(a) An SBOE member shall not nominate instructional materials for submittal to the Texas Resource Review without a majority vote of the board endorsing said nomination.~~

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Francis, and carried to strike §5.1(d) to read as follows:*

~~(d) The board may 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.~~

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried to amend §7.3 to read as follows:*

The board shall select nominees in such a manner ~~as to facilitate adherence to diversity of appointments: "In each case in which the governing body of a state board, commission, or other state agency that has statewide jurisdiction is appointed by the governor or another appointing authority, the governor or appointing authority shall ensure that, to the extent possible, the membership of the governing body reflects the racial, ethnic, and geographic diversity of this state." (§651.009(a), Government Code~~) so as to comply with all applicable laws related to each appointment.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Pickren, and carried without objection to amend §7.4(b) to read as follows:*

(b) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and may engage an impartial third party to evaluate candidates submitted by members.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried to amend §7.5(b) to read as follows:*

(c) Each member shall be entitled to nominate one person who meets the criteria described in this section. Following the adopted deadline for nominations, should the number of qualified candidates be below the statutory requirement, the chair of the committee may, with the consultation of the chair of the State Board of Education, solicit additional nominations from members of the board.

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Francis, and carried to amend §7.5(b) to read as follows:*

(c) The Committee on School Finance/Permanent School Fund shall adopt an evaluation process using the criteria described in this rule, subject to approval of the board, and may engage an impartial third party to evaluate candidates submitted by members.

VOTE: *A vote was taken by the State Board of Education on the original motion, the motion carried unanimously.*

3. Election of State Board of Education Officers
(Board agenda page SBOE-29)
[Official agenda item #3]

Pursuant to the provisions of the Texas Education Code (TEC), §7.107, at the first regular meeting after the election and qualification of new SBOE members, the board shall elect by separate votes a vice chair and a secretary. The vice chair and secretary of the board will be elected to serve for terms of two years and until their successors are elected.

NOMINATIONS: Mr. Hickman nominated Mrs. Little for vice chair of the State Board of Education for a two-year term.

Mrs. Little was elected vice chair of the State Board of Education.

NOMINATIONS: Mrs. Pickren nominated Mr. Francis for secretary of the State Board of Education.

Mrs. Little nominated Mr. Hickman for secretary of the State Board of Education.

Mr. Hickman was elected secretary of the State Board of Education.

4. Announcement of Membership of Committees
(Board agenda page SBOE-30)
[Official agenda item #4]

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.

Mr. Kinsey announced the membership of the committees of the board, as follows:

Committee on Instruction

Gustavo Reveles
Pam Little
Audrey Young
Evelyn Brooks
Rebecca Bell-Metereau

Committee on School Finance/Permanent School Fund

Marissa Perez-Diaz
Will Hickman
Keven Ellis
Tom Maynard
Aaron Kinsey

Committee on School Initiatives

L.J. Francis
Staci Childs
Julie Pickren
Tiffany Clark
Brandon Hall

Chairman Kinsey adjourned the meeting at 4:03 p.m.

_____
Will Hickman, Secretary

Minutes
State Board of Education
Friday, January 31, 2025

The State Board of Education met at 9:18 a.m. on Friday, January 31, 2025, in room, #2.035 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Gustavo Reveles; LJ Francis; Marisa B. Perez-Diaz; Staci Childs; Rebecca Bell-Metereau; Will Hickman; Julie Pickren; Audrey Young; Keven Ellis; Tom Maynard; Pam Little; Brandon Hall; Tiffany Clark; Evelyn Brooks

Student Performance

A student performance was provided by the P.M. Jazz Band of Brazoswood High School in the Brazosport Independent School District.

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, November 22, 2024, and December 6, 2024

MOTION AND VOTE: *The State Board of Education unanimously approved the minutes of the November 22, 2024, and December 6, 2024, meetings of the State Board of Education, as printed.*

1. Resolutions and Presentation

National Blue Ribbon Schools

Industrial Junior High School in Industrial Independent School District (ISD); Archer City Elementary in Archer City ISD; Jesus A. Kawas Elementary in Laredo ISD; BRYSS Academy in Raul Yzaguirre Schools for Success; Florence J. Scott Elementary in Roma ISD; Alief Early College High School in Alief ISD; Gus Winston Cain Elementary in Whitehouse ISD; Hudson Elementary in Longview ISD; Flatonia Elementary in Flatonia ISD; Dave Blair Elementary in Carrollton-Farmers Branch ISD; Bob L. Kirksey Elementary in Booker ISD; Gruver High School in Gruver ISD; Jayton Schools in Jayton-Girard ISD; Nazareth School in Nazareth ISD; Rise Academy in Rise Academy; Abraham Kazen Elementary in United ISD; Robert B. Green Elementary at Riverside Park in San Antonio ISD; Ambassadors Preparatory Academy in Ambassadors Preparatory Academy; Caldwell Arts Academy in Tyler ISD; Neches High School in Neches ISD; Grapevine-Colleyville Collegiate Academy at Tarrant County College Northeast in Grapevine-Colleyville ISD; Whitewright Middle School in Whitewright ISD; De Leon High School in De Leon ISD; Hillsboro Junior High in Hillsboro ISD; Irion High School in Irion County ISD; Quanah High School in Quanah ISD

(ATTACHMENT 1, page 12)

Career and Technical Education Month

The State Board of Education, by unanimous consent, adopted a resolution designating February 2025 as National Career and Technical Education Month.

(ATTACHMENT 2, page 13)

Public Testimony

Public Testimony was provided by the following individuals:

NAME: Julia Brookins
AFFILIATION: American Historical Association

NAME: Alexia Leclercq
AFFILIATION: Start:Empowerment

NAME: Caitlin Macklin
AFFILIATION: Self

NAME: Steve Wandler
AFFILIATION: Bookmarked

NAME: Briana Cohen
AFFILIATION: Native American and Indigenous Studies

NAME: Gayle Warmbrodt
AFFILIATION: Self

NAME: Maxochitl Cortez
AFFILIATION: Self

NAME: Christel Erickson-Collins
AFFILIATION: Self

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) 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 II-20)

The State Board of Education suspended the board operating procedures in accordance with 5.2(a) to allow consideration at first reading and filing authorization and approved for first reading and filing authorization the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements.

(2) Consideration of Proposed New Innovative Courses and Renewal of Currently Approved Innovative Courses
(Board agenda page II-27)

The State Board of Education approved the renewal of the following innovative courses: Advancement Via Individual Determination I (AVID I), Advancement Via Individual Determination II (AVID II), Advancement Via Individual Determination III (AVID III), Advancement Via Individual Determination IV (AVID IV), G/T Interdisciplinary Studies/Mentor Seminar I-IV (First-Fourth Time Taken), Making Connections I, Making Connections II, Making Connections III, Making Connections IV, Multilingual Acculturation Studies for Newcomers, Peer Assistance and Leadership (PAL I), Peer Assistance and Leadership (PAL II), Peer Assistance for Students with Disabilities, and School to College.

(3) Recommendations Regarding Renewal of Instructional Materials Contracts
(Board agenda page II-32)

The State Board of Education approved the request to renew *Proclamation 2017* contracts for subject areas and periods indicated in the attachment, as recommended by the Committee on Instruction.

(4) Approval of Updates and Substitutions to Adopted Instructional Materials
(Board agenda page II-41)

The State Board of Education approved the requests from Savvas Learning Company LLC. to update content in its English and Spanish social studies materials for Kindergarten-grade 5 and English social studies materials for grades 6-8, U.S. Government, U.S. History, World

Geography and World History and from Studies Weekly to update content in its English social studies for Kindergarten-grade 5.

(5) Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees
(Board agenda page IV-3)

The State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approved the reappointment of Mr. Tim Nation to serve a two-year term of office from January 31, 2025, to January 30, 2027, on the Boys Ranch ISD Board of Trustees, as recommended by the Committee on School Initiatives.

(6) Recommendation for One Reappointment and One Reappointment to the Lackland Independent School District Board of Trustees
(Board agenda page IV-7)

The State Board of Education, based on Brigadier General Oakland's recommendation, approved the appointment of Mr. Thomas Koch and the reappointment of Mr. Brian Miller to serve terms of office from January 31, 2025, to January 30, 2027, on the Lackland ISD Board of Trustees, as recommended by the Committee on School Initiatives.

(7) Recommendation for One Appointment to the Randolph Field Independent School District
(Board agenda page IV-15)

The State Board of Education, based on Brigadier General Oakland's recommendation, approved the appointment of Mr. Robert C. Bornhauser to serve a term of office from January 31, 2025, to January 30, 2027, on the Randolph Field ISD Board of Trustees, as recommended by the Committee on School Initiatives.

(8) Adoption of Review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions
(Board agenda page IV-23)

The State Board of Education approved the review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions.

COMMITTEE OF THE FULL BOARD

3. Instructional Materials Review and Approval Cycle 2024 Update
(Board agenda page I-1)

The State Board of Education took no action on this item.

4. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts
(Second Reading and Final Adoption)
(Board agenda page I-3)

MOTION: *It was moved by Mrs. Little and that the State Board of Education approve for second reading and final adoption, proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts; and*

Make an affirmative finding that immediate adoption of the proposed new 19 TAC Chapter 67 State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register, as amended and recommended by the Committee of the Full Board.

MOTION: *It was moved by Mrs. Pickren, seconded by Mr. Hickman to amend §67.27(B)(a) and add:*

"include a resume and supervisor, if applicable or another reference"

The motion carried.

MOTION: *It was moved by Dr. Young, seconded by Mr. Reveles to adopt TEA staffs' amendments in §67.27 IMRA Reviewers: Eligibility and Appointment.*

The motion carried.

MOTION: *It was moved by Mrs. Brooks, seconded by Dr. Bell-Metereau to strike language in §67.27(B)(r):*

"A panel for suitability review consists of three reviewers ~~and shall reflect the political affiliation of the membership of the SBOE~~"

The motion failed.

VOTE: *A vote was taken on the original motion for the State Board of Education to approve for second reading and final adoption, proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts; and*

Make an affirmative finding that immediate adoption of the proposed new 19 TAC Chapter 67 State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register, as amended and recommended by the Committee of the Full Board.

The motion carried.

*(*ATTACHMENT 3, page 15)

5. Instructional Materials Review and Approval Cycle 2025 Update
(Board agenda page I-13)

MOTION: *It was moved by Mrs. Little that the State Board of Education adopt the Instructional Materials Review and Approval Cycle 2025 list as compiled by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Mr. Maynard, and carried to add Renaissance Learning, Inc.* Freckle for Math, *K-6 mathematics in English to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

VOTE: *A vote was taken by the State Board of Education to approve the original motion, as amended. The motion carried.*

6. Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials (First Reading and Filing Authorization)
(Board agenda page I-17)

MOTION: *It was moved by Mrs. Little that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 67 State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials, as amended and recommended by the Committee of the Full Board.*

MOTION: *It was moved by Mr. Francis, seconded by Mr. Hall, and carried to amend §67.69 to create a new §67.69(C)(b) to read:*

*"*A school district or open-enrollment charter school is requested to notify the State Board of Education member(s) representing the district or charter school, at the member's state email address as listed on the sboe.texas.gov website, within one week of a decision to approve a parent request for local classroom review and one week after receiving the final report.*"*

MOTION: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried to add to §67.69(C)(1):*

"that allows proper posting"

VOTE: *A vote was taken by the State Board of Education to approve the original motion, as amended. The motion carried.*

7. Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum (Second Reading and Final Adoption)
(Board agenda page I-48)

MOTION AND VOTE: *It was moved by Mrs. Little and carried that State Board of Education postpone to the April 2025 board meeting, second reading and final adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, as recommended by the Committee of the Full Board.*

8. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773**
(Second Reading and Final Adoption)
(Board agenda page I-54)

MOTION AND VOTE: *It was moved by Mrs. Little that the State Board of Education postpone action on proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service §127.773 to a subsequent meeting determined by the chair not later than April 2025, as recommended by the Committee of the Full Board.*

MOTION: *It was moved by Mr. Hickman and carried that the date of the subsequent meeting be amended to not later than April 11, 2025.*

VOTE: *A vote was taken by the State Board of Education to approve the original motion, as amended. The motion carried.*

9. **Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §111.29-111.31**
(First Reading and Filing Authorization)
(Board agenda page I-122)

MOTION AND VOTE: *It was moved by Mrs. Little and carried that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School §111.29-111.31, as recommended by the Committee of the Full Board.*

10. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 125.452, and 127.453**
(First Reading and Filing Authorization)
(Board agenda page I-143)

MOTION AND VOTE: *It was moved by Mrs. Little and carried that the State Board of Education suspend section 5.2(a) of the board's operating rules to consider separate employability standards for first reading and filing authorization at the next State Board of education meeting, as recommended by the Committee of the Full Board.*

MOTION: *It was moved by Mrs. Little that the State Board of Education approve for first reading and filing authorization new 19 TAC 127, Texas Essential Knowledge and Skills for Career*

Development and Career Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453.

MOTION: *It was moved by Mr. Hickman, seconded by Mrs. Pickren, to amend §127.402(d)(1)(H) and strike §127.402(d)(1)(I):*

(d)(1)(H) "identify the importance and benefits of meritocracy, a hard work ethic, and equal opportunity in the workplace;"

(d)(1)(I) "~~identify the benefits of equal opportunity in the workplace~~;"

and apply this change as a conforming amendment to all courses where the language appears

The motion carried.

MOTION: *It was moved by Mrs. Pickren, seconded by Mrs. Brooks, to strike §127.415(d)(18)(A) and (B):*

(d)(18)(A) ~~"describe the potential impacts, costs, and benefits of sustainable practices on local and global communities, environments, and economies~~;"

(d)(18)(B) "~~describe sustainability standards used throughout the project life cycle;~~"

The motion failed.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452 and 127.453. The motion carried.*

COMMITTEE ON INSTRUCTION

11. Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education
(First Reading and Filing Authorization)
(Board agenda page II-2)

MOTION AND VOTE: *It was moved by Dr. Young and carried that the State Board of Education approve for first reading and filing authorization the proposed repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career Technical Education, as recommended by the Committee on Instruction.*

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

12. Adoption of Review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts
(Board agenda page III-2)

MOTION AND VOTE: *It was moved by Mr. Maynard and carried that the State Board of Education adopt the review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education Purchasing and Contracts, as recommended by the Committee on School Finance/Permanent School Fund.*

COMMITTEE ON SCHOOL INITIATIVES

13. Review of Adoption of Proposed Amendment to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences
(Board agenda page IV-27)

MOTION AND VOTE: *It was moved by Mr. Francis and carried that the State Board of Education take no action on the Proposed Amendment to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter D, Required Educator Coursework and Training, Subchapter E. Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences, as recommended by the Committee on School Initiatives.*

14. Review of Adoption of Proposed Amendments to 19 TAC Chapter 234, Military Service Members, Military Spouse, and Military Veterans
(Board agenda page I-39)

MOTION AND VOTE: *It was moved by Mr. Francis and carried that the State Board of Education take no action on the Proposed Amendments to 19 TAC Chapter 234, Military Service Members, Military Spouse, and Military Veterans, as recommended by the Committee on School Initiatives.*

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Dr. Young did not report on the Committee on Instruction.

Committee on School Finance/Permanent School Fund

Mr. Maynard reported that the Permanent School Fund Corporation Board of Directors will meet quarterly and will be livestreamed.

Mr. Maynard reported that the Permanent School Fund Corporation has moved into its new facility located at 1300 Red River, Austin, TX. An open house will be scheduled for future date.

Committee on School Initiatives

Mr. Francis announced that the Generation 30, Subchapter D cycle for charters has started. The Authorizing Division received 25 applications, and 21 out of 25 applications are going through external review. Capacity interviews will be conducted in May 2025.

Mr. Francis announced that the Department of Authorizing received one High-Performing Entity charter school application. If the applicant receives a satisfactory grade during the due diligence period, the commissioner will make a recommendation to SBOE February 2025, and the SBOE may approve or veto the recommendation in April 2025.

Mr. Francis announced that the State Board for Educator Certification will send two communication letters after each meeting. Members can expect to receive two letters after SBEC's December 2024 meeting and two letters after SBEC's February 2025 meeting.

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

Mr. Kinsey announced that he appointed Mr. Francis to serve as the Charter School Liaison.

Mr. Kinsey gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 12:52 p.m.

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Will Hickman, Secretary

(ATTACHMENT 1)

R E S O L U T I O N

WHEREAS the *National Blue Ribbon Schools* program recognizes elementary, middle, and high schools where educational excellence is achieved;

WHEREAS a *National Blue Ribbon Schools* flag overhead is a mark of exemplary teaching and learning;

WHEREAS in 2024, Texas nominated twenty-six schools to be recognized for their students' achievement; and

WHEREAS Twenty-six of these schools were named 2024 *National Blue Ribbon Schools* by the United States Department of Education; now, therefore, be it

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing and Achievement Gap Closing Schools to Industrial Junior High School in Industrial Independent School District (ISD); Archer City Elementary in Archer City ISD; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing Schools to Jesus A. Kawas Elementary in Laredo ISD; BRYSS Academy in Raul Yzaguirre Schools for Success; Florence J. Scott Elementary in Roma ISD; Alief Early College High School in Alief ISD; Gus Winston Cain Elementary in Whitehouse ISD; Hudson Elementary in Longview ISD; Flatonia Elementary in Flatonia ISD; Dave Blair Elementary in Carrollton-Farmers Branch ISD; Bob L. Kirksey Elementary in Booker ISD; Gruver High School in Gruver ISD; Jayton Schools in Jayton-Girard ISD; Nazareth School in Nazareth ISD; Rise Academy in Rise Academy; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary Achievement Gap Closing Schools to Abraham Kazen Elementary in United ISD; Robert B. Green Elementary at Riverside Park in San Antonio ISD; Ambassadors Preparatory Academy in Ambassadors Preparatory Academy; Caldwell Arts Academy in Tyler ISD; Neches High School in Neches ISD; Grapevine-Colleyville Collegiate Academy at Tarrant County College Northeast in Grapevine-Colleyville ISD; Whitewright Middle School in Whitewright ISD; De Leon High School in De Leon ISD; Hillsboro Junior High in Hillsboro ISD; Irion High School in Irion County ISD; Quanah High School in Quanah ISD; and be it further

RESOLVED, That this resolution be presented to the principals of the aforementioned schools for being recognized for excellence through the *National Blue Ribbon Schools* program and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this thirty-first day of January two thousand twenty-five in Austin, Texas.

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Aaron Kinsey, Chair

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Will Hickman, Secretary

(ATTACHMENT 2)

RESOLUTION

WHEREAS February 1-28, 2025, has been designated National Career and Technical Education Month; and

WHEREAS about 1.35 million Texas secondary students are enrolled in one or more career and technical education (CTE) courses in 1,200 school districts and charter schools throughout the state; and

WHEREAS CTE offers students the opportunity to gain the academic, technical and employability skills necessary for career readiness; and

WHEREAS students in CTE programs participate in authentic, meaningful experiences and apply academic knowledge and skills from across the curriculum which improve the quality of their overall education; and

WHEREAS CTE is a vital and integral part of the Foundation High School Program, offering students pathways to earn endorsements, performance acknowledgements, and industry-validated credentials; and

WHEREAS Texas is proud to support nine CTE student organizations – Business Professionals of America; DECA Texas Association; Future Business Leaders of America; Family, Career and Community Leaders of America; Texas Health Occupations Students of America; SkillsUSA Texas; Texas Association of Future Educators; Texas FFA Association; and Texas Technology Student Association; and

WHEREAS CTE programs prepare students for a variety of careers by offering integrated programs of study that link secondary and postsecondary education and significantly contribute to college readiness; and

WHEREAS ensuring that employers have access to a qualified workforce is crucial to the Texas economy; now, therefore, be it

RESOLVED, that the State Board of Education, which has been designated by the Texas Legislature as the State Board for Career and Technical Education, does hereby proclaim February 1-28, 2025 as Career and Technical Education Month in Texas, and does hereby urge all Texans to become familiar with the outstanding programs delivered by exceptional CTE teachers in communities across the state, and to support these programs to enhance college and career readiness for all Texas students.

WITNESS our signatures this 31st day of January, two thousand and twenty-five, in Austin, Texas.

_____

Aaron Kinsey, Chair

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Will Hickman, Secretary

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ATTACHMENT 3

Text of Proposed New 19 TAC

Chapter 67. State Review and Approval of Instructional Materials

Subchapter B. State Review and Approval

§67.27. IMRA Reviewers: Eligibility and Appointment.

(a) All instructional materials review and approval (IMRA) reviewers must complete an application. The application will include a resume and supervisor , if applicable, or another reference contact information and must request any professional associations, affiliations, and groups in a format approved by the State Board of Education (SBOE) chair. SBOE members shall have access to all completed applications in their respective districts.

(b) The IMRA reviewer application shall be posted to the SBOE website.

(c) An IMRA reviewer may serve as a quality reviewer or as a suitability reviewer.

(d) Quality reviewers.

(1) [~~(d)~~] IMRA quality reviewers must meet one of the following minimum qualification requirements:

(A) [~~(1)~~] educators with three or more years of experience;

(B) [~~(2)~~] district or campus personnel who have taught and/or directly supported the grade level(s) and subject area(s) or course(s) for at least three years;

(C) [~~(3) adjunct~~] professors at an accredited institution of higher education in Texas with [~~for~~] at least three years or more experience in the subject area(s) or courses ; or

(D) [~~(4)~~] persons with evidence of strong content knowledge and experience in the grade level(s) and subject area(s) or course(s).

(2) [~~(e)~~] The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section with approval of the SBOE member for which the applicant is a district resident. The member has one week to respond to TEA's decision. If the SBOE member approves applicants who were previously rejected by TEA, those applications shall be reinstated to the applicant pool to be rated .

(3) [~~(f)~~] All eligible quality reviewer applicants shall be evaluated by TEA staff using the applicants' experience and qualifications rated on a scale of 1-3. The best qualified individuals are ranked 1.

(4) [~~(g)~~] Once rated, all eligible quality reviewer applicants are shared with the SBOE member for which the applicant is a district resident.

(5) [~~(h)~~] TEA staff provides all quality reviewer applicants and their applications to the SBOE member for which the applicant is a district resident, and the SBOE member may adjust rankings, veto applicants, and/or identify top candidates.

(6) [~~(i)~~] The SBOE member has two weeks to return applicants and their rankings to TEA staff. If the SBOE member does not submit a response, TEA staff's ranking shall remain unchanged.

(7) [~~(j)~~] IMRA quality reviewers must be approved by the SBOE member for which they are a district resident.

(8) [~~(k)~~] If an individual invited to serve on a quality review panel declines the invitation, the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent an SBOE member fails to select an alternate within one week, the top-ranked applicant is deemed selected.

(9) [~~(l)~~] In the event TEA does not receive enough applications to fill available roles, TEA may:

(A) [~~(1)~~] reduce the size of the review team to no fewer than three reviewers;

(B) [~~(2)~~] postpone the review of materials using the SBOE-approved strategy for prioritizing selection of instructional materials for review; or

(C) [~~(3)~~] modify the review schedule to allow for additional recruitment efforts.

(10) [~~(m)~~] TEA staff shall build quality review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications. The guidelines are established to ensure that the work groups are highly qualified, reflect the make-up of the state's educators, and include representation from the following.

(A) [~~(1)~~] Experience: highly qualified educators and others with evidence of strong content knowledge and experience in the subject and/or grade level or bands and/or course(s).

(B) [~~(2)~~] Position: a variety of positions reflected such as parents, classroom teachers, campus- and district-level administrators/specialists, education service center subject area personnel, representatives from higher education, and community members, including [~~parents and~~] employers.

(C) [~~(3)~~] School district size: large, midsize, and small school districts.

(D) [~~(4)~~] Demographics: multiple and different racial and ethnic groups and males and females.

(E) [~~(5)~~] School district/charter school: a variety of local education agencies are represented, including open-enrollment charter schools.

(F) [~~(6)~~] Expertise: if a work group is assigned a grade band, at least one reviewer with experience teaching for each grade level will be prioritized.

(11) [~~(n)~~] TEA staff shall maintain a database of individuals who have served on an IMRA review panel during the review process.

(12) [~~(o)~~] Applicants are exempt from subsection (a) of this section if they have previously served as an IMRA quality reviewer and received an acceptable performance rating ;

however, an SBOE member may waive this provision and require all applicants to resubmit their applications in accordance with subsection (a) of this section .

(e) Suitability reviewers.

(1) [~~(p)~~] Texas residency is a minimum requirement for any IMRA suitability reviewer.

(2) [~~(q)~~] Each SBOE member shall annually nominate a minimum of 20 applicants to serve as suitability reviewers and rank them from most preferred to least preferred.

(3) [~~(r)~~] A panel for suitability review consists of three reviewers and shall reflect the political affiliation of the membership of the SBOE. No more than one suitability reviewer per panel may be from any one SBOE district.

(4) [~~(s)~~] TEA staff shall build suitability review panels using top candidates identified from each SBOE district. As final selections are made, TEA may consider the following characteristics to ensure that each individual review panel is balanced and has the necessary qualifications.

(A) [~~(1)~~] Experience: successful participation as a quality or suitability reviewer in a past review.

(B) [~~(2)~~] Demographics: multiple and different racial and ethnic groups and males and females.

(5) [~~(t)~~] If an individual invited to serve on a review panel declines the invitation, the relevant SBOE member will select an alternate from the list of candidates within one week. To the extent a member fails to select an alternate within one week, the top-ranked applicant is deemed selected.

(6) [~~(u)~~] If there are not enough suitability reviewers available for a review cycle, TEA shall request more nominations from each SBOE member. To the extent a member fails to nominate additional candidates within one week, candidates from other SBOE member districts may be considered.

(7) [~~(v)~~] If an SBOE member who nominated reviewers no longer holds the office before the start of the annual review, the new SBOE member may nominate different suitability reviewers or adjust their rankings. If the office is vacant, the SBOE chair may nominate different suitability reviewers or adjust their rankings.

§67.29. IMRA Reviewers: Training, Duties, and Conduct.

(a) Instructional materials review and approval (IMRA) reviewers shall participate in training that includes at least the following:

(1) the responsibilities of an IMRA reviewer;

(2) statutes and rules pertaining to the IMRA process;

(3) essential knowledge and skills specified for subjects and grades or courses included in the proclamation or request for instructional materials, including clear and consistent guidelines for determining Texas Essential Knowledge and Skills (TEKS), Texas Prekindergarten Guidelines (TPG), or English Language Proficiency Standards coverage within the instructional materials;

(4) identifying factual errors;

(5) the schedule of IMRA procedures;

(6) regulatory requirements, including Texas Government Code, §572.051 (relating to Standards of Conduct), and Texas Penal Code, §36.02 (relating to Bribery); and

(7) IMRA quality and suitability rubrics.

(b) IMRA reviewers shall not accept meals, entertainment, gifts, or gratuities in any form from State Board of Education (SBOE) members; publishers, authors, or depositories; agents for publishers, authors, or depositories; any person who holds any official position with publishers, authors, depositories, or agents; or any person or organization interested in influencing the selection of instructional materials.

(c) IMRA reviewers shall be afforded the opportunity to collaborate with other panel members during the official virtual and face-to-face reviews to discuss coverage of TEKS or TPG, errors, components, or any other aspect of instructional materials being evaluated. Reviewers shall not discuss with other reviewers of the panel the instructional materials being reviewed, except during official virtual and face-to-face reviews.

(d) IMRA reviewers shall not discuss instructional materials being evaluated with a member of the SBOE, unions, organizations, or associations or with any party having a financial interest in the approval of instructional materials prior to the conclusion of the review. The review is considered to have concluded on the date that the final list of instructional materials recommended for approval is posted on the SBOE website.

(e) SBOE members may attend review panel meetings but may not discuss materials under review with state review panel members.

(f) IMRA reviewers shall observe a no-contact period that shall begin upon execution of their contract [~~with the initial communication regarding possible appointment to a state review panel~~] and end when they are released from their duties. During this period, IMRA reviewers shall not have direct or indirect communication with any person having an interest in the approval process regarding content of instructional materials under evaluation by the panel.

(g) The restrictions in subsections (c)-(f) of this section are not intended to prohibit IMRA reviewers from providing public testimony to the SBOE either at a public hearing or in any regularly scheduled meeting in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).

(h) IMRA reviewers shall report immediately to the commissioner of education and chair of the SBOE any communication or attempted communication by any person not officially involved in the review process regarding instructional materials being evaluated by the panel.

§67.31. Procedures for Public Access to and Handling of IMRA Samples.

(a) Each regional education service center (ESC) executive director shall designate one person to supervise all access to pre-approval instructional materials under consideration.

(b) On or before the date specified in the request for instructional materials for review, each ESC representative shall notify the commissioner of education of all irregularities in electronic samples in a manner designated by the commissioner. The appropriate publisher shall be notified of any sample irregularities reported by the ESCs.

(c) One electronic sample of all pre-approval instructional materials under consideration shall be retained in each ESC for review by interested persons. The review sample must remain available until the ESC receives the electronic final approved product sample on the date specified in the schedule of instructional materials review and approval (IMRA) procedures.

(d) Appropriate information, such as locator and login information and passwords, shall be made available by the ESCs to ensure public access to Internet-based instructional content throughout the review or contract period, as appropriate.

(e) Regional ESCs shall ensure reasonable public access to pre-approval instructional materials under consideration, including access outside of normal working hours that shall be scheduled by appointment.

(f) On or before the date specified in the schedule of IMRA procedures, each ESC shall publicize the date on which pre-approval instructional materials under consideration will be available for review and shall notify all school districts in the region of the schedule.

(g) One electronic final sample of all instructional materials approved by the State Board of Education shall be retained in each ESC for the entire contract period for review by interested persons. Samples of approved prekindergarten materials must match the format of the products to be provided to schools upon ordering.

§67.33. Public Comment on Instructional Materials.

(a) The instructional materials public comment period begins when the electronic samples of materials under consideration for approval are posted on the State Board of Education (SBOE) website and ends after 60 calendar days.

(b) Any resident of Texas may submit written comments for, against, or about any instructional materials submitted for review. All feedback shall be submitted to the commissioner of education in a format designated by the commissioner on or before the deadlines specified in the schedule of instructional materials review and approval (IMRA) procedures.

(c) Copies of written feedback and lists of reported alleged factual errors and suitability flags shall be posted on the SBOE website and provided to the SBOE and participating publishers.

(d) The SBOE shall hold a hearing on instructional materials submitted for review during a regularly scheduled meeting prior to the meeting at which the SBOE will vote to approve instructional materials.

(1) Testimony at the hearing shall be accepted from Texas residents and non-residents with priority given to Texas residents.

(2) Copies of written testimony provided at the hearing shall be distributed to SBOE members and to publishers with materials under consideration.

(3) Persons who wish to testify must register in accordance with registration procedures in the SBOE Operating Rules, §2.10 (relating to Oral Public Testimony in Connection with Regular Board and Committee Meetings).

(4) The SBOE may limit the time available for each person to testify to hear from everyone who has registered to testify.

(5) Persons may also be allowed to register to testify at the hearing, but priority will be given to those persons who registered prior to the deadline, in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings).

(6) Oral responses to testimony at the hearing may be made by official representatives of publishing companies.

(7) An archived recording of the hearing shall be provided on the Texas Education Agency (TEA) website.

(8) All written publisher responses to comments or public testimony provided at the hearing shall be posted to the TEA website within five working days of their receipt from the publisher.

(e) Public comment on instructional materials not approved by the SBOE on the date specified in the schedule of IMRA procedures shall be accepted according to the SBOE Operating Rules, §2.10.

§67.39. Updates to Approved Instructional Materials.

(a) A publisher may submit a request to the commissioner of education for approval to update content in State Board of Education (SBOE)-approved instructional materials. A publisher requesting approval of a content update shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the update. This requirement includes electronic instructional materials and Internet products for which all users receive the same updates. The request must be accompanied by an electronic sample of the proposed updates. Proposed changes shall be posted on the Texas Education Agency (TEA) website for a minimum of 30 calendar days prior to approval.

(b) A publisher that requests to update content in state-approved instructional materials must comply with the following additional requirements:

(1) provide that there will be no additional cost to the state or local education agencies (LEAs);

(2) certify in writing that the new material meets the applicable essential knowledge and skills, is free from factual errors, and is suitable and appropriate for the grade level and subject/course(s); and

(3) certify that the updates do not affect the product's coverage of Texas Education Code, §28.002(h), as it relates to that specific subject and grade level or course(s) in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

(c) All requests for updates must be approved by the SBOE prior to their introduction into state-approved and locally adopted instructional materials.

(d) The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to content in state-approved instructional materials prior to delivery of the materials to school districts.

(e) A publisher of instructional materials may provide alternative formats for use by school districts if:

(1) the content is identical to SBOE-approved content; and

(2) the alternative formats include the identical revisions and updates as the original product and the cost to the state and LEAs is equal to or less than the cost of the original product.

(f) Alternative formats may be developed and introduced at any time during the instructional materials review and approval cycle using the procedures for approval of other SBOE-approved materials.

(g) Publishers must notify the commissioner in writing if they are providing SBOE-approved products in alternative formats.

§67.41. New Editions of Approved Instructional Materials.

(a) A publisher may submit a request to the commissioner of education for approval to substitute a new edition of state-approved instructional materials. A publisher requesting approval of a new edition shall provide a written request in a manner designated by the commissioner that includes an explanation of the reason for the substitution. The request must be accompanied by an electronic sample and a correlation document that meets all the requirements of the correlation document provided for the initial review. This requirement

includes electronic instructional materials and Internet products for which all users receive the same updates. Proposed changes shall be made available for public review on the Texas Education Agency website for a minimum of 60 calendar days prior to approval.

(b) A publisher that requests to substitute a new edition of state-approved instructional materials must comply with the following additional requirements:

(1) provide that there will be no additional cost to the state or local education agencies;

(2) certify in writing that the new material meets the applicable Texas Essential Knowledge and Skills or Texas Prekindergarten Guidelines, is free from factual errors, and is suitable and appropriate for the grade level and subject/course(s); and

(3) certify that the updates in the new edition do not affect the product's coverage of Texas Education Code, §28.002(h), as it relates to that specific subject and grade level or course(s) in understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

(c) All requests for updates involving content used in determining the product's eligibility for approval must be approved by the State Board of Education (SBOE) prior to their introduction into state-approved and locally adopted instructional materials.

(d) The SBOE may assess penalties as allowed by law against publishers that fail to obtain approval for updates to content in SBOE-approved instructional materials prior to delivery of the materials to school districts.

Subchapter C. Local Operations

§67.61. Sample Copies of Instructional Materials for School Districts.

(a) Upon request by the instructional materials coordinator of a school district or an open-enrollment charter school, a publisher shall provide one complete electronic sample in an open file format or closed format of approved instructional materials. Samples of learning systems and electronic, visual, or auditory media may be provided in demonstration or representative format. Samples of instructional materials provided to school districts shall be labeled "Sample Copy - Not for Classroom Use."

(b) Samples supplied to school districts shall be provided and distributed at the expense of the publisher. No state or local funds shall be expended to purchase, distribute, or ship sample materials. Publishers may make arrangements with school districts or open-enrollment charter schools to retrieve samples after local selections are completed, but the state does not guarantee return of sample instructional materials.

§67.63. Selection and Local Adoption of Instructional Materials by School Districts.

(a) Each local board of trustees of a school district or governing body of an open-enrollment charter school shall select instructional materials in an open meeting as required by Texas Government Code, Chapter 551, including public notice.

(b) A school district or an open-enrollment charter school may requisition instructional materials on the list approved under the Texas Education Code, §31.023, for grades above the grade level in which the student is enrolled.

(c) Locally adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student's ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled.

(d) School districts or open-enrollment charter schools shall not be reimbursed from state funds for expenses incurred in local handling of instructional materials.

Minutes

State Board of Education Committees

January 28-30, 2025

Report of the State Board of Education
Committee of the Full Board
Tuesday, January 28, 2025

The State Board of Education Committee of the Full Board met at 4:53 p.m. on Monday, January 28, 2025, in the State Board of Education Room, #2.035, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Brandon Hall; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Gustavo Reveles; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young; Tiffany Clark

Public Testimony

The Committee of the Full Board heard no public testimony.

ACTION ITEMS

1. **Instructional Materials Review and Approval Cycle 2024 Update**
   (Board agenda page I-1)
   [Official agenda item #3]

   Colin Dempsey, director, district operations, technology, and sustainability supports division, presented part two of an after-action report on the inaugural instructional materials review and approval (IMRA) cycle. The report focuses on the IMRA reviews, including the review process, publisher appeals, and reporting. Mr. Dempsey explained that this was posted as an action item to allow the board to provide staff with directions for potential changes to the SBOE-approved IMRA process. The committee took no action.

2. **Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts**
   (Second Reading and Final Adoption)
   (Board agenda page I-3)
   [Official agenda item #4]

   Mr. Dempsey explained the proposed new sections would implement House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, by defining the procedures and policies for the selection, appointment, training, and duties of instructional materials review and approval (IMRA) reviewers; outlining the procedures for IMRA public access and public comment; and specifying procedures for materials to be updated or revised following approval by the board. The proposed new sections would also outline the procedures for local districts to adopt instructional materials. No changes are recommended since approved for first reading.

MOTION: *It was moved by Mrs. Little, seconded by Mr. Maynard, and carried to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 67,* State Review and Approval of Instructional Materials, *Subchapter B, State Review and Approval, §67.27,* IMRA Reviewers: Eligibility and Appointment*; §67.29,* IMRA Reviewers: Training, Duties, and Conduct; *§67.31,* Procedures for Public Access to and Handling IMRA Samples; *§67.33,* Public Comment on Instructional Materials; *§67.39,* Updates to Approved Instructional Materials; *§67.41,* New Editions of Approved Instructional Materials; *and Subchapter C, Local Operations, §67.61,* Sample Copies of Instructional Materials for School Districts; and *§67.63,* Selection and Local Adoption of Instructional Materials by School Districts; and

Make an affirmative finding that immediate adoption of the proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, *Subchapter B, State Review and Approval, §67.27,* IMRA Reviewers: Eligibility and Appointment; *§67.29,* IMRA Reviewers: Training, Duties, and Conduct; *§67.31,* Procedures for Public Access to and Handling IMRA Samples; *§67.33,* Public Comment on Instructional Materials; *§67.39,* Updates to Approved Instructional Materials; *§67.41,* New Editions of Approved Instructional Materials; *and Subchapter C, Local Operations, §67.61,* Sample Copies of Instructional Materials for School Districts; and *§67.63,* Selection and Local Adoption of Instructional Materials by School Districts *is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried unanimously to create a new §67.27(d) and (p) that reads:*

"(d) The following processes applies to IMRA quality reviewers:

(p) The following processes applies to IMRA suitability reviewers:"

and to nest the original §67.27(d)–(n) under the new §67.27(d) and the original §67.27(p)–(v) under the new §67.27(p).

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mr. Reveles, and carried to amend §67.27(a) to read:*

"All instructional materials review and approval (IMRA) reviewers must complete an application. The application will include a resume and supervisor contact information and must request any professional associations, affiliations, and groups in a format approved by the State Board of Education (SBOE) chair. The State Board of Education shall have access to all completed applications in their respective district."

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Ms. Clark, and carried to amend the original §67.27(d)(3) to read:*

"adjunct professors at an accredited institution of higher education in Texas for at least three years; or more experience in the subject area or courses;"

MOTION AND VOTE: *It was moved by Mrs. Brooks and seconded by Mrs. Little to amend the original §67.27(d)(4) to read:*

"persons with ~~evidence of~~ strong content knowledge ~~and experience~~ in the grade level(s) and subject area(s) or course(s)."

The motion failed.

MOTION: *It was moved by Mrs. Brooks, seconded by Mrs. Pickren to amend the original §67.27(e) to read:*

"The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section with approval of the SBOE member for which the applicant is a district resident. The member has one week to respond to the TEAs decision. If the SBOE member approves applicants who were previously rejected by the TEA, those applications shall be forwarded directly to subsection (F)."

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Reveles, and carried to recommend that the previous amendment be amended to read:*

"The Texas Education Agency (TEA) may reject a quality reviewer applicant if the candidate does not meet minimum eligibility as outlined in this section with approval of the SBOE member for which the applicant is a district resident. The member has one week to respond to the TEA's decision. If the SBOE member approves applicants who were previously rejected by the TEA, those applications shall be ~~forwarded directly to subsection (F)~~ reinstated to the applicant pool to be rated."

VOTE: *A vote was taken on the amendment as amended and carried.*

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mr. Reveles, and carried to recommend that the State Board of Education amend the original §67.27(m)(2) to read:*

"Position: a variety of positions reflected such as parents, classroom teachers, campus- and district-level administrators/specialists, education service center subject area personnel, representatives from higher education, and community members, including ~~parents and~~ employers."

MOTION AND VOTE: *It was moved by Mrs. Brooks and seconded by Mr. Reveles to amend the original §67.27(m)(5) to read:*

"School districts~~/charter schools:~~ or open-enrollment charter schools and a variety of local education agencies are represented~~, including open-enrollment charter schools.~~

The motion failed.

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Dr. Young, and carried to recommend that the State Board of Education amend the original §67.27(r) to read*:

"A panel for suitability review consists of three reviewers and shall reflect the political affiliation of the membership of the SBOE. No more than one suitability reviewer per panel may be from any one SBOE district."

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mrs. Brooks, and carried to recommend that the State Board of Education amend the original §67.27(o) to read:*

"Applicants are exempt from subsection (a) of this section if they have previously served as an IMRA quality reviewer and received an acceptable performance rating however a SBOE member may waive this provision and require all applicants to resubmit their applications in accordance with Subsection a."

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mrs. Little, and carried to recommend that the State Board of Education amend the original §67.27(d)(3) to read:*

"~~adjunct~~ professors at an accredited institution of higher education in Texas for at least three years; or"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Pickren, and carried to recommend that the State Board of Education amend the original §67.27(d)(3) to read:*

"Professors at an accredited institution of higher education in Texas with ~~for~~ at least three years; or"

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mr. Francis, and carried to recommend that the State Board of Education amend the original §67.29(f) to read:*

("IMRA reviewers shall observe a no-contact period that shall begin upon execution of their contract ~~with the initial communication regarding possible appointment to a state review panel~~ and end when they are released from their duties. During this period, IMRA reviewers shall not have direct or indirect communication with any person having an interest in the approval process regarding content of instructional materials under evaluation by the panel."

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mr. Francis to recommend that the State Board of Education amend §67.29(g) to read:*

"The restrictions in subsections (c)-(f) of this section are not intended to prohibit IMRA reviewers from providing public testimony to the SBOE either at a public hearing or in any regularly scheduled meeting in accordance with the SBOE Operating Rules, §2.12 (relating to Public Hearings). TEA will submit all reviewer survey responses to SBOE members during the no-contact period."

The motion failed.

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 new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment; §67.29, IMRA Reviewers: Training, Duties, and Conduct; §67.31, Procedures for Public Access to and Handling IMRA Samples; §67.33, Public Comment on Instructional Materials; §67.39, Updates to Approved Instructional Materials; §67.41, New Editions of Approved Instructional Materials; and Subchapter C, Local Operations, §67.61, Sample Copies of Instructional Materials for School Districts; and §67.63, Selection and Local Adoption of Instructional Materials by School Districts; and*

Make an affirmative finding that immediate adoption of the proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, *Subchapter B, State Review and Approval, §67.27,* IMRA Reviewers: Eligibility and Appointment; *§67.29,* IMRA Reviewers: Training, Duties, and Conduct; *§67.31,* Procedures for Public Access to and Handling IMRA Samples; *§67.33,* Public Comment on Instructional Materials; *§67.39,* Updates to Approved Instructional Materials; *§67.41,* New Editions of Approved Instructional Materials; *and Subchapter C, Local Operations, §67.61,* Sample Copies of Instructional Materials for School Districts; and *§67.63,* Selection and Local Adoption of Instructional Materials by School Districts *is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register. (Per TEC, §7.102(f), a vote of two-thirds of the members of the board is necessary for an earlier effective date.)*

The motion carried without objection.

3. Approval Instructional Materials Review and Approval Cycle 2025 Update
(Board agenda page I-13)
[Official agenda item #5]

This item was postponed to the January 30, 2024, meeting of the Committee of the Full Board.

DISCUSSION ITEM

4. Approval Discussion of Local Classroom Review Rubrics
(Board agenda page I-15)

This item was postponed to the January 30, 2024, meeting of the Committee of the Full Board.

ACTION ITEM

5. Approval Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials
(First Reading and Filing Authorization)
(Board agenda page I-17)
[Official agenda item #6]

This item was postponed to the January 30, 2024, meeting of the Committee of the Full Board.

DISCUSSION ITEM

6. Ethics Training
(Board agenda page I-21)

This item was postponed to the January 29, 2024, meeting of the Committee of the Full Board.

Chairman Kinsey adjourned the meeting at 7:44 p.m.

Report of the State Board of Education
Committee of the Full Board
Wednesday, January 29, 2025

The State Board of Education Committee of the Full Board met at 9:01 a.m. on Wednesday, January 29, 2024, in the State Board of Education Room, #2.035, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Brandon Hall; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Gustavo Reveles; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young; Tiffany Clark.

Public Testimony

The Committee of the Full Board heard public testimony on agenda item 7. Information regarding the individuals who presented public testimony is included in the discussion of that item.

The Committee of the Full Board considered items in the following order: Item number 1, 7, 8, 5, 11.

DISCUSSION ITEMS

1. **Commissioner's Comments**
   (Board agenda page I-42)
   [Official agenda item #7]

   Commissioner Mike Morath presented TEA's 2024 Annual Report to the members. He walked through the Annual Report, which included updates on school safety and security, school funding, CTE, special education, and the STAAR assessment. He further provided an updated comparison to updated 2024 NAEP data.

2. **Discussion of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option**
   (Board agenda page I-43)
   [Official agenda item #3]

   This item was postponed to the January 30, 2025, meeting of the Committee of the Full Board.

ACTION ITEMS

3. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum (Second Reading and Final Adoption)**
   (Board agenda page I-48)
   [Official agenda item #7]

   This item was postponed to the January 30, 2025, meeting of the Committee of the Full Board.

4. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and**

Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773
(Second Reading and Final Adoption)
(Board agenda page I-54)
[Official agenda item #8]

This item was postponed to the January 30, 2025, meeting of the Committee of the Full Board.

DISCUSSION ITEM

5. **Public Hearing on Proposed New 19 Texas Administrative Code (TAC) Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.32**
(Board agenda page I-120)

No public testimony was received on this item.

ACTION ITEM

6. **Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31**
(First Reading and Filing Authorization)
(Board agenda page I-122)
[Official agenda item #9]

This item was postponed to the January 30, 2025, meeting of the Committee of the Full Board.

DISCUSSION ITEM

7. **Public Hearing on Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter I, Engineering**
(Board agenda page I-141)
[Official agenda item #10]

Invited Testimony was provided by the following individual:

NAME: Trevor Reed
AFFILIATION: Environmental Engineering Work Group Subcommittee

ACTION ITEM

8. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453**
(First Reading and Filing Authorization)
(Board agenda page I-143)

Ms. Martinez provided an overview of the CTE career clusters, programs of study, and courses. She explained that all CTE courses include an employability skills strand with student expectations that are similar but not identical. She explained a suggestion by Chairman Kinsey that the board adopt a single set of employability skills standards that would apply to all CTE courses. Ms. Martinez added that staff recommended that the board consider one set of employability standards for level 1 and 2 courses and a different set for level 3 and 4 CTE courses.

Ms. Snyder explained that this item would add new courses and update existing courses that are being added to the new engineering career cluster.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education suspend operating rules to consider separate employability standards for first reading and filing authorization at the next State Board of Education meeting.*

MOTION: *It was moved by Mrs. Little to recommend that the State Board of Education approve for first reading and filing authorization new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.419, 127.452, and 127.453.*

MOTION AND VOTE: *It was moved by Ms. Pickren, seconded by Dr. Young and carried to divide the question to consider §127.407, Environmental Engineering, separately.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.402(d)(1)(G) to read:*

"demonstrate respect for differences ~~diversity~~ in the workplace;"

and apply this change as a conforming amendment to all courses where the language appears.

MOTION AND VOTE: *It was moved by Ms. Pickren, seconded by Mr. Hall, and carried to recommend that the State Board of Education add new student expectation (d)(1)(D) to §§127.402-127.406, 127.408-419, 127.452 and 127.453 to read:*

"identify the importance of meritocracy and a hard work ethic in the workplace;"

MOTION AND VOTE: *It was moved by Ms. Pickren, seconded by Mr. Hickman, and carried to recommend that the State Board of Education amend §127.402(d)(1)(H) to read:*

"identify consequences relating to discrimination ~~,~~ and harassment ~~, and inequality~~;"

and apply this change as a conforming amendment in all other places where the language appears.
MOTION AND VOTE: *It was moved by Ms. Pickren, seconded by Mr. Francis, and carried to recommend that the State Board of Education add new student expectation (d)(1)(I) to §§127.402-127.406, 127.408-419, 127.452 and §127.453 to read:*

(d)(1)(I) "identify the benefits of equal opportunity in the workplace; "

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend* (d)(1)(I) in *§127.402 and in all other courses where the language appears to read:*

(d)(1)(I) "~~identify and discuss elements of professional codes of conduct or creeds in engineering such as the National Society of Professional Engineers Code of Ethics for Engineers;~~"

(d)(1)(F) "identify and discuss the importance of professionalism, standards of conduct, and ethics ~~in engineering design~~ as defined by the Texas Engineering Practice Act and rules concerning the practice of engineering and surveying; ~~professional organizations such as the National Society of Professional Engineers;~~"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.402(d)(6)(E) to read:*

"define and discuss intellectual property laws such as patent~~s~~, copyright~~s~~, and trade secret law and their role in protecting proprietary information in the research process;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §127.402(d)(6)(F) to read:*

"identify limitations in information and research such as outdated, conflicting, proprietary, or limited access ~~to information~~;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.406(d)(5)(B) to read:*

"relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of various ~~diverse~~ scientists and engineers as related to the content; and"

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.408(b) to read:*

"General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Engineering Career Cluster and Physics or Chemistry. ~~Prerequisite or corequisite: Algebra II.~~ Recommended prerequisite or corequisite: Algebra II ~~Physics~~. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course."

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.409(b) to read:*

"General requirements. This course is recommended for students in Grades 11 ~~10~~-12. Prerequisite: at least one credit from the Engineering Career Cluster and Physics. Prerequisites or corequisites: Algebra II. ~~and Chemistry. Recommended prerequisite or corequisite: Physics.~~ This course satisfies a high school science graduation requirement. Students shall be awarded one credit for the successful completion of this course."

MOTION AND VOTE: *It was moved by Mr. Hickman and seconded by Mr. Hall to recommend that the State Board of Education amend §127.409(c)(3) to read:*

"Students enrolled in Mechanics of Materials describe the mechanical behavior of engineering materials, including metals, ceramics, polymers, composites, ~~welds,~~ and adhesives, and the

applications of welds, load, deformation, stress and strain relationships for deformable bodies, and mechanical elements relevant to engineers. The course includes axially loaded members, buckling of columns, torsional members, beams, and failure."

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.410(b) to read:*

"General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Engineering Career Cluster and Physics. Prerequisite or corequisite: Algebra II. ~~Recommended prerequisite or corequisite: Physics.~~"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Dr. Bell-Metereau, and carried without objection to recommend that the State Board of Education amend §127.412(d)(8)(C) to read:*

"document requirements in correct format with appropriate standards such as ~~the~~ National Aeronautics and Space Administration (NASA), military ~~standards~~, and ~~the~~ International Council on Systems Engineering (INCOSE);"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.412(d)(11) to read:*

"Concept generation. The student generates multiple systematic ~~multiple~~ concepts using appropriate ideation tools. The student is expected to:"

MOTION AND VOTE: *It was moved by Mr. Francis and seconded by Ms. Pickren to recommend that the State Board of Education amend §127.415(b) to read:*

"General requirements. Prerequisite: Geometry ~~Algebra I~~ and either Introduction to Computer-Aided Design and Drafting or Principles of Applied Engineering. ~~Recommended prerequisite: Geometry.~~ Students shall be awarded one credit for successful completion of this course."

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Brooks to recommend that the State Board of Education amend §127.415(d)(18)(A) and strike §127.415(d)(18)(B) as follows:*

(d)(18)(A) "describe the potential impacts of ecofriendly ~~sustainable~~ practices on local and global communities, environments, and economies;"

(d)(18)(B) "~~describe sustainability standards used throughout the project life cycle;~~"

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Pickren and seconded by Mr. Hall to recommend that the State Board of Education strike §127.415(d)(A) and (B) as follows:*

(d)(18)(A) "~~describe the potential impacts of sustainable practices on local and global communities, environments, and economies;~~"

(d)(18)(B) "~~describe sustainability standards used throughout the project life cycle;~~"

The motion failed with 6 members voting Aye and 7 members voting No as follows:

Aye:	*Ms. Brooks*	*Mr. Kinsey*
	Mr. Francis	*Mr. Maynard*
	Mr. Hall	*Ms. Pickren*
No:	*Dr. Bell-Metereau*	*Mrs. Little*
	Ms. Childs	*Ms. Perez-Diaz*
	Dr. Clark	*Mr. Reveles*
	Mr. Hickman	

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Brooks, and carried to recommend that the State Board of Education amend §127.415(d)(18)(A) to read:*

"describe the potential impacts, costs, and benefits of sustainable practices on local and global communities, environments, and economies;"

The motion carried.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Reveles, and carried without objection to recommend that the State Board of Education amend §127.415(d)(17)(A) to read:*

"research and identify the fundamental engineering ethics established by the Texas Board of Professional Engineers and Land Surveyors and other professional organizations such as American Society of Civil Engineers, the National Society of Professional Engineers, ~~the~~ the National Council of Examiners for Engineering and Surveying, and the National Institute of Engineering Ethics; and"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.416(d)(16)(A) to read:*

"track team goals to verify completion of ~~contribute~~ project milestones;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Hall, and carried without objection to recommend that the State Board of Education amend §127.416(d)(18)(C) to read:*

"explain how sustainable programs and certifications potentially impact the design elements and cost of ~~in~~ a project;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Hall, and carried without objection to recommend that the State Board of Education amend §127.416(d)(18)(D) to read:*

"explain how design choices potentially impact human health, the environment, and the cost of a project ~~human health~~; and"

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education amend §127.416(d)(18)(E) to read:*

"explain how elements of the construction process potentially impact human health and the environment ~~and human health~~."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.417 to read:*

(d)(8)(A) "research federal regulatory agencies and describe the role federal regulatory agencies serve in relation to ~~an~~ engineering project**s** such as the Environmental Protection Agency (EPA), Federal Aviation Administration (FAA), and Army Corps of Engineers;

(d)(8)(B) "research state regulatory agencies such as the Texas Department of Transportation (TxDOT), Texas Commission on Environmental Quality (TCEQ), and the Texas Railroad Commission (TRC) and describe the role these agencies serve in relation to ~~an~~ engineering project**s**;"

(d)(8)(C) "research local regulatory agencies such as cities and counties and describe the role local regulatory agencies serve in relation to ~~an~~ engineering project**s**; and"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §127.418(d)(5)(A) to read:*

"identify and describe common building materials such as wood, masonry, concrete, metal, glass, aggregate, and plastic;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Maynard, and carried without objection to recommend that the State Board of Education amend §127.418(d)(5)(F) to read:*

"research and describe sustainable building materials ~~and~~ , methods , and costs;"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Pickren, and carried to recommend that the State Board of Education amend §127.402(c)(4) to read:*

"Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations. ~~leadership or extracurricular organizations.~~"

and apply this change as a conforming amendment to all courses where the language appears.

MOTION AND VOTE: *It was moved by Mr. Francis and seconded by Mr. Hall to recommend that the State Board of Education amend §127.419(b) to read:*

"General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Geometry. ~~Algebra I.~~ Recommended prerequisite~~s~~: ~~Geometry and~~ Introduction to Computer-Aided Design and Drafting. Students shall be awarded two credits for successful completion of this course."

The motion failed.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mr. Francis, and carried to recommend that the State Board of Education amend §127.411(d), to read:*

"(6) "Applications for mechanical design. The student examines domestic, commercial, and industrial applications of mechanical design. The student is expected to:

(A) explain applications of mechanical design in various industries, including medical, aeronautical, automotive, naval, and robotics industries;

(B) research and identify commercial applications for mechanical design such as heating and cooling systems and robotics; and

(C) identify and discuss household items that are impacted by mechanical design such environmental controls, refrigerators, washing machines, and clothes dryers."

"(d)(11)(I) "identify and use ~~define~~ engineering computational tools such as computer aided design (CAD), finite element analysis (FEA), or computational fluid dynamics (CFD)."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education adopt amendments to §127.412, as follows:*

(d)(6)(C) "identify and discuss household items that are impacted by mechanical design such as environmental controls, refrigerators, washing machines, and clothes dryers."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Dr. Bell-Metereau, and carried to recommend that the State Board of Education adopt amendments to §127.412, Mechanical Design II, as follows:*

(d)(8)(G) "analyze how key mechanical design concepts such as heat transfer, mechanics of materials, statics, or fluids impact the design process, design requirements, and design decisions; and"

~~(d)(8)(G) "explain how the key mechanical engineering concepts relate to the requirements, such as heat transfer, statics, dynamics, or materials"~~

and deleting knowledge and skills (d)(17) and student expectations (d)(17)(A)-(C):

"~~(17) Continuous learning. The student relates key mechanical engineering concepts in education and practice. The student is expected to:~~

~~(A) explain how key mechanical engineering concepts are addressed in college engineering plans of study;~~

~~(B) explain how to interpret an engineering job description; and~~

~~(C) identify which key mechanical engineering concepts are relevant and the minimum educational expectations for mechanical engineering positions.~~"

The motion carried.

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.413, as follows:*

"(d)(16) Alternate applications for aerospace design. The student examines ~~identifies and discusses~~ alternate applications for aerospace design in various industries ~~techniques~~, including the

automotive, naval, and other commercial industries ~~and home products~~. The student is expected to:"*:*

"(11) Computerized design tools. The student understands that computerized technology is available for design and analysis. The student is expected to:

(A) identify engineering computational tools such as computer aided design (CAD), finite element analysis (FEA), or computational fluid dynamics (CFD); and

(B) explain the applications of engineering computational tools used in mechanical design."

and apply a conforming amendment to (d)(2)(B) in §§127.402-127.419 as follows:

"explain how factors, including complexity, scope, resources, ethics, regulations, manufacturability, maintainability, and technology, impact stages of the engineering design process;"

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Hickman, and carried without objection to recommend that the State Board of Education apply all conforming amendments relating to the employability skills and the amendment to (d)(2)(B) in §§127.402-127.419 to §127.407, Environmental Engineering.*

MOTION AND VOTE: *It was moved by Ms. Pickren and seconded by Mr. Hall, to recommend that the State Board of Education reject, §127.407, Environmental Engineering.*

The motion failed with 5 members voting Aye and 9 members voting No as follows:

Aye:	*Ms. Brooks*	*Ms. Pickren*
	Mr. Francis	*Dr. Young*
	Mr. Hall	
No:	*Dr. Bell-Metereau*	*Mr. Maynard*
	Ms. Childs	*Ms. Perez-Diaz*
	Dr. Clark	*Mr. Reveles*
	Dr. Ellis	*Mr. Hickman*
	Mrs. Little	

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.407(c)(3) to read:*

"In Environmental Engineering, students research, develop, and design solutions related to water, land, and energy problems, with consideration to ethics and regulations. Using technology and the engineering design process, students devise innovative solutions to address current and future engineering challenges."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.407(d)(4)(C) to read:*

"evaluate and explain an engineering ethical dilemma between environmental considerations ~~limitations~~ and the needs and wants of society;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.407(d)(6)(G) to read:*

"explain why there are often multiple viable solutions."

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.407(d)(10)(F) to read:*

"outline the stages of treatment that a typical septic system and modern sewage treatment plant use ~~uses~~ to treat sewage water;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried without objection to recommend that the State Board of Education amend §127.407(d)(11)(A) to read:*

"explain the differences between and costs of renewable and non-renewable sources of energy and provide examples of each;"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried to recommend that the State Board of Education strike §127.407(d)(11)(C):*

"~~calculate the carbon footprint of a household;~~"

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education amend §127.407(d)(12)(A) to read:*

"describe mitigation techniques and their associated costs for air pollutants and greenhouse gas emissions;"

MOTION AND VOTE: *It was moved by Mr. Hickman and seconded by Mr. Hall to recommend that the State Board of Education amend §127.407(d)(15) to read:*

"Regulations. The student understands the role of ~~global,~~ national~~,~~ and local standards and regulations in environmental design. The student is expected to;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Childs and seconded by Dr. Clark to recommend that the State Board of Education amend §127.407 by adding a new (d)(11)(C) to read:*

"explain what a carbon footprint is;"

The motion failed.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §127.407, Environmental Science, as amended. The motion carried.*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter I, Engineering, §§127.402-127.406, and §§127.408-127.419, as amended. The motion carried.*

DISCUSSION ITEMS

9. Discussion of Proposed New Texas Essential Knowledge and Skills for Career and Technical Education Courses
(Board agenda page I-241)

This item was postponed to the January 30, 2025, meeting of the Committee of the Full Board.

10. Discussion of Pending Litigation
(Board agenda page I-244)

The committee did not discuss pending litigation; therefore, no executive session was held.

DISCUSSION ITEM

11. Ethics Training
(Board agenda page I-21)

This item was postponed from the January 28, 2025, meeting of the Committee of the Full Board.

Adrienne Butcher, TEA Ethics Provider, presented a recent Texas Ethics Commission Opinion that concerns how the three statewide revolving door statutes apply to former SBOE Members and discussed the Texas Education Code revolving door provision and prohibitions of certain individuals from making campaign contributions and participating in campaigns of SBOE Members. Mr. Maska also answered ethics questions from the SBOE Members.

Chairman Kinsey adjourned the meeting at 10:24 pm.

Report of the State Board of Education
Committee of the Full Board
Thursday, January 30, 2025

The State Board of Education Committee of the Full Board met at 12:03 p.m. on Thursday, January 30, 2024, in the State Board of Education Room, #2.035, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Aaron Kinsey, chair; Rebecca Bell-Metereau; Evelyn Brooks; Staci Childs; LJ Francis; Brandon Hall; Will Hickman; Keven Ellis; Pam Little; Tom Maynard; Gustavo Reveles; Marisa B. Perez-Diaz; Julie Pickren; Audrey Young; Tiffany Clark.

Public Testimony

The Committee of the Full Board heard no public testimony.

DISCUSSION ITEM

1. **Discussion of Review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option**
   (Board agenda page I-43)
   [Official agenda item #3]

   This item was postponed from the January 29, 2025, meeting of the Committee of the Full Board.

   Julie Cole, director of policy and publications, student assessment, provided an overview of the Texas Assessment Program and that the goal is to measure and support student progress toward achieving academic success. Based on requirements I-43 of the TEC, the assessment program evaluates the degree to which students have mastered the state-mandated curriculum, the TEKS. of how the SBOE is responsible for adopting rules related to the general establishment of the assessment program for purposes of accountability. This SBOE requirement is met through the following rules in 19 TAC Chapter 101.

ACTION ITEMS

2. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3 Description of a Required Secondary Curriculum**
   (Second Reading and Final Adoption)
   (Board agenda page I-48)
   [Official agenda item #7]

   This item was postponed from the January 29, 2025, meeting of the Committee of the Full Board.

   Ms. Snyder explained that, in addition to the list of science courses school districts must offer, the rule includes a second list of science courses from which districts must select at least two additional courses they will offer. She explained that the proposed amendment would update titles of two courses in the list of courses that school districts may choose from and would add two more course options to the list. She also explained that the board may wish to postpone adoption of this item because there are

two new engineering courses proposed to satisfy a science requirement that the board might want to add to the list.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Ms. Perez-Diaz, and carried without objection to recommend that the State Board of Education postpone to the April board meeting second reading and final adoption of the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.*

3. **Proposed New 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773**
(Second Reading and Final Adoption)
(Board agenda page I-54)
[Official agenda item #8]

This item was postponed from the January 29, 2025, meeting of the Committee of the Full Board.

Monica Martinez, associate commissioner for standards and programs, explained that this item presented a set of proposed Texas Essential Knowledge and Skills (TEKS) for certain career and technical education (CTE) courses for second reading and final adoption. Ms. Martinez also explained that board may wish to instruct staff to add the program of study level for each CTE course consistent with the recommended action for other CTE courses. Additionally, she suggested that the board might want to remove the employability skills currently included in the proposed courses in anticipation of separate employability standards that the board intends to adopt at a future meeting.

MOTION: *It was moved by Mrs. Little and seconded by Dr. Young to recommend that the State Board of Education approve for second reading and final adoption proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773; and*

Make an affirmative finding that immediate adoption of proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources,§127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mrs. Little, and carried without objection to recommend that the State Board of Education add program of study course levels to the introduction of each course.*

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Ms. Pickren, and carried to recommend that the State Board of Education postpone action on proposed new 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources,§127.59 and §127.61; Subchapter F, Business, Marketing, and Finance, §127.262 and §127.263; Subchapter J, Health Science, §127.510 and §127.511; Subchapter K, Hospitality and Tourism, §§127.569, 127.571, and 127.604; Subchapter M, Information Technology, §§127.689-127.691 and 127.695-127.699, and Subchapter N, Law and Public Service, §127.773 to a subsequent meeting determined by the chair not later than April, 2025.*

4. Proposed New 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31
(First Reading and Filing Authorization)
(Board agenda page I-122)
[Official agenda item #9]

This item was postponed from the January 29, 2025, meeting of the Committee of the Full Board.

Ms. Martinez explained that this item presents the final recommendations of the middle school advanced mathematics Texas Essential Knowledge and Skills (TEKS) review work group. She explained that Senate Bill 2124 (88th Texas Legislature, Regular Session) requires school districts and open-enrollment charter schools to develop an advanced mathematics program for middle school students that is designed to enable students to enroll in Algebra I in eighth grade. Ms. Martinez highlighted that the proposed middle school advanced mathematics TEKS would not be required to be taught by school districts but would provide an option to support districts with implementation. She added that the TEKS allow instructional materials to be developed through the Instructional Materials Review and Adoption (IMRA) process, ensuring schools have access to high quality instructional materials for this program.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Bell-Metereau, and carried to recommend that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter B, Middle School, §§111.29-111.31.*

DISCUSSION ITEMS

5. Discussion of Proposed New Texas Essential Knowledge and Skills for Career and Technical Education Courses
(Board agenda page I-241)

This item was postponed from the January 29, 2025, meeting of the Committee of the Full Board.

Ms. Martinez explained that at a previous meeting, the SBOE asked TEA staff to enter into interagency contracts with Collin College, Texas State Technical College (TSTC), and Education Service Center (ESC) Region 4 to develop initial drafts of TEKS for a subset of CTE courses that are needed to complete certain CTE programs of study. She explained that the drafts developed by subject matter experts convened by TSTC and ESC Region 4 were shared with SBOE members prior to the meeting

and that this item provides an opportunity for the committee to discuss the drafts and determine next steps.

6. Approval Discussion of Local Classroom Review Rubrics
(Board agenda page I-15)

This item was postponed from the January 28, 2025, meeting of the Committee of the Full Board.

Mr. Dempsey presented the draft rubrics for local classroom reviews and explained that this was an opportunity for the board to offer feedback before staff brings the rubrics back for approval at the April meeting.

ACTION ITEMS

7. Approval Proposed New 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials
(First Reading and Filing Authorization)
(Board agenda page I-17)
[Official agenda item #6]

This item was postponed from the January 28, 2025, meeting of the Committee of the Full Board.

Mr. Dempsey presented the proposed new rules for first reading and filing authorization with the *Texas Register*. He shared that these rules would provide guidance to local school districts as they established a local process for a parent petition for a review of local materials.

MOTION: *It was moved by Member Hickman, seconded by Dr. Bell-Metereau to approve for first reading and filing authorization proposed new 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter C, Local Operations, §67.69, Local Review of Classroom Instructional Materials.*

MOTION AND VOTE*:* *It was moved by Mr. Maynard, seconded by Ms. Pickren and carried to amend §67.69(1) to read:*

"establish minimum requirements for a parent's petition to the school district board of trustees for a local review of classroom instructional materials, including submission guidelines and timelines for the petition. The process must align to the statewide submission window of September 1 through the last instructional day for students. The process must require that the board consider such petitions at the regular board meeting immediately following submission of the petition provided that it is submitted by the prescribed submission deadline;"

MOTION AND VOTE*:* *It was moved by Mr. Francis, seconded by Mr. Hall to amend §67.69 to create a new §67.69(1) to read:*

"notify the respective State Board of Education member representing the local education agency, at the member's state email address as listed on the SBOE.Texas.gov website, within one week of the decision to approve the parent request for local classroom review and one week after receiving the final report;"

The motion failed.

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization the proposed new 19 TAC Chapter 67,* State Review and Approval of Instructional Materials*, Subchapter C, 67.69,* Local Review of Classroom Instructional Materials*.*

The motion passed unanimously.

8. Approval Instructional Materials Review and Approval Cycle 2025 Update
(Board agenda page I-13)
[Official agenda item #5

This item was postponed from the January 28, 2025, meeting of the Committee of the Full Board.

Mr. Dempsey explained this item provides an opportunity for staff to present to the board updates on IMRA Cycle 2025. The presentation will include a preliminary list of materials for review and an overview of the instructional materials market landscape. He also explained that the board, by majority vote, may require instructional materials be reviewed in IMRA Cycle 2025.

MOTION: *It was moved by Mr. Hall and seconded by Mrs. Pickren to add the items in the* Instructional Materials Review and Approval Cycle 2025 Preliminary List *with a prioritization bucket rank of one or two to the list of items to be recommended to the SBOE to be required to be reviewed.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Childs, and carried to remove HMH Education Company;* Texas Go Math!*, grades K–5 from the list of materials required by the SBOE to be reviewed in IMRA cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Childs, and carried to remove McGraw Hill LLC;* Wonders Texas Deluxe Student Component Bundle*, grades K–5 from the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Brooks and seconded by Mrs. Little to remove Heinemann;* Units of Study for Teaching Reading (2015)*, grades 3–5*, Units of Study in Reading, 2023*, grades K–3*, Units of Study in Phonics*, K–3 from the list of materials required by the State Board of Education to be reviewed in Instructional Materials Review and Approval Cycle 2025. The motion failed.*

MOTION AND VOTE: *It was moved by Dr. Young, seconded by Mrs. Little, and carried to remove Accelerate Learning Inc.;* Math Nation+ On-Ramp*, grades 6–8, Algebra 1, Algebra 2, Geometry from the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Pickren and seconded by Mrs. Brooks to add Family Learning Company;* Interactive Family Literacy*, grades 1–3 for Partial-Subject Phonics English;* Interactive Family Literacy*, grades 1–3 for Partial-Subject Spanish to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025. The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Ms. Perez-Diaz, and carried to add Renaissance Learning, Inc.;* Freckle for Math, *grades K–6 for Supplemental Spanish Math to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz, seconded by Mr. Revelez, and carried to add Accelerate Learning Inc.;* STEMscopes Texas Math Pulse, *grades K–5 for Supplemental Spanish Math K–5 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Young, and carried to add McGraw Hill LLC;* ALEKS, *grades 6–8, Algebra I, Algebra II, Geometry, and Precalculus to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Reveles, seconded by Ms. Perez-Diaz, and carried to add Alba Educational Consulting;* Progressions by Alba Math Spanish, *grades K–1 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Brooks and seconded by Mr. Hall to add Heinemann,* Saxon Phonics and Spelling, *grades K–2 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025. The motion failed.*

MOTION AND VOTE: *It was moved by Mr. Hall, seconded by Mr. Maynard, and carried to add Progress Learning LLC,* 3rd Grade Mathematics (TEKS), 4th Grade Mathematics (TEKS), 5th Grade Mathematics (TEKS), 6th Grade Mathematics (TEKS), 7th Grade Mathematics (TEKS), 8th Grade Mathematics (TEKS *to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Perez-Diaz, and carried to add Curriculum Associates, LLC;* Ready Mathematics Texas, *grades K–8 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Perez-Diaz, and carried to add Discovery Education* DreamBox Math for Texas, *grades K–5 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried to add Great Minds PBC;* Math Catalyst Texas, *grades K–5 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mr. Ellis, and carried to add ChalkTalk;* ChalkTalk's TSIA2 curriculum, Algebraic Reasoning *to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Young, seconded by Dr. Clark, and carried to add MIND Education;* ST Math Texas, *grades K–5 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Pickren, seconded by Mr. Hall, and carried to add Progress Learning LLC,* Algebra I EOC (TEKS), Algebra II (TEKS), Geometry (TEKS) *to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Ms. Childs, seconded by Dr. Clark, and carried to add Renaissance Learning;* Freckle for Math grades K–5 *for Supplemental English Math to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz, seconded by Reveles, and carried to add Accelerate Learning Inc.;* STEMscopes Texas Math, *grade 6 for Full-Subject Spanish Mathematics to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Francis, seconded by Mr. Maynard, and carried to add hand2mind.;* Hands-On Standards Mini-Lessons, *grade 6–8 and Algebra I to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mrs. Brooks, seconded by Mr. Hall, and carried to add Essential Skills,* Complete Math (English), *grades K–3 for Supplemental English Mathematics to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Clark and seconded by Ms. Childs, and carried to add Great Minds PBC + Zearn,* Math Catalyst Texas + Zearn Math for Texas, *grades K–5 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Hickman, seconded by Ms. Childs, and carried to add Renaissance Learning, Inc.,* Nearpod Instructional Suite, *grades 1–8 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Childs, and carried to add Kiddom,* Texas Math: Grade 6: Powered by Kiddom, Texas Math: Grade 7: Powered by Kiddom, Texas Math: Grade 8: Powered by Kiddom, Texas Math: Algebra 1: Powered by Kiddom, and Texas Math: Algebra 2: Powered by Kiddom *to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Mr. Maynard, and carried to add HMH Education Company,* Math 180 Texas, *grades 3–8 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Dr. Bell-Metereau, seconded by Dr. Ellis, and carried to add HMH Education Company,* Math 180 Texas Flex, *grades 3–8 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Francis and seconded by Mr. Ellis, and carried to remove ChalkTalk;* ChalkTalk's TSIA2 curriculum, Algebraic Reasoning *to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025.*

MOTION AND VOTE: *It was moved by Mr. Francis and seconded by Mrs. Pickren to add Carnegie Learning, Inc.;* Texas Supplemental Math Solution, *grades 6–8, Algebra I, Algebra II, Geometry for Supplemental English Math 6–12,* Texas Supplemental Math Solution Spanish, *grades 6 for Supplemental Spanish Math 6–12 to the list of materials required by the SBOE to be reviewed in IMRA Cycle 2025. The motion failed.*

VOTE: *A vote was taken on the original motion as amended. The motion carried.*

Chairman Kinsey adjourned the meeting at 6:53 pm.

Report of the State Board of Education
Committee on Instruction
Thursday, January 30, 2025

The State Board of Education Committee on Instruction met at 9:04 a.m. on Thursday, January 30, 2025, in Room, #2.029, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Audrey Young, chair; Rebecca Bell-Metereau; Evelyn Brooks; Pam Little; and Gustavo Reveles

Public Testimony

The Committee on Instruction received no presentations of public testimony.

ACTION ITEMS

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

NOMINATION: Mrs. Little nominated Dr. Young for chair of the Committee on Instruction for a two-year term.

Dr. Young was elected chair of the Committee on Instruction.

Dr. Young appointed Mrs. Brooks to serve as vice-chair.

2. Proposed Repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and Proposed Revisions to 19 TAC Chapter127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education (First Reading and Filing Authorization)
(Board agenda page II-2)
[Official agenda item #11]

Jessica Snyder, senior director, curriculum standards and student support, provided a brief explanation of the process to move the Texas Essential Knowledge and Skills (TEKS) for existing career and technical education (CTE) courses in stages from 19 TAC Chapter 130 to 19 TAC Chapter 127 because of limited space. Ms. Snyder explained that this item would repeal the remaining CTE TEKS from Chapter 130 and add those TEKS to Chapter 127 so that all the CTE TEKS would be in the same chapter in administrative rule.

Additionally, Ms. Snyder explained that as the TEKS for CTE courses are added to their new location in Chapter 127, new implementation language would also be added to each course to clarify the school year in which the TEKS would be implemented.

MOTION: *It was moved by Mrs. Little and seconded by Dr. Bell-Metereau to recommend that the State Board of Education approve for first reading and filing authorization the proposed repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education.*

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Reveles, and carried without objection to recommend that the State Board of Education add the program of study level to the introduction in the TEKS for each CTE course.*

VOTE: *A vote was taken on the original motion to recommend that the State Board of Education approve for first reading and filing authorization the proposed repeal of 19 TAC Chapter 130, Texas Essential Knowledge and Skills for Career and Technical Education, and proposed revisions to 19 TAC Chapter127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, as amended.*

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 II-20)
[Consent agenda item #(1)]

Ms. Snyder explained that the proposed amendments would update the list of courses that can satisfy a science graduation requirement to reflect a CTE course that was retitled Physics for Engineering (formerly titled Principles of Technology) as a result of the 2024 CTE TEKS review. She explained the board also had the opportunity to consider whether Physics for Engineering should satisfy the physics requirement for graduation and whether a student may earn credit for both physics and Physics for Engineering.

MOTION: *It was moved by Mr. Reveles and seconded by Mrs. Brooks to recommend that 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 the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mrs. Brooks, and carried to recommend that the State Board of Education retain the language in 19 TAC §74.12(b)(3)(C) and §74.13(e)(6)(Y).*

VOTE: *A vote was taken on the original motion to recommend that 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 the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.12, Foundation High School Program, and §74.13, Endorsements, as amended. The motion carried without objection.

4. Consideration of Proposed New Innovative Courses and Renewal of Currently Approved Innovative Courses
(Board agenda page II-29)

Ms. Snyder explained this item presented for consideration the renewal of 14 currently approved innovative courses that are scheduled to expire and one (1) new innovative course. Ms. Snyder provided a brief overview of each course. She explained that with the approval of the local board of trustees, the courses would be available for school districts' use beginning with the 2025-2026 school year.

Dr. Young stated that the authors of the new innovative course, Gaming Concepts: Fundamentals, requested it be removed from consideration at this time.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Reveles, and carried without objection to recommend that the State Board of Education approve the renewal of the following innovative courses: Advancement Via Individual Determination I (AVID I), Advancement Via Individual Determination II (AVID II), Advancement Via Individual Determination III (AVID III), Advancement Via Individual Determination IV (AVID IV), G/T Interdisciplinary Studies/Mentor Seminar I-IV (First-Fourth Time Taken), Making Connections I, Making Connections II, Making Connections III, Making Connections IV, Multilingual Acculturation Studies for Newcomers, Peer Assistance and Leadership (PAL I), Peer Assistance and Leadership (PAL II), Peer Assistance for Students with Disabilities, and School to College.*

DISCUSSION ITEM

5. Discussion of Proposed New International Baccalaureate Courses
(Board agenda page II-31)

Ms. Martinez provided an overview of international baccalaureate (IB) courses and the placement of certain IB courses in Texas Administrative Code as part of the Texas Essential Knowledge and Skills (TEKS). She explained that the Texas IB Schools association requested the addition of an IB course to the TEKS and explained that this item allowed the committee to provide direction on future action related to this and similar requests at a subsequent meeting. The committee indicated its intent to postpone future action until after the regular session of the 89th Texas Legislature has concluded.

ACTION ITEM

6. Recommendations Regarding Renewal of Instructional Materials Contracts
(Board agenda page II-32)

Colin Dempsey, director, district operations, technology & sustainability supports division, explained that this item recommends renewal of instructional materials contracts for materials adopted under *Proclamation 2017* that will expire on August 31, 2025. He explained this action is recommended to ensure that these materials remain available for distribution to school systems until replacements become available.

Mr. Dempsey also explained that *Proclamation 2017* called for materials in career and technical education and languages other than English, and that those courses have not yet gone through the

Instructional Materials Review and Approval (IMRA) process. The renewal would ensure that contracts are in place for those courses for an additional four years, or until they come up in the IMRA cycle.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Dr. Bell-Metereau, and carried without objection to recommend that the State Board of Education renew contracts for instructional materials adopted under* Proclamation 2017 *in the subject areas and for the periods indicated in Attachment I on page II-33 of the agenda*.

7. Approval of Updates and Substitutions to Adopted Instructional Materials

(Board agenda page II-41)

Amie Phillips, director, instructional materials review, district operations, technology, and sustainability supports division, explained that this item allowed the committee and board to approve update and substitution requests received since the last board meeting. She explained subject-area specialists had reviewed the updated content and determined that it meets the relevant student expectations as effectively as the content initially reviewed and approved by the state review panel.

MOTION AND VOTE: *It was moved by Mrs. Little, seconded by Mr. Reveles, and carried without objection to recommend that the State Board of Education approve requests from Savvas Learning Company LLC to update content in its English and Spanish social studies materials for Kindergarten–grade 5 and English social studies materials for grades 6–8, U.S. Government, U.S. History, World Geography, and World History and from Studies Weekly to update content in its English social studies for Kindergarten–grade 5*.

The meeting of the Committee on Instruction adjourned at 10:27 a.m.

Report of the State Board of Education
Committee on School Finance/Permanent School Fund
Thursday, January 30, 2025

The State Board of Education Committee on Instruction met at 9:01 a.m. on Thursday, January 30, 2025, in Room, #2.035, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Tom Maynard, chair; Marisa Perez-Diaz, vice chair; Kevin Ellis; Aaron Kinsey; and Will Hickman

Public Testimony

The Committee on School Finance/Permanent School Fund heard no public testimony.

ACTION ITEMS

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

   NOMINATION: Dr. Ellis nominated Mr. Maynard as Chair of the Committee on School Finance/Permanent School Fund.

   Mr. Maynard was elected as Chair of the Committee on School Finance/Permanent School Fund.

   Ms. Perez-Diaz was appointed to serve as Vice-Chair.

2. **Adoption of Review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts**
   (Board agenda page III-2)
   [Official agenda item #12]

   Jenna Mattingly, TEA procurement director, presented this discussion item. Mrs. Mattingly explained the background and purpose of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts, and the reason for the current adoption of review. Mrs. Mattingly indicated she received no public comments on these rules, and there were no proposed changes at this time.

   MOTION AND VOTE: *It was moved and carried to recommend that the State Board of Education adopt the review of 19 TAC Chapter 30, Administration, Subchapter B, State Board of Education: Purchasing and Contracts.*

DISCUSSION ITEM

3. **Discussion of Review of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract**
   (Board agenda page III-6)

David Marx, senior director, financial compliance, presented this discussion item. Mr. Marx explained the background and purpose of 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter A, Budgeting, Accounting, Financial Reporting, and Auditing for School Districts, Subchapter B, Texas Education Agency Audit Functions, Subchapter C, Adoptions by Reference, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract, and the reason for the current rule review. Mr. Maynard and Mr. Hickman asked questions about the item. Mr. Maynard made a comment about the item.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 9:12 am.

Report of the State Board of Education
Committee on School Initiatives
Thursday, January 30, 2025

The State Board of Education Committee on Instruction met at 9:00 a.m. on Thursday, January 30, 2025, in Room, #2.013, of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: LJ Francis, chair; Julie Pickren, vice chair; Staci Childs; Tiffany Clark and Brandon Hall

Public Testimony

The Committee on School Initiatives heard public testimony on agenda items 3, 4, 5, and 8. Information regarding the individuals who presented public testimony is included in the discussion of that item.

ACTION ITEM

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

NOMINATION: Mrs. Pickren nominated Mr. Francis for Chair of the Committee on School Initiatives.

Mr. Francis was elected Chair of the Committee on School Initiatives.

Mrs. Pickren was appointed to serve as Vice-Chair.

DISCUSSION ITEM

2. Open-Enrollment Charter School Generation 30 Application Updates
(Board agenda page IV-2)

Marian Schutte, Deputy Associate Commissioner, provided updates on the Generation 30 application process. She shared detailed information about the standard procedure, including application submissions, timelines for application remedies, external reviews, and advancement notifications. Additionally, she offered a comprehensive update on the High-Performing Entity application process, particularly regarding the number of applications received, the timeline for the Commissioner's recommendation, and the State Board's consideration. She also addressed general questions about accountability, stakeholder engagement, commissioner authority, and the review process.

ACTION ITEMS

3. Recommendation for One Reappointment to the Boys Ranch Independent School District Board of Trustees
(Board agenda page IV-3)
[Official agenda item #15]

Public testimony was provided by the following individuals:

NAME: Tim Nation
AFFILIATION: Boys Ranch ISD Board of Trustees

Christopher Lucas, director of research, policy, and information management, introduced the item and provided background on the process for appointing special-purpose district trustees. Mr. Lucas explained that the term of one member of the board of trustees of Boys Ranch Independent School District (ISD) is expiring. Mr. Richard Nedelkoff, president and CEO of Cal Farley's Boys Ranch, has recommended that Mr. Tim Nation be reappointed for a two-year term.

MOTION AND VOTE: *It was moved by Mrs. Pickren, seconded by Dr. Clark, and carried unanimously to recommend that the State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. Tim Nation to serve a two-year term of office from January 31, 2025, to January 30, 2027, on the Boys Ranch ISD Board of Trustees.*

4. Recommendation for One Reappointment and One Appointment to the Lackland Independent School District Board of Trustees
(Board agenda page IV-7)
[Official agenda item #16]

Public testimony was provided by the following individuals:

NAME: Mr. Brian Miller
AFFILIATION: Lackland ISD Board of Trustees

Mr. Lucas explained that the terms of two members of the board of trustees of Lackland Independent School District (ISD) are expiring. Brigadier General Randy P. Oakland has recommended the appointment of Mr. Thomas Koch and the reappointment of Mr. Brian Miller to serve terms of office from January 31, 2025, to January 30, 2027.

MOTION AND VOTE: *It was moved by Mrs. Pickren, seconded by Mr. Hall, and carried unanimously to recommend that the State Board of Education, based on Brigadier General Oakland's recommendation, approve the appointment of Mr. Thomas Koch and the reappointment of Mr. Brian Miller to serve terms of office from January 31, 2025, to January 30, 2027, on the Lackland Independent School District Board of Trustees.*

5. Recommendation for One Appointment to the Randolph Field Independent School District Board of Trustees
(Board agenda page IV-15)

Public testimony was provided by the following individuals:

NAME: Merrie Fox
AFFILIATION: Self

NAME: Robert C. Bornhauser
AFFILIATION: Self

Mr. Lucas explained that the term of one member of the board of trustees of Randolph Field Independent School District (ISD) has expired. Brigadier General Oakland recommends the

appointment of Mr. Robert C. Bornhauser to serve a term of office from January 31, 2025, to January 30, 2027, on the Randolph Field Independent School District Board of Trustees.

MOTION AND VOTE: *It was moved by Mr. Hall, seconded by Mrs. Pickren, and carried unanimously to recommend that the State Board of Education, based on Brigadier General Oakland's recommendation, approve the appointment of Mr. Robert C. Bornhauser to serve a term of office from January 31, 2025, to January 30, 2027, on the Randolph Field Independent School District Board of Trustees.*

DISCUSSION ITEM

6. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-21)

Jessica McLoughlin, Associate Commissioner of Educator Preparation, Certification, and Enforcement, shared an overview of the State Board for Educator Certification (SBEC) rulemaking process and shared updates on SBEC activities during their December meeting, including the adoption of amendments to Chapter 228 and Chapter 234. Ms. McLoughlin also described the proposed amendments to Chapter 249, Chapter 235ABCD, and Chapter 231F, as voted on by the SBEC at their December meeting, as well as the SBEC discussion item regarding Ch 235G. Ms. McLoughlin also detailed the approval in December of Educator Preparation Programs that were up for their five year review, and the approval of fifteen Educator Preparation Programs to offer the new teacher residency programs.

ACTION ITEMS

7. Adoption of Review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions
(Board agenda page IV-23)

Cristina De La Fuente-Valadez, director of rulemaking, presented this item and informed the committee that state law requires the four-year review of rules adopted in the *Texas Administrative Code*. Ms. De La Fuente-Valadez reported that no public comments were received on the rule review of the State Board of Education's procedures for petitioning a rule change in 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions. In response to questions, Ms. De La Fuente-Valadez clarified the rule review process.

MOTION AND VOTE: *It was moved by Ms. Pickren, seconded by Mr. Hall, and carried to recommend that the State Board of Education adopt the review of 19 TAC Chapter 30, Administration, Subchapter A, State Board of Education: General Provisions.*

8. Review of Adoption of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences
(Board agenda page IV-27)
[Official agenda item #13]

Public testimony was provided by the following individuals:

NAME: Kelsey Kling
AFFILIATION: Texas American Federation of Teachers

Marilyn Cook, Senior Director of Educator Preparation and Certification, presented the Adoption of Proposed Amendments to 19 TAC Chapter 228, Requirements for Educator Preparation Programs, Subchapter A, General Guidance, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences.

MOTION AND VOTE: *It was moved by Ms. Clark, seconded by Ms. Childs, 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, Subchapter A, General Guidance, Subchapter D, Required Educator Coursework and Training, Subchapter E, Educator Candidate Clinical Experiences, and Subchapter F, Support for Candidates During Required Clinical Experiences.*

9. Review of Adoption of Proposed Amendments to 19 TAC Chapter 234, Military Service Members, Military Spouses, and Military Veterans

(Board agenda page IV-39)
[Official agenda item #14]

Trenton Law, Director of Educator Credentialing, presented the Adoption of Proposed Amendments to 19 TAC Chapter 234, Military Service Members, Military Spouses, and Military Veterans.

MOTION AND VOTE: *It was moved by Mr. Hall, seconded by Ms. Pickren, and carried unanimously to recommend that the State Board of Education take no action on the Proposed Amendments to 19 TAC Chapter 234, Military Service Members, Military Spouses, and Military Veterans.*

The meeting of the Committee on School Initiatives adjourned at 10:53 am.


THE STATE OF TEXAS