



AGENDA

State Board of Education

September 12, 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

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

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

September 12, 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 September 8-12, 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,

A handwritten signature in black ink, appearing to read 'Mike Morath', with a stylized, sweeping flourish at the end.

Mike Morath
Commissioner of Education

This page has been intentionally left blank.

SCHEDULE AND AGENDAS

**Committees and Board
State Board of Education, Austin, Texas**

Meeting Times September 8-12, 2025	
<u>Monday, September 8, 2025</u>	
1:00 p.m.	Committee of the Full Board (Room 2.034)
<u>Tuesday, September 9, 2025</u>	
9:00 a.m.	Committee of the Full Board (Room 2.034)
<u>Wednesday, September 10, 2025</u>	
9:00 a.m.	Committee of the Full Board (Room 2.034)
<u>Thursday, September 11, 2025</u>	
9:00 a.m.	Committee on Instruction (Room 2.029)
9:00 a.m.	Committee on School Finance/Permanent School Fund (Room 2.034)
9:00 a.m.	Committee on School Initiatives (Room 2.013)
<u>Friday, September 12, 2025</u>	
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.

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
September 8, 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](#).

- | | |
|---|--|
| 1. Discussion of Legislative Requirements Related to Personal Financial Literacy and Economics
(Board agenda page I-1) | COMMITTEE - DISCUSSION
SBOE - NO ACTION |
|---|--|

This item provides the opportunity for the committee to discuss requirements related to personal financial literacy and economics in House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, and to discuss future rule action needed to implement the requirements of the bill. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(b-1), (b-23), and (b-24), as amended and added by House Bill 27, 89th Texas Legislature, Regular Session, 2025.

Public Testimony will not be taken during Work Session.

- | | |
|---|--|
| 2. Work Session on Social Studies Texas Essential Knowledge and Skills Framework Course Sequence and Strands
(Board agenda page I-8) | COMMITTEE - DISCUSSION
SBOE - NO ACTION |
|---|--|

This item provides an opportunity for the committee to receive information from Agency staff and discuss the Social Studies Texas Essential Knowledge and Skills (TEKS) Framework Course Sequence and Strands presented at the State Board meeting in June. Statutory authority is the Texas Education Code (TEC), §§ 7.102(c)(4); 28.002(a) and (c), 28.025(a).

TUESDAY
September 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](#).

1. Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2025
([Board agenda page I-9](#))

COMMITTEE - DISCUSSION
SBOE - NO ACTION

A public hearing before the State Board of Education (SBOE) is scheduled for Tuesday, September 9, 2025, in the Barbara Jordan Building, Room 2.034. Testimony will be presented regarding instructional materials submitted for adoption under Instructional Materials Review and Approval (IMRA) Cycle 2025. The IMRA Cycle 2025 calls for instructional materials including full-subject, tier-one instructional materials for K–6 English and Spanish mathematics; 7–12 English mathematics; K–6 English and Spanish language arts and reading (ELAR and SLAR); partial-subject, tier-one instructional materials for K–3 English and Spanish phonics; and supplemental materials for K–6 English and Spanish mathematics and 7–12 English mathematics. Products submitted in response to IMRA Cycle 2025 began review in May and continued to be reviewed through the summer of 2025. Statutory authority is the Texas Education Code (TEC), §7.110 and §31.023, as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023. TEC, §7.110, requires the SBOE to create and implement policies that allow the public an opportunity to appear before and speak to the board. 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 Texas Education Agency (TEA). In conducting a review under this section, TEA must use a rubric developed by TEA in consultation with and approved by the SBOE.

COMMITTEE OF THE FULL BOARD (continued)

2. **Update on the Review of the Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2025**
(Board agenda page I-10)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

This item provides an opportunity for the committee to receive an update by staff on the status of the Instructional Materials Review and Approval (IMRA) Cycle 2025 instructional materials review. Statutory authority is the 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 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.

COMMITTEE OF THE FULL BOARD (continued)

**3. Report from the Commissioner of Education Regarding Instructional Materials Review and Approval Cycle 2024 Confirmation of Changes
(Board agenda page I-12)**

**COMMITTEE - ACTION
SBOE -ACTION**

This item provides an opportunity for the committee and board to receive the final report from the commissioner of education on the findings of the Instructional Materials Review and Approval (IMRA) Cycle 2024 confirmation of changes from the IMRA Cycle 2024 Report of Required Corrections, Report of Editorial Changes, and Report of New Content and consider action for any publisher that did not make the required changes. The SBOE may take action to initiate proceedings to determine whether administrative penalties should be assessed against any publisher or manufacturer found to be knowingly out of compliance with the duties outlined in TEC §31.151(a) and (b). Statutory authority is the Texas Education Code (TEC), §§31.022, 31.023, and 31.151. TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed. 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. TEC, §31.151(a), defines the duties of publishers and manufacturers of instructional materials, including (a)(4) publisher duty to guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error and (10) requiring publishers to comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1). TEC, §31.151(b), authorizes the SBOE to impose a reasonable administrative penalty against a publisher who knowingly violates subsection (a).

COMMITTEE OF THE FULL BOARD (continued)

**4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2026
(Board agenda page I-13)**

**COMMITTEE - ACTION
SBOE – ACTION**

This item provides an opportunity for the committee and board to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2026. 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. TEC, §31.003(a), permits the 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.

**5. Discussion of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment
(Board agenda page I-15)**

**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, §67.27, IMRA Reviewers: Eligibility and Appointment. The proposed amendment would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers. Statutory authority is the Texas Education Code (TEC), §§31.003(a), 31.022, and 31.023.

COMMITTEE OF THE FULL BOARD (continued)

- | | |
|---|--|
| 6. Subchapter D. Open-Enrollment Charter School
Application Process: Five Year Review
(Board agenda page I-20) | COMMITTEE - DISCUSSION
SBOE - NO ACTION |
|---|--|

This item provides an opportunity for the committee to receive information about the Subchapter D. Open-Enrollment Charter School application process and opening school information from the past five years. Statutory authority is the Texas Education Code, §12.101 which requires the commissioner to notify the State Board of Education (SBOE) of each charter the commissioner proposes to grant. It also establishes that 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 each charter takes effect.

**WEDNESDAY
September 10, 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](#).

1. Commissioner's Comments

(Board agenda page I-21)

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

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

2. Discussion of Proposed New Texas Essential Knowledge and Skills for Career and Technical Education Courses

(Board agenda page I-22)

This item provides an opportunity for the committee to discuss proposed new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts for career and technical education (CTE) courses needed to complete certain programs of study. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4); 28.002(a), (c), (n), and (o); and 28.025(a) and (b-17).

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

3. Discussion and Action on Social Studies Texas Essential Knowledge and Skills Framework

(Board agenda page I-47)

This item provides an opportunity for the committee and board to discuss and potentially take action on the Social Studies Texas Essential Knowledge and Skills Framework. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(a).

**COMMITTEE - ACTION
SBOE - ACTION**

4. Discussion of Pending Litigation

(Board agenda page I-48)

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.

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

THURSDAY
September 11, 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](#).

- 1. Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52
(Second Reading and Final Adoption)
([Board agenda page II-1](#))**

COMMITTEE - ACTION
SBOE - CONSENT

This item presents for second reading and final adoption proposed amendments to 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, §§127.49, 127.51, and 127.52. The proposal would make a technical adjustment to the prerequisites for §127.49, Livestock and Poultry Production, to align with the career and technical education (CTE) programs of study; update cross references; and update language relating to employability skills to reference new 19 TAC §127.15. No changes are recommended since approved for first reading. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

COMMITTEE ON INSTRUCTION (continued)

**2. Discussion of Review of 19 TAC Chapter 74, Curriculum Requirements
(Board agenda page II-17)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

Texas Government Code (TGC), §2001.039, establishes a four-year rule review cycle for all state agency rules, including State Board of Education (SBOE) rules. This item presents the review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements. The statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 74, Subchapters A-C, F, and G, is Texas Education Code (TEC), §§7.102, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025; 25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025; 28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025; 28.0021; 28.0023; 28.008; 28.011; 28.012; 28.014; 28.018; 28.023; 28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025; 28.0256; 28.053; 28.054; 29.907; 33.081; and 38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

**3. Discussion of Possible Amendments to 19 TAC, Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs
(Board agenda page II-23)**

**COMMITTEE – DISCUSSION
SBOE – NO ACTION**

This item provides the opportunity for the committee to discuss possible amendments to 19 Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs. Statutory authority is the Texas Education Code (TEC), §28.002(f).

COMMITTEE ON INSTRUCTION (continued)

4. **Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1 Student Identification (First Reading and Filing Authorization)**
(Board agenda page II-26)

COMMITTEE – ACTION
SBOE – ACTION

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state executive orders. Statutory authority is the Texas Education Code §§29.122, 29.122, 29.123, 39.236, and 48.109. TEC §29.121 establishes the definition of a gifted and talented student. TEC §29.122 establishes that each school district shall adopt a process for identifying and serving gifted and talented students. TEC §29.123 establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts. TEC §39.236 establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students. TEC §48.109 establishes criteria for utilizing gifted and talented allotment funds.

**THURSDAY
September 11, 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 Texas Permanent School Fund Corporation Board of Directors (the “Texas PSF Board”) may be in attendance at this meeting. The Texas PSF Board will not convene during this time. Members of the Texas PSF Board will be acting on behalf of the State Board of Education (“SBOE”) in their statutory role as SBOE members and will solely deliberate and act on matters of the SBOE.

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](#).

**1. Per Capita Apportionment Rate for the 2025-2026
School Year
([Board agenda page III-1](#))**

**COMMITTEE - DISCUSSION
SBOE - NO ACTION**

A preliminary per capita apportionment rate for each school year is set by the commissioner of education based on an estimate of the amount available for expenditures from the Available School Fund (ASF). This item provides an opportunity for Agency staff to present the preliminary rate for the 2025-2026 school year. Statutory authority is the Texas Education Code (TEC), §§48.004, 48.251(c), and 43.001(b).

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND (continued)

2. Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund

**COMMITTEE - ACTION
SBOE – ACTION**

(Board agenda page III-3)

This item provides an opportunity for the committee and board to review the requirements in Article VII, §5(a)(1) and (2), Texas Constitution, that states, the total amount distributed from the Permanent School Fund (PSF) to the Available School Fund (ASF) is not more than six percent of the average market value of the PSF on the last day of each of the sixteen state fiscal quarters preceding the regular session of the legislature that begins before that state biennium; and over the 10-year period the distributions may not exceed the total return on all investment assets of the PSF over the same 10-year period. The board will determine whether transfers may be made from the PSF to the ASF in fiscal year 2026. Statutory authority is the Texas Constitution, Article VII, §2 and §5; 19 Texas Administrative Code (TAC), Chapter 33. 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. Article VII §5(a)(1) establishes the six percent distribution rate limit, and §5(a)(2) describes the 10-year test. 19 TAC Chapter 33 codifies administrative rules that provide a statement of investment objectives, policies, and guidelines of the Texas Permanent School Fund and Bond Guarantee Program as adopted by the SBOE.

THURSDAY
September 11, 2025

9:00 a.m.

COMMITTEE ON SCHOOL INITIATIVES – Room 2.013

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](#).

- | | |
|---|--|
| 1. Open-Enrollment Charter School Generation 31 Application 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 31 Open-Enrollment Charter Application cycle. Statutory authority is the Texas Education Code (TEC), §12.101.

- | | |
|--|--|
| 2. Discussion of Ongoing State Board for Educator Certification Activities
(Board agenda page IV-2) | COMMITTEE - DISCUSSION
SBOE - NO ACTION |
|--|--|

This item provides the Committee on School Initiatives the opportunity to receive information on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments. The Texas Education Code (TEC), §21.031 and §21.041, 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. 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.

COMMITTEE ON SCHOOL INITIATIVES (continued)

3. **Review of Adoption of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards**
(Board agenda page IV-4)

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 proposed new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards. The proposal would repeal standards in current Subchapters F and G and combine and align language across educator standards in proposed new Subchapter F. The proposal would also implement the statutory requirements of House Bill (HB) 2256, 87th Texas Legislature, Regular Session, 2021, and define the educator standards for the Bilingual Special Education certificate, as recommended by the SBEC-approved educator standards advisory committee. 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; 21.041(b)(1), (2), and (4); and 21.04891. 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. TEC, §21.04891, requires the SBEC to create a Bilingual Special Education certificate and specifies certification requirements for the certificate.

COMMITTEE ON SCHOOL INITIATIVES (continued)

- 4. Discussion of Required Parental Rights Training for School District Trustees**
(Board agenda page IV-74)

COMMITTEE - DISCUSSION
SBOE - NO ACTION

Senate Bill (SB) 204, enacted by the 89th Texas Legislature, Regular Session, 2025, requires the State Board of Education to require trustees to complete training on the rights of parents regarding the education of their children. This item is for the State Board of Education (SBOE) to discuss the curriculum and materials for the training. Statutory authority is the Texas Education Code (TEC), §11.159(b-2), as established by SB 204, 89th Texas Legislature, Regular Session, 2025. TEC, §11.159(b-2), requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training.

- 5. Recommendation for One Reappointment to the Fort Sam Houston Independent School District Board of Trustees**
(Board agenda page IV-78)

COMMITTEE - ACTION
SBOE - CONSENT

This item provides an opportunity for the board to consider one reappointment to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member. Statutory authority is the Texas Education Code (TEC), §11.352.

- 6. Recommendation for One Reappointment and One Appointment to the Randolph Field Independent School District Board of Trustees**
(Board agenda page IV-84)

COMMITTEE - ACTION
SBOE - CONSENT

This item provides an opportunity for the board to consider one reappointment and one appointment to the board of trustees of Randolph Field Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member. The appointment is necessary due to the resignation of one board member. Statutory authority is the Texas Education Code (TEC), §11.352.

COMMITTEE ON SCHOOL INITIATIVES (continued)

**7. Recommendation for Two Reappointments and One Appointment to the Lackland Independent School District Board of Trustees
(Board agenda page IV-97)**

This item provides an opportunity for the board to consider two reappointments and one appointment to the board of trustees of Lackland Independent School District (ISD). The reappointments are necessary due to the expiration of the terms of office of two board members. The appointment is necessary due to the resignation of one board member. Statutory authority is the Texas Education Code (TEC), §11.352.

**COMMITTEE - ACTION
SBOE – CONSENT**

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

**CONSENT AGENDA
STATE BOARD OF EDUCATION
September 12, 2025**

- (1) **Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52**

This item presents for second reading and final adoption proposed amendments to 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, §§127.49, 127.51, and 127.52. The proposal would make a technical adjustment to the prerequisites for §127.49, Livestock and Poultry Production, to align with the career and technical education (CTE) programs of study; update cross references; and update language relating to employability skills to reference new 19 TAC §127.15. Statutory authority is the Texas Education Code (TEC), §7.102(c)(4) and §28.002(a) and (c).

(Agenda Exhibit) II-1

- (2) **Recommendation for One Reappointment to the Fort Sam Houston Independent School District Board of Trustees**

This item provides an opportunity for the board to consider one reappointment to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member. Statutory authority is the Texas Education Code (TEC), §11.352.

(Agenda Exhibit) IV-78

- (3) **Recommendation for One Reappointment and One Appointment to the Randolph Field Independent School District Board of Trustees**

This item provides an opportunity for the board to consider one reappointment and one appointment to the board of trustees of Randolph Field Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member . The appointment is necessary due to the resignation of one board member. Statutory authority is the Texas Education Code (TEC), §11.352.

(Agenda Exhibit) IV-84

- (4) **Recommendation for Two Reappointments and One Appointment to the Lackland Independent School District Board of Trustees**

This item provides an opportunity for the board to consider two reappointments and one appointment to the board of trustees of Lackland Independent School District (ISD). The reappointments are necessary due to the expiration of the terms of office of two board members. The appointment is necessary due to the resignation of one board member . Statutory authority is the Texas Education Code (TEC), §11.352.

(Agenda Exhibit) IV-97

OFFICIAL AGENDA

**STATE BOARD OF EDUCATION
AUSTIN, TEXAS**

**September 12, 2025
8:45 a.m.**

**Barbara Jordan Building, Room 2.034
1601 N. Congress Avenue**

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, June 27, 2025

1. Resolution

Resolution honoring the 2025 Heroes for Children Award Recipients

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](#).

2. Approval of Consent Agenda

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

[\(Agenda Exhibit\)](#) 19

COMMITTEE OF THE FULL BOARD

3. Report from the Commissioner of Education Regarding Instructional Materials Review and Approval Cycle 2024 Confirmation of Changes

This item provides an opportunity for the committee and board to receive the final report from the commissioner of education on the findings of the Instructional Materials Review and Approval (IMRA) Cycle 2024 confirmation of changes from the IMRA Cycle 2024 Report of Required Corrections, Report of Editorial Changes, and Report of New Content and consider action for any publisher that did not make the required changes. The SBOE may take action to initiate proceedings to determine whether administrative penalties should be assessed against any publisher or manufacturer found to be knowingly out of compliance with the duties outlined in TEC §31.151(a) and (b). Statutory authority is the Texas Education Code (TEC), §§31.022, 31.023, and 31.151. TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed. 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. TEC, §31.151(a), defines the duties of publishers and manufacturers of instructional materials, including (a)(4) publisher duty to guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error and (10) requiring publishers to comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1). TEC, §31.151(b), authorizes the SBOE to impose a reasonable administrative penalty against a publisher who knowingly violates subsection (a).

(Agenda Exhibit) I-12

4. Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2026

This item provides an opportunity for the committee and board to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2026. 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. TEC, §31.003(a), permits the 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.

(Agenda Exhibit) I-13

5. Discussion and Action on Social Studies Texas Essential Knowledge and Skills Framework

This item provides an opportunity for the committee and board to discuss and potentially take action on the Social Studies Texas Essential Knowledge and Skills Framework. Statutory authority is the Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(a).

(Agenda Exhibit) I-47

COMMITTEE ON INSTRUCTION

6. Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1 Student Identification (First Reading and Filing Authorization)

This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state executive orders. Statutory authority is the Texas Education Code §§29.122, 29.122, 29.123, 39.236, and 48.109. TEC §29.121 establishes the definition of a gifted and talented student. TEC §29.122 establishes that each school district shall adopt a process for identifying and serving gifted and talented students. TEC §29.123 establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts. TEC §39.236 establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students. TEC §48.109 establishes criteria for utilizing gifted and talented allotment funds.

(Agenda Exhibit) II-26

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

7. Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund

This item provides an opportunity for the committee and board to review the requirements in Article VII, §5(a)(1) and (2), Texas Constitution, that states, the total amount distributed from the Permanent School Fund (PSF) to the Available School Fund (ASF) is not more than six percent of the average market value of the PSF on the last day of each of the sixteen state fiscal quarters preceding the regular session of the legislature that begins before that state biennium; and over the 10-year period the distributions may not exceed the total return on all investment assets of the PSF over the same 10-year period. The board will determine whether transfers may be made from the PSF to the ASF in fiscal year 2026. Statutory authority is the Texas Constitution, Article VII, §2 and §5; 19 Texas Administrative Code (TAC), Chapter 33. 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. Article VII §5(a)(1) establishes the six percent distribution rate limit, and §5(a)(2) describes the 10-year test. 19 TAC Chapter 33 codifies administrative rules that provide a statement of investment objectives, policies, and guidelines of the Texas Permanent School Fund and Bond Guarantee Program as adopted by the SBOE.

(Agenda Exhibit) III-3

COMMITTEE ON SCHOOL INITIATIVES

8. Review of Adoption of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education 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 proposed new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards. The proposal would repeal standards in current Subchapters F and G and combine and align language across educator standards in proposed new Subchapter F. The proposal would also implement the statutory requirements of House Bill (HB) 2256, 87th Texas Legislature, Regular Session, 2021, and define the educator standards for the Bilingual Special Education certificate, as recommended by the SBEC-approved educator standards advisory committee. 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; 21.041(b)(1), (2), and (4); and 21.04891. 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. TEC, §21.04891, requires the SBEC to create a Bilingual Special Education certificate and specifies certification requirements for the certificate.

(Agenda Exhibit) IV-4

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)**
[Operating Rules | State Board of Education](#)
2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

COMMITTEE OF THE FULL BOARD

Discussion of Legislative Requirements Related to Personal Financial Literacy and Economics

September 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 requirements related to personal financial literacy and economics in House Bill (HB) 27, 89th Texas Legislature, Regular Session, 2025, and to discuss future rule action needed to implement the requirements of the bill.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§7.102(c)(4), 28.002(a) and (c), and 28.025(b-1), (b-23), and (b-24), as amended and added by HB 27, 89th Texas Legislature, Regular Session, 2025.

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(b-1), as amended by HB 27, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to determine by rule specific courses for graduation under the foundation high school program.

TEC, §28.025(b-23), as amended by HB 27, 89th Texas Legislature, Regular Session, 2025, requires the Texas Education Agency to 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 course that satisfies the social studies graduation requirement in personal financial literacy.

TEC, §28.025(b-24), as added by HB 27, 89th Texas Legislature, Regular Session, 2025, requires the SBOE to allow a student to satisfy the graduation requirement for one-half credit in personal financial literacy by completing an advanced placement (AP) course designated by the SBOE as containing substantively similar and rigorous academic content.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The 83rd Texas Legislature passed HB 2662, amending TEC, §28.0021, to require school districts and open-enrollment charter schools offering a high school program to provide a one-half credit elective course in personal financial literacy. In 2016, the SBOE adopted the proposed new personal financial literacy course. The course, 19 TAC §113.49, Personal Financial Literacy (One-Half Credit), Adopted 2016, was implemented beginning with the 2016-2017 school year.

In 2021, the 87th Texas Legislature passed Senate Bill (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 required that the SBOE adopt Texas Essential Knowledge and Skills (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 its June 2022 meeting, the SBOE adopted TEKS for the new course, §113.76, Personal Financial Literacy and Economics (One-Half Credit), combining personal financial literacy and economics knowledge and skills.

The 89th Texas Legislature, Regular Session, 2025, adopted HB 27 to require students to successfully complete a one-half credit personal financial literacy course instead of the one-half credit economics course to satisfy the economics requirement under the Foundation High School Program. The bill also changed the current one-half credit economics course to a one-credit course and permits students to select the third social studies credit required for graduation from economics, world geography, or world history. The bill also added new TEC, §28.025(b-24), requiring the SBOE to allow a student to comply with the personal financial literacy requirement by successfully completing an AP course.

This item provides the opportunity for the committee to discuss the HB 27 requirements related to personal financial literacy and economics and to discuss future rule action needed to implement the bill.

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Programs

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

Attachment:

Text of 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter C, High School, §113.76, Personal Financial Literacy and Economics (One-Half Credit)

ATTACHMENT
Text of 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.76. Personal Financial Literacy and Economics (One-Half Credit).

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one-half credit for successful completion of this course. Students may not be awarded credit for both this course and the personal financial literacy course adopted under this subchapter.
- (c) Introduction.
 - (1) The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.
 - (2) Personal Financial Literacy and Economics builds on and extends the economic content and concepts studied in Kindergarten-Grade 12 social studies in Texas. The course provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth while examining problems such as unemployment and inflation and the policies enacted to address them. The course also builds on and extends the personal finance content and concepts studied in Kindergarten-Grade 8 in mathematics in Texas. It is an integrative course that applies the same economic way of thinking developed to making choices about how to allocate scarce resources in an economy to how to make them at the personal level. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Further, students will connect how their financial decision making impacts the greater economy.
 - (3) This course was created in response to Texas Education Code (TEC), §28.025(b-22), satisfies the high school requirement, and meets the two-thirds of instructional time in personal financial literacy and one-third of instructional time in economics. In addition, the course addresses new financial challenges of modern economy.
 - (4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the

U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

- (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."
- (5) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) 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) Economics. The student understands the fundamental concepts of economics. The student is expected to:
 - (A) analyze how the concepts of scarcity, choice, and opportunity costs apply to decision making;
 - (B) interpret a production-possibilities curve and apply the concepts of scarcity, choice, and opportunity costs;
 - (C) explain how the production-possibilities curve represents cost-benefit decision making;
 - (D) use the circular flow model to identify how households, firms, and governments interact in both resource markets and product markets;
 - (E) evaluate how prices and quantities are determined through supply and demand;
 - (F) interpret a supply-and-demand graph, including equilibrium point, surpluses, and shortages;
 - (G) analyze how non-price determinants of supply and demand affect equilibrium price and equilibrium quantity; and
 - (H) explain how supply and demand exist in both resource and product markets.
 - (2) Economics. The student understands that macroeconomic issues and policies have an impact on personal finance. The student is expected to:
 - (A) identify types of progressive and regressive taxes at the local, state, and national levels and explain the economic importance of each;
 - (B) examine and evaluate the reasons for federal income taxation, Social Security taxation, Medicaid taxation, and Medicare taxation, including earnings limitations as applicable;
 - (C) explain how all economic systems are mixed and exist on a spectrum between pure market and pure command systems;
 - (D) explain the benefits of the U.S. free enterprise system, including private property and incentives;
 - (E) discuss the importance of full employment, price stability, and economic growth in achieving the macroeconomic goals of the United States;

- (F) explain the impact of fiscal policies enacted by government decisions on interest rates, inflation, and unemployment; and
 - (G) explain the impact of monetary policies enacted by the Federal Reserve System on interest rates, inflation, and unemployment.
- (3) Personal financial literacy--investing in education and skills. The student recognizes the costs and benefits of various types of postsecondary education and training throughout the student's lifetime. The student is expected to:
- (A) analyze the relationship between education and training and earnings throughout the student's lifetime;
 - (B) investigate and evaluate the costs and benefits of various postsecondary education and training institutions;
 - (C) describe the process for completing grant and scholarship applications, including the Free Application for Federal Student Aid (FAFSA®) provided by the U.S. Department of Education or the Texas Application for State Financial Aid (TASFA);
 - (D) analyze and compare various student grant and loan options, including private and federal loans;
 - (E) interpret data from a student aid report; and
 - (F) research and align personal interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living.
- (4) Personal financial literacy--earning. The student recognizes that a variety of factors influence income. The student is expected to:
- (A) identify sources of income, including wages and salaries, profits, interest, rent, dividends, and capital gains;
 - (B) compare common employee benefits such as health insurance, sick leave, retirement plans, and other tax-favored health and dependent care plans;
 - (C) differentiate among and calculate gross, net, and taxable income; and
 - (D) identify factors such as educational attainment and market demand for careers that can influence the labor market and affect income.
- (5) Personal financial literacy--entrepreneurship. The student discusses the opportunities available for entrepreneurship. The student is expected to:
- (A) describe the role of the entrepreneur in creating businesses;
 - (B) explain how an entrepreneur earns income, including through profits from the creation or ownership of businesses;
 - (C) compare total compensation, additional benefits, and obligations as a self-employed or independent contractor and as an employee;
 - (D) discuss the resources available for entrepreneurship and the federal, state, and local agencies available to assist with or provide grants for the creation of a small business;
 - (E) analyze the risks and rewards of entrepreneurship, including those associated with starting a new business, owning a small business, and purchasing a franchise; and
 - (F) explain the characteristics of business organizations such as sole proprietorships, partnerships, and corporations.
- (6) Personal financial literacy--spending. The student understands how to set personal spending goals. The student is expected to:

- (A) develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based;
 - (B) analyze the opportunity costs of spending and saving in recognizing short-, medium-, and long-term goals;
 - (C) identify and prioritize types of purchases and charitable giving;
 - (D) evaluate various forms of financial exchange such as cash, checks, credit cards, debit cards, mobile payment applications, and electronic transfers;
 - (E) discuss the importance of tracking income and expenses to reconcile financial records;
 - (F) evaluate the impact of unplanned spending;
 - (G) analyze costs and benefits of owning versus renting housing; and
 - (H) analyze costs and benefits of owning versus leasing a vehicle.
- (7) Personal financial literacy--credit and debt. The student understands the costs and benefits of borrowing. The student is expected to:
- (A) compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;
 - (B) identify the characteristics and dangers of predatory lending practices;
 - (C) compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit;
 - (D) discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and ability to obtain credit;
 - (E) explain how to access a credit report and score and interpret a sample credit report and score;
 - (F) describe the importance of monitoring credit reports regularly and addressing errors;
 - (G) discuss how personal factors such as medical expenses, job loss, divorce, or a failed business could lead to bankruptcy; and
 - (H) determine and discuss if and when to use credit by considering the truth in lending disclosures.
- (8) Personal financial literacy--saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:
- (A) determine the exponential growth benefits of starting early to invest with continuous contributions;
 - (B) determine the number of years it will take for savings to double in value by using the rule of 72;
 - (C) evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds;
 - (D) evaluate risk and return of various investment options, including stocks, bonds, mutual funds, and exchange-traded funds (ETFs);
 - (E) evaluate the relative benefits of pre-tax and post-tax investing;
 - (F) develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;
 - (G) develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle; and

- (H) develop a long-term investing strategy to achieve a goal such as a financially secure retirement.
- (9) Personal financial literacy--protecting and insuring. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks to avoid potential loss of assets and earning potential. The student is expected to:
- (A) apply risk management strategies, including avoiding, reducing, retaining, and transferring risk;
 - (B) define insurance terminology, including premiums, deductibles, co-pays, and policy limits;
 - (C) explain the costs and benefits of different types and sources of health insurance;
 - (D) explain the costs and benefits of disability and long-term care insurance;
 - (E) explain the costs and benefits of life insurance, including term insurance and whole life insurance;
 - (F) explain the costs and benefits of property insurance, including homeowner's and renter's insurance;
 - (G) explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, and geographic location;
 - (H) identify ways to reduce risk of identity theft and protect personal information;
 - (I) describe and identify examples of common financial schemes and scams such as Ponzi schemes and pyramid, phishing, check cashing, and home renovation scams;
 - (J) explain how consumer protection agencies protect consumers against fraud; and
 - (K) explain the importance of estate planning, including guardianship of minor children, wills, beneficiary designation, power of attorney, living will, and medical directives.
- (10) Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:
- (A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;
 - (B) develop a budget that addresses short-, medium-, and long-term financial goals; and
 - (C) explain why earning income, spending, credit, debt, saving and investing, and protecting and insuring assets are important parts of a comprehensive financial plan and develop a plan that incorporates these components.

Work Session on Social Studies Texas Essential Knowledge and Skills Framework Course Sequence and Strands

September 8, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive information from Agency staff and discuss the Social Studies Texas Essential Knowledge and Skills (TEKS) Framework Course Sequence and Strands presented at the State Board meeting in June.

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 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.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: In October 2024, the Chairman of the SBOE established an Ad Hoc Committee on Social Studies Standards. The Committee is charged to evaluate Texas's current social studies learning standards, research best practices in history and civics education, and provide recommendations for developing exemplary state standards, ensuring that 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.

A public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in U.S. history, Texas history, world history, geography and civics in Kindergarten - Grade 12, was conducted during the April 10, 2025 Ad Hoc Committee on Social Studies meeting. At the June 2025 SBOE meeting, members of the Ad Hoc Committee on Social Studies, along with Agency staff provided a report on the Committee's charges. Additionally, the Committee of the Full Board heard public testimony.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Public Hearing Regarding Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2025

September 9, 2025

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

SUMMARY: A public hearing before the State Board of Education (SBOE) is scheduled for Tuesday, September 9, 2025, in the Barbara Jordan Building, Room 2.034. Testimony will be presented regarding instructional materials submitted for adoption under Instructional Materials Review and Approval (IMRA) Cycle 2025. The IMRA Cycle 2025 calls for instructional materials including full-subject, tier-one instructional materials for K–6 English and Spanish mathematics; 7–12 English mathematics; K–6 English and Spanish language arts and reading (ELAR and SLAR); partial-subject, tier-one instructional materials for K–3 English and Spanish phonics; and supplemental materials for K–6 English and Spanish mathematics and 7–12 English mathematics. Products submitted in response to IMRA Cycle 2025 began review in May and continued to be reviewed through the summer of 2025.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§7.110](#) and [§31.023](#), as amended by HB 1605, 88th Texas Legislature, Regular Session, 2023.

TEC, §7.110, requires the SBOE to create and implement policies that allow the public an opportunity to appear before and speak to the board.

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 Texas Education Agency (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 links above.

BACKGROUND INFORMATION AND JUSTIFICATION: The request for instructional materials for review (RFIM) for IMRA Cycle 2025 was issued by the agency in December 2024.

The review of IMRA Cycle 2025 instructional materials took place in the summer of 2025. A public hearing is included in the IMRA Process approved by the board in February 2025.

Staff Members Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Update on the Review of the Instructional Materials Submitted for Approval by the State Board of Education Under Instructional Materials Review and Approval Cycle 2025

September 9, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive an update by staff on the status of the Instructional Materials Review and Approval (IMRA) Cycle 2025 instructional materials review.

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 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 links above.

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 November 2023 and December 2023 meetings, the board discussed the proposed IMRA process and provided feedback to TEA staff. The board also approved a selection process for IMRA reviewers.

At the November 2023 meeting, the board discussed criteria for the suitability and appropriateness of instructional materials for the subject and grade level for which the materials are designed to be used in the instructional materials review and approval process outlined in HB 1605, 88th Texas Legislature, Regular Session, 2023.

At the December 2023 meeting, the board approved the criteria. At the January-February 2024 meeting, the board approved adjustments to the suitability rubric to further clarify the manner in which suitability criteria will be applied as part of the IMRA process.

At the January-February 2024 meeting, the board approved a final set of quality rubrics for the inaugural IMRA review, approved a process document, and adopted administrative rules related to the new IMRA process.

BACKGROUND INFORMATION AND JUSTIFICATION: The review of IMRA Cycle 2025 instructional materials concluded in the summer 2025. This item provides an opportunity for staff to update the board on the status of the IMRA Cycle 2025 instructional materials review.

Staff will also present an after-action review on the current year's cycle in a separate item in this agenda.

A public hearing regarding instructional materials submitted for adoption by the SBOE under IMRA Cycle 2025 is presented as a separate item in this agenda.

Staff Members Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Separate Exhibit:

IMRA Cycle 2025 Preliminary Reports

(to be provided in advance of the SBOE September 2025 meeting)

Report from the Commissioner of Education Regarding Instructional Materials Review and Approval Cycle 2024 Confirmation of Changes

September 12, 2025

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

SUMMARY: This item provides an opportunity for the committee and board to receive the final report from the commissioner of education on the findings of the Instructional Materials Review and Approval (IMRA) Cycle 2024 confirmation of changes from the IMRA Cycle 2024 Report of Required Corrections, Report of Editorial Changes, and Report of New Content and consider action for any publisher that did not make the required changes. The SBOE may take action to initiate proceedings to determine whether administrative penalties should be assessed against any publisher or manufacturer found to be knowingly out of compliance with the duties outlined in TEC §31.151(a) and (b).

STATUTORY AUTHORITY: Texas Education Code (TEC), §§[31.022](#), [31.023](#), and [31.151](#).

TEC, §31.022 requires the SBOE to review instructional materials that have been provided to the board by the agency under TEC, §31.023. The SBOE is required to determine that the material is free from factual error and suitable for the subject and grade level for which the material is designed.

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.

TEC, §31.151(a), defines the duties of publishers and manufacturers of instructional materials, including (a)(4) publisher duty to guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error and (10) requiring publishers to comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1).

TEC, §31.151(b), authorizes the SBOE to impose a reasonable administrative penalty against a publisher who knowingly violates subsection (a).

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: The board adopted products under *IMRA Cycle 2024* in November 2024.

BACKGROUND INFORMATION AND JUSTIFICATION: As a condition of adoption, publishers of materials adopted by the SBOE under *IMRA Cycle 2024* are required to make corrections listed in the *IMRA Cycle 2024 Report of Required Corrections*, the *Report of New Content*, and the *Report of Editorial Changes*.

Staff Member Responsible:

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports

Separate Exhibit:

Report on IMRA Cycle 2024 Confirmation of Changes
(to be provided in advance of the September 2025 SBOE meeting)

Approval of Proposed Quality Rubrics for Instructional Materials Review and Approval Cycle 2026

September 12, 2025

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

SUMMARY: This item provides an opportunity for the committee and board to approve rubrics for the Instructional Materials Review and Approval (IMRA) Cycle 2026.

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), permits the 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 links above.

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 April 2025 meeting, the Committee of the Full Board discussed the IMRA Cycle 2026 draft quality rubrics for full-subject, tier-one instructional materials for high school career and technical education (CTE) and K–12 fine arts.

At the June 2025 meeting, the Committee of the Full Board discussed the IMRA Cycle 2026 draft quality rubrics for full-subject, tier-one and supplemental K–12 positive character traits and personal skills and supplemental K–5 language arts and reading.

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 COMMENTS: A summary of public feedback on the new quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school; full-subject, tier-one, instructional materials for fine arts for grades K–12; and supplemental K–5 language arts and reading will be presented to the board at the September 2025 meeting.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve the quality rubrics for full-subject, tier-one, instructional materials for career and technical education (CTE) for high school; full-subject, tier-one, instructional materials for fine arts for grades K–12; and supplemental K–5 language arts and reading for the Instructional Materials Review and Approval process.

Staff Members Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports
Valerie Johnson, Director, HQIM Identification and Support, District Operations, Technology, and Sustainability Supports

Separate Exhibits:

- I. Full-subject, tier-one, instructional materials for career and technical education (CTE) for high school final proposed rubrics, memorandum of changes, and summary of public comments.
- II. Full-subject, tier-one, instructional materials for fine arts for grades K–12 final proposed rubrics, memorandum of changes, and summary of public comments.
- III. Supplemental K–5 language arts and reading final proposed rubrics, memorandum of changes, and summary of public comments.

(all separate exhibits to be provided in advance of the September 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](#), §67.27, [IMRA Reviewers: Eligibility and Appointment](#)

September 9, 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](#), §67.27, [IMRA Reviewers: Eligibility and Appointment](#). The proposed amendment would update the requirements for suitability reviewers and the process for the appointment and selection of suitability reviewers.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§31.003\(a\)](#), [31.022](#), and [31.023](#).

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, 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, 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 links above.

FUTURE ACTION EXPECTED: The proposed amendment to 19 TAC §67.27 will be presented for first reading and filing authorization at the November 2025 SBOE 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. House Bill (HB) 1605, 88th Texas Legislature, Regular Session, 2023, significantly revised TEC, Chapter 31, including several provisions under SBOE authority.

The IMRA process requires the use of both quality and suitability reviewers. Dedicated suitability reviewers were introduced for the first time as part of IMRA Cycle 2025. The proposed amendment would incorporate feedback gathered during the first year of implementation. Certain language requirements for nominees would be added, and the process for reviewer selection would be clarified, specifically related to timelines.

Staff Members Responsible:

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 67, State Review and Approval of Instructional Materials, Subchapter B, State Review and Approval, §67.27, IMRA Reviewers: Eligibility and Appointment

ATTACHMENT
Text of Proposed Amendment to 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) IMRA quality reviewers must meet one of the following minimum qualification requirements:
 - (A) educators with three or more years of experience;
 - (B) 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) professors at an accredited institution of higher education in Texas with at least three years or more experience in the subject area(s) or courses; or
 - (D) persons with evidence of strong content knowledge and experience in the grade level(s) and subject area(s) or course(s).
 - (2) 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) 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) Once rated, all eligible quality reviewer applicants are shared with the SBOE member for which the applicant is a district resident.
 - (5) 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) 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) IMRA quality reviewers must be approved by the SBOE member for which they are a district resident.
 - (8) 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) In the event TEA does not receive enough applications to fill available roles, TEA may:
 - (A) reduce the size of the review team to no fewer than three reviewers;

- (B) postpone the review of materials using the SBOE-approved strategy for prioritizing selection of instructional materials for review; or
 - (C) modify the review schedule to allow for additional recruitment efforts.
- (10) 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) 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) 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 employers.
 - (C) School district size: large, midsize, and small school districts.
 - (D) Demographics: multiple and different racial and ethnic groups and males and females.
 - (E) School district/charter school: a variety of local education agencies are represented, including open-enrollment charter schools.
 - (F) 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) TEA staff shall maintain a database of individuals who have served on an IMRA review panel during the review process.
- (12) 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.
- (c) Suitability reviewers.
 - (1) Texas residency is a minimum requirement for any IMRA suitability reviewer.
 - (2) 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) At least 20% of nominees must be fluent in the Spanish language and ranked separately from most preferred to least preferred.
 - (4) For the review of instructional materials for languages other than English, members must nominate at least five reviewers fluent in the languages to be reviewed.
 - (5) ~~(3)~~ 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 nominated by ~~from~~ any one SBOE member ~~district~~.
 - (6) ~~(4)~~ 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) Experience: successful participation as a quality or suitability reviewer in a past review.
 - (B) Demographics: multiple and different racial and ethnic groups and males and females.
 - (7) ~~(5)~~ If an individual invited to serve on a review panel declines the invitation, TEA will invite the next eligible reviewer from the SBOE member's list. ~~[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.]~~

- (8) ~~(6)~~ 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.
- (9) If an SBOE member fails to nominate enough candidates required for a particular review, or if timing does not allow for the one-week window, TEA may select qualified candidates from other SBOE districts or from the existing pool of applicants to ensure the review process proceeds without delay.
- (10) ~~(7)~~ 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.

Subchapter D. Open-Enrollment Charter School Application Process: Five Year Review

September 9, 2025

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

SUMMARY: This item provides an opportunity for the committee to receive information about the Subchapter D. Open-Enrollment Charter School application process and opening school information from the past five years.

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 link above.

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 31 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 that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Subchapter D. Open-Enrollment Charter School Application Process.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Subchapter D Charters page found on the Texas Education Agency's website (<https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>).

Staff Members Responsible:

Kelvey Oeser, Deputy Commissioner, Educator and System Support

Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy

Commissioner's Comments

September 10, 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:

Tracy Young, Executive Director of Communications, Texas Education Agency

Discussion of Proposed New Texas Essential Knowledge and Skills for Career and Technical Education Courses

September 10, 2025

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

SUMMARY: This item provides an opportunity for the committee to discuss proposed new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts for career and technical education (CTE) courses needed to complete certain programs of study.

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), allows the SBOE to develop by rule and implement a plan designed to incorporate foundation curriculum requirements into the CTE curriculum required in TEC, §28.002.

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 TEC, §28.002.

TEC, §28.025(b-17), requires the SBOE to ensure by rule that a student may comply with 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.

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.

In 2023, CTE advisory committees 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 2023 SBOE meeting, the board discussed and approved changes to the TEKS review process, including approving a process for selecting work group members. The changes were implemented beginning with the engineering TEKS review process in 2023. The SBOE completed the review of existing CTE TEKS, the development of new CTE TEKS, and the review of innovative courses to be approved as TEKS-based courses for new engineering programs of study with its approval of new engineering TEKS for adoption in April 2025.

At the April 2024 meeting, Texas Education Agency (TEA) staff shared an overview of additional, 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.

At the June 2024 meeting, the board considered next steps related to the adoption of CTE courses that are needed to complete programs of study and a schedule for future CTE TEKS reviews. The SBOE approved recommendations that TEA present a set of innovative courses with minor edits for consideration for adoption as TEKS-based courses. Additionally, the SBOE authorized TEA to enter into interagency contracts with Collin College, Texas State Technical College, and Education Service Center Region 4 to develop initial drafts of TEKS for additional CTE courses.

At the June 2025 meeting, the board approved for first reading and filing authorization CTE TEKS for seven courses developed through interagency contracts to complete programs of study in the Business, Marketing, and Finance; Health Science; and Manufacturing Career Clusters.

This item provides an opportunity to discuss initial drafts of proposed new TEKS for additional CTE courses developed by subject matter experts through interagency contracts. The development includes a combination of new CTE TEKS and recommendations for certain innovative courses to be approved as TEKS-based courses.

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 B, High School

Attachment II:

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

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

§127.832. Occupational Safety and Compliance (One Credit), Adopted 2025.

(a) Implementation.

(1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.

(2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Transportation Systems, Principles of Distribution and Logistics, or Principles of Manufacturing. 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 Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

(3) In Occupational Safety and Compliance, students build foundational knowledge related to the fields of occupational safety, health, and compliance. Students learn about the Occupational Safety and Health Administration (OSHA), which is charged with the tasks of ensuring that employers provide a safe workplace that is free from recognized hazards, promote health and safety in the workplace, and reduce the occurrence of on-the-job injuries, illnesses, and fatalities. Students use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health.

(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 understands career options and educational requirements in occupational safety and compliance. The student is expected to:

(A) describe the impact of internships, career development, and entrepreneurship opportunities in occupational safety and compliance;

(B) identify and analyze career advancement opportunities in occupational safety and compliance at various levels in an organization such as employee, supervisor, and manager; and

(C) identify and explain requirements to obtain professional credentials such as a Certified Safety Professional (CSP), Associate Safety Professional (ASP), Construction Health and Safety Technician (CHST), Occupational Hygiene and Safety Technician (OHST), Certified Hazardous Materials Manager (CHMM), Certified Environmental Manager

(CEM), and Board of Certified Safety Professionals (BCSP) in the fields of occupational safety and health compliance.

(2) The student understands the legal responsibilities of work safety in a hazardous workplace. The student is expected to:

- (A) explain and discuss responsibilities of workers and employers to promote safety and health in the workplace;
- (B) explain the OSHA general duty clause and the rights of workers to a safe and healthy workplace;
- (C) explain and discuss the importance of OSHA standards and requirements for organizations;
- (D) explain the role of industrial hygiene in occupational health and safety and describe various types of industrial hygiene hazards, including physical, chemical, airborne, excessive noise, physiological, biological, and ergonomic hazards;
- (E) identify types and explain appropriate use of personal protective equipment (PPE) used in industry;
- (F) explain the importance of safe walking and working surfaces in the workplace and identify best practices for preventing or reducing slips, trips, and falls in the workplace;
- (G) describe types of electrical hazards in the workplace and risks associated with these hazards;
- (H) describe control methods to prevent electrical hazards in the workplace;
- (I) analyze hazards of handling, storing, using, and transporting hazardous materials;
- (J) identify and discuss ways to reduce exposure to hazardous materials in the workplace;
- (K) identify workplace health and safety resources, including emergency plans and Safety Data Sheets (SDS);
- (L) discuss how emergency plans and SDSs are used to make decisions in the workplace;
- (M) describe elements of a safety and health program, including management leadership, worker participation, and training;
- (N) explain the purpose and importance of written emergency action and fire protection plans;
- (O) describe key components of written emergency action and fire protection plans such as evacuation plans and emergency exit routes, list of fire hazards, and identification of emergency personnel;
- (P) explain components of a hazard communication program; and
- (Q) explain and give examples of safety and health training requirements specified by standard setting organizations such as American Conference of Governmental Industrial Hygienists (ACGIH), American National Standard Institute (ANSI), National Institute for Occupational Safety and Health (NIOSH), and Board of Certified Safety Professionals (BCSP).

(3) The student analyzes the federal and state agencies that create and enforce environmental laws. The student is expected to:

- (A) identify the objectives of the U.S. Environmental Protection Agency (EPA);
- (B) identify the objectives of the Texas Commission on Environmental Quality (TCEQ);
- (C) describe how the EPA and the TCEQ monitor compliance and enforce regulations; and

- (D) identify and describe federal environmental acts, including Endangered Species Act (ESA); Safe Drinking Water Act (SDWA); Resource Conservation and Recovery Act (RCRA); Toxic Substances Control Act (TSCA); Comprehensive Environmental Response, Compensation and Liability Act (CERCLA or Superfund); and Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
- (4) The student investigates common safety measures and processes. The student is expected to:
- (A) explain the significance of periodic and effective inspections for hazard control;
 - (B) describe the processes for reporting a hazard or accident to an immediate supervisor;
 - (C) explain the value of training programs that promote awareness of safety policies and procedures in the workplace;
 - (D) select appropriate PPE such as safety glasses, face shields, aprons, and gloves based on workplace requirements;
 - (E) summarize the purpose of protecting the body, including eyes, face, head, feet, arms, hands, ears, and torso;
 - (F) identify and describe specific causes of an incident;
 - (G) explain the necessity of a comprehensive safety program;
 - (H) outline principles of housekeeping, including order and cleanliness; and
 - (I) describe how a disorganized workplace, litter, and debris can create unsafe conditions that lead to accidents and illness in the workplace.
- (5) The student demonstrates knowledge of workplace security and violence prevention concepts. The student is expected to:
- (A) identify and describe potential types of workplace security events;
 - (B) identify and describe strategies to enhance workplace security; and
 - (C) identify and describe strategies to prevent workplace violence.
- (6) The student investigates the science of ergonomics in the workplace. The student is expected to:
- (A) define ergonomics;
 - (B) explain how the science of ergonomics is used in various industries such as manufacturing, construction, medical, and energy;
 - (C) evaluate workplace tasks to identify potential ergonomic problems related to body positions, including posture and awkward positions, and body movements, including repetitive movement, applying extreme force, reaching, pushing, pulling, bending, and weightlifting;
 - (D) describe primary body systems impacted by ergonomics; and
 - (E) evaluate workplace conditions that can produce physical, cognitive, and emotional fatigue.
- (7) The student recognizes and mitigates industrial hygiene and occupational health hazards that lead to injury and illness related to exposure in the workplace. The student is expected to:
- (A) explain the role of industrial hygiene in occupational safety;
 - (B) describe the process to identify hazards using methods, including reviewing chemical inventories and evaluating potential hazards associated with chemicals found in the workplace;
 - (C) identify and describe various categories of industrial hygiene hazards;

- (D) compare various types of workplace hazards, including biological, chemical, ergonomic, physical, and psychosocial;
 - (E) identify categories of hazardous substances and describe short- and long-term health effects resulting from exposure to each hazardous substance;
 - (F) explain industrial hygiene and occupational exposures concepts, including acute and chronic exposures; and
 - (G) describe essential responsibilities of supervisors, managers, and safety personnel in the prevention of occupational hazards.
- (8) The student demonstrates an understanding of hazardous materials safety and handling competencies. The student is expected to:
- (A) describe the Globally Harmonized System of Classification and Labeling of Chemicals (GHS);
 - (B) interpret and analyze Safety Data Sheets (SDS) and container labeling requirements;
 - (C) explain the purpose and importance of proper chemical storage;
 - (D) describe physical properties of hazardous materials;
 - (E) identify and describe ways in which hazardous materials enter the body;
 - (F) explain various strategies to protect from inhalation of harmful airborne substances; and
 - (G) discuss the significance of safety precautions when handling and using compressed gas in the workplace.
- (9) The student evaluates hazard control functions in various occupational settings. The student is expected to:
- (A) identify and describe steps to reduce noise exposure;
 - (B) explain the noise reduction rating (NRR) developed by the EPA;
 - (C) explain the purpose and importance of eye washes and emergency showers in the workplace;
 - (D) identify and describe possible hazards related to heating, ventilation, and air conditioning systems;
 - (E) identify and describe possible hazards related to indoor air quality, including ventilation and adequate air flow;
 - (F) identify steps to reduce hazards related to general machine guarding, power hand tools, and tool safety;
 - (G) identify and describe motor vehicle safety and security management techniques such as accident prevention strategies, driver training programs, and vehicle inspection protocols;
 - (H) describe steps to reduce hazards related to powered industrial trucks; and
 - (I) identify and describe possible hazards related to ladders and scaffolds.
- (10) The student investigates fire safety and emergency management in occupational safety. The student is expected to:
- (A) identify and describe proper storage techniques for flammable or combustible materials;
 - (B) identify and describe the importance of fire systems inspections, fire confinement, emergency exits, and emergency lighting;
 - (C) describe the importance and maintenance of portable fire extinguishers;
 - (D) differentiate between fire and combustion; and

- (E) describe classes of fire related to the extinguishing agents.
- (11) The student examines special hazard fire suppression systems. The student is expected to:
- (A) describe characteristics of fixed wet and dry chemical extinguishing systems;
 - (B) describe physical characteristics of carbon dioxide, halogenated hydrocarbons, halocarbons, and inert gases;
 - (C) describe design goals for smoke and fire controls and the corresponding management systems; and
 - (D) explain fire extinguisher operation, inspection, testing, and maintenance procedures and proper use.
- (12) The student examines how accidents impact the workplace. The student is expected to:
- (A) evaluate the financial impact on an organization resulting from an accident;
 - (B) explain workplace accident legal compliance, including OSHA accident reporting, OSHA recordkeeping regulations, and worker's compensation claims; and
 - (C) identify and compare accident categories, including near miss, minor injury, major injury, and catastrophic injury.
- (13) The student demonstrates an understanding of accident prevention and the principles of an effective corrective action plan. The student is expected to:
- (A) describe the purpose of corrective actions;
 - (B) develop an effective corrective action plan for an organization; and
 - (C) write a report documenting an accident.
- (14) The student analyzes accidents and accident reports. The student is expected to:
- (A) explain common unsafe actions such as purposefully working at unsafe speeds or knowingly using unsafe tools;
 - (B) describe human, job, and workplace factors that lead to accidents;
 - (C) explain the importance of timely reporting workplace accidents;
 - (D) complete a standard accident report form;
 - (E) write an effective accident report, including a summary of an incident, findings, and recommendations, using factual communication;
 - (F) identify and report causal factors of an accident; and
 - (G) analyze accident reports of small damage and near misses and describe future prevention of major accidents.
- (15) The student understands the process of accident investigations. The student is expected to:
- (A) identify and discuss the purpose and benefits of accident investigations in the workplace;
 - (B) identify and discuss the role that workers, supervisors, managers, and safety personnel have in the accident investigation process; and
 - (C) identify and describe the phases of an accident investigation.

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

§127.752. Fundamentals of Fire Protection (One Credit), Adopted 2026.

(a) Implementation.

- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.**
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.**

(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 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) Fundamentals of Fire Protection provides students with an overview of opportunities and foundational knowledge and skills needed for careers in fire service. Students explore the history of fire science and structure of fire departments and are introduced to basic chemistry, physics, and classifications of fires; extinguishing methods; and firefighting equipment. Additionally, the course reviews employment requirements and certification processes for careers in fire science.**
- (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 examines the importance of developing specific, measurable, attainable, realistic, timely (SMART) goals and action plans to ensure appropriate physical ability, age, education, and certification requirements for fire service employment and career advancement. The student is expected to:**
 - (A) identify and explain the process for developing a SMART goal, including identifying a specific goal, establishing measurable benchmarks for the goal, ensuring the goal is attainable and relevant to desired outcomes, and creating a realistic timeline to achieve the goal;**
 - (B) explain benefits of identifying SMART goals, including process, outcome, and performance goals, for fire science professionals and how SMART goals can contribute to career advancement, performance improvement, and operational effectiveness; and**
 - (C) describe tasks for creating an action plan to achieve a SMART goal, including clarifying the goal, brainstorming action steps, prioritizing tasks, setting timelines, anticipating obstacles, and monitoring progress.**
- (2) The student examines employment requirements for various fire service careers. The student is expected to:**

- (A) identify employment requirements and job roles and responsibilities for private sector fire service careers, including insurance investigators, fire alarm technicians, fire sprinkler contractors, wildland firefighters, and fire protection engineers;
 - (B) identify employment requirements and job roles and responsibilities for various municipal fire service careers, including firefighter, fire inspector, fire marshal, dispatcher, paramedic, emergency medical technician, and public education specialist;
 - (C) identify employment requirements and job roles and responsibilities for various State of Texas fire service careers, including state fire marshal, fire inspector, arson investigator, wildland firefighter, and education specialist;
 - (D) identify employment requirements and job roles and responsibilities for various federal fire service careers, including military firefighters, wildland firefighters, heavy equipment operators, fire and explosion investigators, and education specialists; and
 - (E) describe common employment processes used in selecting public sector firefighters, including applications, written tests, physical agility tests, psychological evaluations, background investigations, interview boards, and medical examinations.
- (3) The student understands the role of the Texas Commission on Fire Protection (TCFP). The student is expected to:
- (A) describe the firefighter certification process in Texas as required by the TCFP;
 - (B) differentiate between education, training, and certification requirements established by the TCFP; and
 - (C) explain the role of the TCFP in the firefighter certification process, including developing training standards, developing certification tests, administering tests, issuing certifications, auditing firefighter continuing education to maintain certification, auditing fire departments, certifying fire training facilities, and maintaining firefighter certification records.
- (4) The student recognizes the different types of communication used within the fire service. The student is expected to explain the five modes of communication used in the fire service, including face-to-face, written, radio, telephone, and electronic communication.
- (5) The student understands the use of communication techniques to effectively engage with stakeholders. The student is expected to:
- (A) explain and demonstrate key elements of adaptive communication, including active listening, interpersonal intelligence, communication style, and observational skills;
 - (B) analyze the importance of adaptive communication in the fire service to enhance communication with stakeholders;
 - (C) describe effective interpersonal skills that support effective teamwork in fire science, including active listening, time management, self-discipline, resilience, and interpersonal intelligence; and
 - (D) describe conflict resolution strategies, including avoiding, competing, accommodating, compromising, and collaborating, and how they may be applied in fire service team dynamics and operational settings.
- (6) The student examines legal obligations and ethical behaviors associated with fire service careers. The student is expected to:
- (A) discuss the impact of social media, peer influence, drug use, credit score, and criminal history on employability in fire science careers;
 - (B) identify and compare professional code of ethics relevant to fire service, including the Firefighter Code of Ethics developed by the National Society of Executive Fire Officers

- (NSEFO) and the Congressional Fire Services Institute (CFSI) and the International Association of Fire Chiefs (IAFC) Fire Service Code of Ethics;
- (C) discuss how the legal concept of “Duty to Act” is applied in Texas and impacts fire service professionals; and
 - (D) describe the Texas Good Samaritan Act as defined in Texas Civil Practice and Remedies Code, §74.151, and explain its relevance to fire service professionals and civil liability protection.
- (7) The student examines the evolution of the fire service and explains the impact of fire on the development of fire laws, codes, and standards. The student is expected to:
- (A) summarize key milestones and technological advancements and how roles have evolved over time in fire science;
 - (B) differentiate between local, state, and federal fire laws; model codes; and National Fire Protection Association (NFPA) standards, and explain their roles in regulating fire service operations; and
 - (C) explain how fire losses have influenced the development of national building and fire codes and NFPA standards.
- (8) The student examines firefighting apparatus, personal protective equipment (PPE), appliances, tools, and hoses used by various fire departments. The student is expected to:
- (A) identify and describe different types of structural firefighting apparatus used by municipal fire departments, including fire engines, aerial ladder trucks, quint trucks, tiller trucks, and heavy rescue vehicles;
 - (B) identify and describe different types of wildland firefighting apparatus, including wildland engines, brush trucks, and water tenders;
 - (C) identify and describe different types of aircraft rescue firefighting apparatus, including rotary blade aircraft and fixed-wing aircraft;
 - (D) identify and describe structural, wildland, and aircraft firefighting PPE;
 - (E) identify and explain the purpose of common appliances used by structural firefighters, including wyes, water-thieves, siamese valves, smooth-bore nozzles, different types of fog nozzles, and hydrant valves;
 - (F) identify and explain the purpose of common tools used by structural firefighters, including Halligan bars, axes, pike poles, ladders, hydrant wrenches, spanner wrenches, saws, and rescue tools;
 - (G) identify and explain the purpose of common tools used by wildland firefighters, including the McLeod tool, flapper, Pulaski tool, fire rake, and saws; and
 - (H) differentiate among various hoses used by structural and wildland firefighters.
- (9) The student researches the Community Risk Reduction (CRR) process. The student is expected to:
- (A) define CRR;
 - (B) describe how a Community Risk Assessment (CRA) impacts the development of a CRR plan;
 - (C) identify and explain the role of key CRR stakeholders, including the lead agency, CRR coordinator, planning group, risk manager, fire chief, and community leaders;
 - (D) describe the United States Fire Administration's 5 E's strategies for CRR, including education, engineering, enforcement, economic incentives, and emergency response; and
 - (E) explain how community, state, and federal governments use CRAs.

- (10) The student researches the National Incident Management System (NIMS) and Incident Command System (ICS). The student is expected to:
- (A) describe the purpose of NIMS, including common terminology, management by objectives, span of control, resource management, command structure, modular organization, incident action planning, integrated communications, and accountability; and
 - (B) identify and explain components of the ICS structure, including the Incident Commander (IC), finance, logistics, operations, planning, command posts, public information, liaison officers, safety officers, and emergency operations centers.
- (11) The student examines common hierarchical structure of a fire department. The student is expected to:
- (A) explain the concept of authority having jurisdiction (AHJ);
 - (B) describe the common hierarchical structure of a fire department; and
 - (C) describe the roles and responsibilities of the fire chief.
- (12) The student examines various support functions within a fire department. The student is expected to:
- (A) identify and describe support functions provided by the fire prevention division, including code enforcement, public education, cause and origin investigation, arson and explosion investigation, background investigation, internal affairs investigation, and public information;
 - (B) identify and describe support functions provided by fire service special operations teams, including hazardous materials response, high-angle rescue, swift water rescue, confined-space rescue, and urban search and rescue;
 - (C) identify and describe support functions provided by the fire training division, including recruiting, hiring, and training recruits for initial TCFP certification, and providing continuing education training;
 - (D) identify and describe support functions provided by the equipment maintenance division, including vehicle repairs, service, and testing;
 - (E) describe the core responsibilities of 911 communication centers, including receiving emergency and non-emergency calls, dispatching response units, maintaining contact with dispatched units, and coordinating with other agencies; and
 - (F) describe the core responsibilities of the Office of Emergency Management.
- (13) The student examines basic principles of fire science, including the chemistry and physics of combustion, methods of heat transfer, and stages of fire development. The student is expected to:
- (A) define fire;
 - (B) identify and list the components of the fire triangle and fire tetrahedron;
 - (C) describe the physical characteristics of the three states of matter: solid, liquid, and gas;
 - (D) differentiate between an oxidizing agent and a fuel;
 - (E) explain the process of pyrolysis and its role in fire development;
 - (F) define the terms "fuel rich" and "fuel lean" in relation to the flammable range of a gas;
 - (G) analyze the difference between temperature and heat;
 - (H) differentiate between ignition temperature and flash point;
 - (I) define specific gravity and explain its relevance to fire suppression and hazardous materials;

- (J) define vapor density and describe its significance in fire and hazardous materials incidents;
- (K) describe the stages of fire development, including incipient, growth, free-burning, and decay;
- (L) differentiate between flashover and backdraft; and
- (M) explain the three primary methods of heat transfer, conduction, convection, radiation, and describe the role of direct flame contact in fire spread.
- (14) The student examines classifications of fire and extinguishing methods. The student is expected to:
 - (A) identify the five classifications of fire: Class A, B, C, D, and K; and
 - (B) describe various extinguishing methods for each classification of fire.
- (15) The student researches basic components of a municipal water supply system. The student is expected to:
 - (A) identify the basic components of a municipal water supply system, including water sources, treatment facilities, elevated and in-ground storage tanks, pumps, distribution networks, and fire hydrants;
 - (B) identify various types of fire hydrants, including dry barrel hydrants and wet barrel hydrants; and
 - (C) explain the purpose of fire hydrant color coding.

§127.753. Crisis Care (One Credit), Adopted 2026.

- (a) Implementation.
 - (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: at least one credit in a course from the Law and Public Service 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 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) This course is designed for future first responders to build awareness, psychological preparedness, and resilience for times of personal or community crisis. Students explore various types of acute crises and examine appropriate crisis intervention techniques to assist in de-escalation and recovery. Additionally, students examine specialized crisis care teams and support agencies during emergencies and disasters.
 - (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 examines what constitutes a personal crisis and identifies warning signs of a personal crisis. The student is expected to:
- (A) differentiate between a personal crisis, a problem, and an emergency;
 - (B) describe basic elements of a personal crisis, including a stressful situation, an individual's difficulty coping, and the timing of the intervention;
 - (C) examine factors that may lead to a personal crisis, including trauma, family conflict, financial instability, community issues, significant life events, and natural disasters;
 - (D) analyze impacts of various types of personal crises, including mental health, emotional, and trauma-related crises and physical emergencies;
 - (E) identify and describe warning signs of a personal crisis requiring immediate attention, including threats of physical harm, delusions, hallucinations, extreme withdrawal, not sleeping or eating for several days, verbal abuse, and physical abuse; and
 - (F) identify and describe indicators of a personal crisis that may require intervention, including expression of intense hopelessness or anger, eating or sleeping difficulties, neglect of personal hygiene, social isolation, and signs of depression, apathy, or anxiety.
- (2) The student examines various interventions used to de-escalate a personal crisis. The student is expected to:
- (A) explain the key principles of Psychological First Aid (PFA) and how these principles are used to reduce stress and aid in crisis recovery;
 - (B) describe grounding techniques used in crisis de-escalation, including breathing exercises, sensory awareness and touch, the 5-4-3-2-1 technique, and nature-based calming strategies;
 - (C) describe communication techniques used in crisis de-escalation, including focusing attention, displaying empathy, asking open-ended questions, reflecting feelings, and summarizing; and
 - (D) describe how body language, including having an open posture, open hands, or a Duchenne smile and adjusting proximity, influences crisis de-escalation.
- (3) The student examines professional resources available to aid in crisis intervention. The student is expected to:
- (A) identify the roles and services of local crisis intervention resources such as mental health providers, law enforcement, and community-based organizations;
 - (B) identify and describe crisis resources provided by the Texas Department of State Health Services (DSHS), including the Health and Human Services Commission (HHSC) Crisis Services Guide and Texans Recovering Together Crisis Counseling and Disaster Behavioral Health Services; and
 - (C) describe the role of national crisis intervention resources, including the 988 Suicide and Crisis Lifeline, Crisis Text Line, Disaster Distress Helpline (DDH), and Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline, and National Alliance on Mental Illness (NAMI).
- (4) The student evaluates the effects of acute and chronic exposure to traumatic events on the health and performance of first responders. The student is expected to:

- (A) identify and describe potential warning signs of a mental health crisis in first responders, including emotional distress, behavioral changes, relationship strain, cognitive difficulty, and suicidal ideation;
 - (B) discuss and analyze potential psychological impacts to first responders, including Post-Traumatic Stress Disorder (PTSD), chronic stress, anxiety, depression, emotional numbing, and survivor guilt, after exposure to trauma;
 - (C) describe potential physical impacts to first responders, including burnout, sleep disturbances, fatigue, and a weakened immune system, after exposure to trauma;
 - (D) explain how trauma-related stress impacts interpersonal relationships and social functioning such as irritability, anger, mood swings, and emotional distancing;
 - (E) analyze how traumatic events can affect job performance, including impaired decision-making, compassion fatigue, absenteeism, and turnover; and
 - (F) discuss and analyze potential psychological impacts of a line of duty death (LODD) on first responders, including grief reactions, survivor guilt, intrusive memories, substance abuse and other maladaptive coping behaviors.
- (5) The student examines how public safety agencies use Critical Incident Stress Management (CISM) teams in supporting crisis interventions. The student is expected to:
- (A) explain the use of Critical Incident Stress Debriefing (CISD) and critical incident stress defusing techniques in mitigating the impact of stress on first responders after traumatic events;
 - (B) describe the roles of CISM team members, including peer support personnel, clergy, and mental health professionals;
 - (C) evaluate the benefits of CISM teams within public safety professions, including psychological support, PTSD mitigation, provision of coping mechanisms, increased resilience, increased job satisfaction, reduced stigma, enhanced teamwork, enhanced communication, and increased confidence;
 - (D) describe common CISM interventions recognized by the National Fallen Firefighter Foundation (NFFF), including defusing, debriefing, peer counseling, individual crisis intervention, pre-incident briefing, and crisis management briefings; and
 - (E) explain the importance of supporting the needs of first responder families by demonstrating availability, providing timely support, offering assistance, and maintaining trust.
- (6) The student examines the structure and function of a Local Assistance State Team (LAST) provided by NFFF in supporting crisis response. The student is expected to:
- (A) describe the composition of a LAST, including mental health professionals, crisis responders, clergy, and survivors of suicide loss; and
 - (B) discuss and analyze the functions of a LAST, including supporting survivors, administering emotional first aid, providing resource information and referrals, and assisting in funeral planning.
- (7) The student examines the role of chaplains within public safety agencies. The student is expected to:
- (A) describe qualifications of a public safety agency chaplain, including training in crisis response, endorsement by a recognized religious organization, completion of chaplaincy certification programs, and experience in providing emotional and spiritual support in high-stress environments;
 - (B) identify and explain support services provided by first responder organizations such as the International Association of Fire Chiefs (IAFC), the Federation of Fire Chaplains

- (FFC), the International Association of Chiefs of Police (IACP), and the International Conference of Police Chaplains (ICPC);
- (C) describe the different roles and responsibilities of public safety agency chaplains, including providing spiritual care to agency members, making hospital visits, and conducting weddings, funerals, and LODD ceremonies; and
 - (D) explain the role of chaplains during critical incidents or emergencies, including support for public safety agency members, members' families, victims' families, and the community.
- (8) The student identifies and examines strategies used by first responders to build resilience and overcome personal challenges. The student is expected to:
- (A) explain the concept of resilience and its role in coping with stress, trauma, and adversity in public safety professions;
 - (B) describe common characteristics of resilient individuals and evaluate the benefits of resilience for emotional well-being and professional performance;
 - (C) identify internal factors, including mindset and self-awareness, that contribute to personal resilience;
 - (D) identify strategies to overcome adversity, including practicing self-care, developing a proactive and positive mindset, creating a support system, focusing on setting goals, and adapting to change, and controlling emotions;
 - (E) discuss how experiencing a crisis can enhance problem-solving abilities, including decision-making, critical thinking, creativity, ethical reasoning, and adaptability, and build resiliency;
 - (F) describe the stop, think, observe, and proceed (STOP) method of problem solving; and
 - (G) describe the identify, develop, evaluate, and assess (IDEA) method of problem-solving, including identifying the problem, developing possible solutions, evaluating options, and assessing the result.

§127.756. Disaster Response (One Credit), Adopted 2026.

- (a) Implementation.
 - (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Law, Public Safety, Corrections, and Security. 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) Disaster Response includes basic training in disaster survival and rescue skills that improve the ability of citizens to survive until responders or other assistance arrive. Students receive education

and training to make communities safer, stronger, and better prepared to respond to public health issues and threats of various disasters, terrorism, and crime.

(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 examines the functions of the community emergency response team (CERT) and the CERT's role during disasters. The student is expected to:

(A) analyze and compare roles and functions of CERT members before, during, and after a disaster;

(B) analyze how CERT members respond to various types of hazards commonly present in disasters, including their roles in mitigation, response, and recovery; and

(C) analyze state and local laws that protect first responders, including CERT members, during emergency operations.

(2) The student examines various disaster situations. The student is expected to:

(A) classify types of disasters, including man-made and natural; and

(B) identify common causes of disasters, including accidental causes, weather, and acts of human conflict, including domestic terrorism.

(3) The student researches disasters and associated hazard mitigation. The student is expected to:

(A) identify potential hazards associated with different types of disaster events;

(B) describe strategies used to manage hazards and reduce the impact of disasters; and

(C) summarize measures taken prior to a disaster, during the time of the disaster, and after the disaster occurs to mitigate hazards.

(4) The student develops a disaster and emergency preparedness (DEP) response plan. The student is expected to:

(A) develop a response plan and evacuation route in the case of a fire that includes a meeting location; and

(B) develop a response plan that includes a safe shelter location in the event of severe weather emergencies.

(5) The student examines disaster preparedness recommendations provided by various federal, state, and local agencies. The student is expected to:

(A) identify components of a first aid kit for home and vehicle use as recommended by organizations such as the American Red Cross or American Heart Association;

(B) identify essential tools and supplies for disaster supply kits as recommended by different agencies, including the Federal Emergency Management Agency (FEMA);

(C) identify appropriate food, water, kitchen items, clothing, bedding, documents, and contact numbers for inclusion in disaster kits, as recommended by FEMA and other agencies;

(D) simulate assisting first responders in fire safety, search and rescue, and disaster medical operations in accordance with standard operating procedures outlined in sponsoring agencies' Emergency Operations Plans (EOPs); and

(E) identify fire safety components of disaster preparedness in the Volunteer Protection Act of 1997.

- (6) The student demonstrates knowledge and skills related to fire safety to assist in disaster situations. The student is expected to:
- (A) explain the role of CERT members in fire safety and conduct an assessment in response to a simulated fire emergency;
 - (B) explain safety precautions used in a disaster event, including a buddy system, backup teams, safety equipment, and utility controls;
 - (C) identify and predict locations of hazardous materials in residential and community settings; and
 - (D) define and explain the limit, isolate, eliminate, separate (LIES) method for reducing exposure to hazardous materials and potential harm.
- (7) The student investigates fire chemistry and the application of fire chemistry in disasters. The student is expected to:
- (A) explain how fires start and identify factors that perpetuate fires;
 - (B) identify the elements that are required for a fire;
 - (C) identify the fire hazards associated with ordinary combustibles, flammable and combustible liquids, energized electrical equipment, and combustible metals; and
 - (D) describe and differentiate between the classes of fires.
- (8) The student recognizes common firefighting resources and fire suppression techniques. The student is expected to:
- (A) identify fire containment techniques and methods used to restrict the spread of smoke and heat;
 - (B) compare types of fire accelerants and fuels;
 - (C) select appropriate firefighting resources to fight a fire based on fuel type or other contributing factors;
 - (D) explain the information commonly provided on fire extinguisher labels;
 - (E) identify types of fire extinguishers and the components of a portable fire extinguisher;
 - (F) simulate the use of a portable fire extinguisher using the pull, aim, squeeze, sweep (PASS) technique; and
 - (G) compare best practices for fire suppression based on local standard operating procedures and precautions.
- (9) The student demonstrates knowledge of hazardous materials and related safety standards. The student is expected to:
- (A) identify and evaluate the associated risks of characteristics of hazardous materials based on the type of material, including solids, pressurized substances, liquids, and gases;
 - (B) define and classify types of hazardous materials according to the National Fire Protection Association (NFPA) 704 standards;
 - (C) explain the NFPA 704 diamond placard used for hazardous material identification;
 - (D) explain the different placards colors and how each color contributes to hazmat assessment during disaster response; and
 - (E) explain common acronyms and symbols used by the NFPA.
- (10) The student explores first aid assessment and basic treatment techniques used in disaster response and emergency situations. The student is expected to:
- (A) simulate the head tilt chin lift method to open an airway of a patient;

- (B) identify the primary types of bleeding and main methods for controlling bleeding, including tourniquet application and wound packing;
 - (C) research and explain the physiological effects of shock on the human body;
 - (D) explain signs of shock, including clammy skin, rapid pulse, and nausea;
 - (E) simulate procedures for treating victims of shock;
 - (F) explain techniques for controlling symptoms of shock such as elevating the feet and covering the patient with a blanket;
 - (G) explain and demonstrate correct procedures for administering cardiopulmonary resuscitation (CPR); and
 - (H) explain and demonstrate correct procedures for using an automated external defibrillator (AED) during CPR.
- (11) The student investigates how to maintain personal hygiene and sanitation in a disaster situation. The student is expected to:
- (A) define and analyze steps to maintain proper hygiene during a disaster, including getting enough sleep, practicing dental care, bathing regularly, and washing hands frequently;
 - (B) explain how to dispose of bacterial sources and waste products during a disaster; and
 - (C) test or simulate the use of a water purification system.
- (12) The student organizes and establishes disaster medical triage areas. The student is expected to:
- (A) define and explain the concept of simple triage and rapid treatment (START) used to prioritize casualties in a disaster;
 - (B) explain major sub-functions of disaster medical operations, including triage, sanitation, and treatment areas;
 - (C) select and evaluate a designated triage area based on proximity to an incident;
 - (D) evaluate a designated triage area for accessibility by transportation vehicles and potential expansion;
 - (E) assign triage areas for immediate care, delayed care, and morgue operations; and
 - (F) develop a documentation protocol for triage victims that includes available identifying information, physical description, clothing, injuries, treatment provided, and transfer location.
- (13) The student simulates a head-to-toe patient evaluation to identify and document injuries. The student is expected to:
- (A) define and summarize indicators of injury observed during a head-to-toe assessment;
 - (B) distinguish between the severity of various injuries and the appropriate level of treatment needed;
 - (C) document patient injuries, including location and type of injuries; and
 - (D) describe common closed-head, neck, or spinal injuries.
- (14) The student explores treatment techniques for injuries commonly encountered in disaster situations. The student is expected to:
- (A) define terms related to the layers of skin;
 - (B) classify the severity of burns;
 - (C) define and identify methods for controlling bleeding and preventing secondary infection;

- (D) simulate techniques used for cleaning wounds and the application of dressings and bandages while on an incident scene;
 - (E) identify treatment options and actions for managing a foreign object impaled in a patient's body; and
 - (F) define and demonstrate methods for immobilization of joints immediately above and below an injury.
- (15) The student examines search and rescue operations. The student is expected to:
- (A) assess a rescue scene and formulate a plan of action based on available information;
 - (B) explain safe techniques for debris removal and victim extrication from below ground entrapments;
 - (C) create a plan for assigning staff to perform tasks for debris removal and victim extrication;
 - (D) identify necessary materials for stabilizing various hazards on an accident scene;
 - (E) describe how to stabilize an object prior to lifting to ensure responder and victim safety; and
 - (F) simulate a lift to gain access to a victim and troubleshoot possible impediments.
- (16) The student researches documentation required during a disaster response by CERT members. The student is expected to simulate the collection and recording of documentation on incident status, location, access routes, identified hazards, and support locations.
- (17) The student examines rescuer safety during search and rescue operations. The student is expected to:
- (A) classify response activities based on team capabilities and training levels and scope and type of incident;
 - (B) evaluate an accident scene involving a trapped victim to determine whether a rescue can be safely attempted;
 - (C) define and use common terminology that supports effective communication and shared understanding at a rescue site; and
 - (D) determine team member roles based on the scope of an incident, strategic planning, review of resources, and evaluation of actions and results.
- (18) The student examines the psychological impact of a disaster on rescuers and victims and principles of psychological first aid. The student is expected to:
- (A) describe appropriate communication techniques for crises and disaster response situations;
 - (B) explain and analyze the emotional environments that can follow a disaster;
 - (C) identify steps rescuers can take to reduce stressors on disaster survivors and rescuers;
 - (D) analyze psychological and physiological responses observed in rescuers after a disaster;
 - (E) describe potential emotional responses experienced by survivors and rescuers and explain emotional response mitigation strategies that aid first responders during an emergency; and
 - (F) explain goals of on-scene psychological intervention.
- (19) The student discusses terrorism and its implications on CERT operations and community preparedness. The student is expected to:
- (A) define vocabulary related to terrorism and homeland security;

- (B) identify risks associated with various types of weapons used in terrorist attacks;
- (C) identify and evaluate potential targets for terrorist attacks within a community; and
- (D) identify how to interpret environmental indicators and warning signs of a biological or chemical attack.

§127.757. Emergency Medical Technician–Basic (Two Credits), Adopted 2026.

(a) Implementation.

- (1) The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.

(b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Principles of Law, Public Safety, Corrections, and Security or Disaster Response. Recommended prerequisite: Biology, Medical Terminology, Pathophysiology, and Anatomy and Physiology. 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) 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) Emergency Medical Technician (EMT)–Basic provides students with the foundational knowledge needed to provide entry-level emergency medical care, life support, and ambulance service. Students are introduced to key concepts, knowledge, and skills needed by EMT–Basics in the areas of communications, assessment, treatment, transportation, and recordkeeping. This introductory course equips students interested in working in public safety, including fire, police, and Emergency Medical Services (EMS), to perform the duties of an EMT–Basic safely and effectively.
- (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 explores EMS systems and roles and responsibilities of an EMT–Basic. The student is expected to:
 - (A) describe and explain the EMS systems available to patients;
 - (B) differentiate the roles, scope of practice, and responsibilities of an EMT–Basic from other pre-hospital care providers such as firefighters and law enforcement;
 - (C) describe roles and responsibilities of EMT–Basics related to personal safety and the safety of the crew, the patient, and bystanders while responding to, operating at the scene of, and transporting from an emergency incident;

- (D) summarize key Texas statutes and regulations governing EMS systems, including provisions from 25 Texas Administrative Code (TAC), Chapter 157, and Texas Health and Safety Code, Chapter 773; and
- (E) research and analyze various methods of accessing an EMS system within a local community.
- (2) The student explores medical, legal, and ethical considerations in emergency medical services operations as an EMT–Basic provider. The student is expected to:
 - (A) describe out of hospital (OOH) and do not resuscitate (DNR) directives as described in 25 TAC, §157.25, and explain local protocol regarding EMS application of DNR directives, including field termination procedures;
 - (B) define consent and differentiate between expressed and implied consent in emergency situations;
 - (C) summarize appropriate methods for obtaining patient consent;
 - (D) determine the conditions necessary for an EMT–Basic to have a duty to act;
 - (E) explain the importance, necessity, and legal protections of patient confidentiality;
 - (F) describe actions an EMT–Basic should take to preserve a crime scene; and
 - (G) identify conditions that require an EMT–Basic to notify local law enforcement officials.
- (3) The student develops foundational knowledge of human anatomy and physiology to support emergency medical care. The student is expected to:
 - (A) define anatomical terms such as medial, lateral, proximal, distal, superior, inferior, anterior, posterior, midline, right and left, mid-clavicular, bilateral, and mid-axillary; and
 - (B) describe the basic anatomy and physiology of the respiratory, circulatory, musculoskeletal, nervous, and endocrine systems and explain the function of major organs within each system.
- (4) The student demonstrates the importance of basic life support and the priority of artificial ventilation and airway protective skills. The student is expected to:
 - (A) compare signs of adequate and inadequate breathing;
 - (B) explain the importance of having a suction unit ready for immediate use when managing a patient’s airway;
 - (C) explain and demonstrate proper suctioning techniques to clear a patient’s airway of blood, vomitus, and other obstructions to prevent aspiration;
 - (D) explain and demonstrate proper techniques and devices for securing air flow for patients, including bag-valve-mask, Sellick maneuver, and pocket mask artificial ventilation;
 - (E) explain and demonstrate the skills of basic airway techniques, including use of oropharyngeal and nasopharyngeal airway adjuncts with a bag-valve-mask;
 - (F) explain and demonstrate the use of end-tidal capnography (ETCO2) by correctly applying ETCO2 nasal canula and endotracheal tube devices;
 - (G) interpret ETCO2 waveform and numeric value to assess adequate ventilation of patient’s lungs; and
 - (H) explain and demonstrate proper use of a supraglottic airway device.
- (5) The student recognizes that patient assessment serves as the foundation for all treatment decisions for any emergency scene. The student is expected to:
 - (A) evaluate an emergency scene for potential hazards to responders, patients, and bystanders;

- (B) assess an emergency scene by identifying the number of patients, mechanism of injury or nature of illness and severity of each patient's condition to determine if additional resources are needed;
- (C) conduct an initial patient assessment, including forming a general impression, determining responsiveness, and assessing airway, breathing, and circulation;
- (D) demonstrate a triage method to determine patient priority at emergency scenes with multiple casualties;
- (E) describe and demonstrate methods of assessing patient traumatic injuries, including the rapid trauma assessment;
- (F) explain and demonstrate the components of conducting a patient assessment, including documenting medical history of patients with medical complaints or signs and symptoms of medical need;
- (G) explain and demonstrate the components of a detailed physical examination of a patient using a systematic head-to-toe approach to identify injuries or conditions not immediately apparent and determine interventions needed and reassess interventions to assure appropriate on-going continuum of care;
- (H) explain the components of common EMS communication systems, including radio procedures, interpersonal communication techniques, and patient care reporting formats;
- (I) explain the components of a pre-hospital patient care written report, including documentation of chief complaint, history of present illness, allergies to medications, current medications, treatments provided during transport, and any changes to the patient's condition as a result of those treatments;
- (J) describe components of a no transport report, including documentation of chief complaint, history of present illness, and attempts to gain consent from a patient for transport; and
- (K) analyze legal considerations related to a patient refusal, including patient decision-making capacity and documentation of associated risks.
- (6) The student explores the signs, symptoms, and pathophysiology of medical emergencies. The student is expected to:
 - (A) describe signs and symptoms of diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning;
 - (B) describe the medical care for patients experiencing diabetic, cardiac, respiratory, neurological, and integumentary system emergencies and emergencies related to heat and cold exposure, bites, stings, and poisoning ;
 - (C) identify common medications administered by an EMT–Basic and identify the steps for assisting a patient with self-administration of prescribed medications;
 - (D) identify common respiratory emergencies, including asthma, chronic obstructive pulmonary disease (COPD), and anaphylaxis;
 - (E) describe appropriate emergency medical care for respiratory distress, including the administration of oxygen, prescribed inhalers, and nebulized medications;
 - (F) identify cardiovascular emergencies, including heart attack, stroke, and cardiac arrest, and describe signs and symptoms of cardiovascular disease;
 - (G) describe and demonstrate standard placement protocols for applying 4-lead and 12-lead electrocardiogram (ECG) electrodes to a patient for cardiac monitoring;

- (H) explain the purpose and procedures for transmitting a 12-lead ECG to a receiving hospital using appropriate communication equipment and procedures;
- (I) simulate the administration of prescribed nitroglycerin for chest pain, following proper dosage, indications, and contraindications;
- (J) explain the function and demonstrate the proper use of an automated external defibrillator (AED) for a cardiac arrest scenario;
- (K) identify signs and symptoms of altered mental status associated with a patient taking diabetic medications;
- (L) list steps in emergency medical care for a hypoglycemic patient, including the administration of oral glucose;
- (M) identify the signs and symptoms of an allergic reaction, including respiratory distress, hives, and swelling;
- (N) describe emergency care procedures for allergic reactions, including airway assessment and administration of a prescribed epinephrine auto-injector;
- (O) identify the signs and symptoms of poisoning or overdose and ways poisons enter the body;
- (P) explain emergency medical care for suspected poisoning, including indications, contraindications, and procedures for administering activated charcoal;
- (Q) identify, assess, and record patient vital signs, including pulse, respiratory rate, blood pressure, and oxygen saturation;
- (R) describe and demonstrate proper techniques for lifting and moving patients;
- (S) list signs and symptoms of water-related emergencies and describe complications and medical care of near-drowning victims;
- (T) define behavioral emergencies and explain their impact on patient care, scene safety, and EMS response;
- (U) identify medical and legal considerations in psychological emergencies and describe common causes of psychological crises;
- (V) describe emergency medical care for a patient experiencing behavioral distress, including assessment and de-escalation techniques;
- (W) describe safe restraint techniques for violent or combative patients;
- (X) Identify components of female reproductive anatomy, including the uterus, vagina, fetus, placenta, umbilical cord, amniotic sac, and perineum, and describe the physiological changes that occur throughout pregnancy;
- (Y) summarize signs and symptoms of common gynecological and obstetrical emergencies, including ectopic pregnancy, preeclampsia, and miscarriage; and
- (Z) differentiate emergency medical care for pre-delivery complications from care provided during a normal delivery.
- (7) The student explores mechanisms of injury and pathophysiology of traumatic injury across body systems. The student is expected to:
 - (A) describe how shock affects major body systems, including the cardiovascular, respiratory, and renal systems, and demonstrate emergency medical care appropriate for a patient exhibiting signs and symptoms of shock;
 - (B) describe and demonstrate emergency care for controlling external bleeding, including the use of direct pressure, pressure points, and tourniquets;

- (C) identify signs and symptoms of internal bleeding and describe appropriate emergency medical care;
- (D) identify signs and symptoms of internal bleeding based on mechanism of injury;
- (E) identify types of soft tissue injuries, including open, closed, and burn-related injuries;
- (F) describe emergency care for closed soft tissue injuries, including contusions, hematomas, and crush injuries;
- (G) describe and demonstrate proper techniques for dressing wounds, bandaging, and applying splints and tourniquets;
- (H) identify bones of the musculoskeletal system and describe functions of each bone group;
- (I) identify the difference between open fractures and closed fractures and explain how each type of fracture affects the implementation of musculoskeletal care;
- (J) demonstrate proper immobilization of a painful, swollen, and deformed extremity using appropriate splinting techniques;
- (K) analyze functional relationship between the skeletal and nervous systems,
- (L) evaluate specific mechanisms of cervical spine injury; and
- (M) describe and apply stabilization techniques for cervical spine injuries to a patient in a simulated setting.
- (8) The student analyzes medical emergencies involving ill or injured infants and children. The student is expected to:
 - (A) differentiate emergency response care for infants, children, and adults based on anatomical and physiological differences;
 - (B) describe and demonstrate proper techniques of foreign body airway obstruction removal in children and infants;
 - (C) describe and demonstrate proper medical assessments, bag-valve-mask ventilations, and oxygen delivery for infants and children; and
 - (D) describe emergency care procedures for managing seizures, respiratory emergencies, hypoperfusion, and cardiac arrest in infants and children.
- (9) The student describes the safe operation of an ambulance and related emergency response procedures. The student is expected to:
 - (A) describe state laws related to the operation of an ambulance;
 - (B) define cleaning, disinfection, high-level disinfection, and sterilization according to infection control standards;
 - (C) describe procedures for cleaning and disinfecting patient care equipment and preparing an ambulance for the next emergency response;
 - (D) identify the types and uses of personal protective equipment (PPE) required for an EMT–Basic in various emergency response scenarios;
 - (E) explain the purpose and fundamental components of patient extrication in emergency situations;
 - (F) distinguish between simple and complex access methods used during vehicle entrapment and describe considerations for patient safety;
 - (G) describe the roles and responsibilities of an EMT–Basic during a hazardous materials incident;

- (H) describe the actions and sequential steps an EMT–Basic should take when responding to a hazardous materials call in accordance with safety protocols;
- (I) identify the criteria used to identify a multiple-casualty incident;
- (J) describe the criteria used to initiate disaster operations in response to large-scale emergencies; and
- (K) explain and demonstrate triage principles used during a mass casualty incident and describe the components of an established triage system.

DRAFT

Discussion and Action on Social Studies Texas Essential Knowledge and Skills Framework

September 12, 2025

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

SUMMARY: This item provides an opportunity for the committee and board to discuss and potentially take action on the Social Studies Texas Essential Knowledge and Skills Framework.

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 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.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: In October 2024, the Chairman of the SBOE established an Ad Hoc Committee on Social Studies Standards. The Committee is charged to evaluate Texas's current social studies learning standards, research best practices in history and civics education, and provide recommendations for developing exemplary state standards, ensuring that 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.

A public hearing on recommendations for a framework to guide the organization of the TEKS for social studies, including the identification of core content topics that students should know in U.S. history, Texas history, world history, geography, and civics in Kindergarten - Grade 12, was conducted during the April 10, 2025 Ad Hoc Committee on Social Studies meeting. At the June 2025 SBOE meeting, members of the Ad Hoc Committee on Social Studies, along with Agency staff, provided a report on the Committee's charges. Additionally, the Committee of the Full Board heard public testimony.

Staff Member Responsible:

Shannon Trejo, Deputy Commissioner, Office of School Programs

Discussion of Pending Litigation

September 10, 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

COMMITTEE ON INSTRUCTION

Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52
(Second Reading and Final Adoption)

September 12, 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 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52. The proposal would make a technical adjustment to the prerequisites for §127.49, Livestock and Poultry Production, to align with the career and technical education (CTE) programs of study; update cross references; and update language relating to employability skills to reference new 19 TAC §127.15. No changes are recommended since approved for first reading.

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 links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendments 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 2026-2027 school year. The earlier effective date will allow for technical adjustments to be made to course prerequisites for implementation in the 2025-2026 school year.

PREVIOUS BOARD ACTION: The SBOE adopted §§127.49, 127.51, and 127.52 to be effective September 9, 2024. The SBOE approved proposed amendments to 19 TAC §§127.49, 127.51, and 127.52 for first reading and filing authorization at the June 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: The federal *Strengthening Career and Technical Education for the 21st Century Act*, commonly referred to as Perkins V, requires states that receive federal CTE funds to align CTE programs of study to high-wage, in-demand, and high-skill occupations. In fall 2023, the Texas Education Agency (TEA) engaged members of the workforce, secondary education, and higher education to advise on the development and refresh of programs of study, which include coherent course sequences, industry-based certifications, and work-based learning opportunities to ensure students are prepared for high-wage, in-demand, and high-skill careers in Texas.

The proposed amendments would update language related to prerequisites and references to a course title to ensure alignment with refreshed programs of study. In addition, employability skills would be removed from the rules, and a reference to the universal employability skills in new §127.15 would be added.

Proposed amendments to 19 TAC §§127.49, 127.51, and 127.52 were approved for first reading and filing authorization at the June 2025 meeting.

This item presents an opportunity for the SBOE to approve for second reading and final adoption the proposed amendments to update prerequisites in the Texas Essential Knowledge and Skills for the three courses to ensure alignment with the refreshed programs of study and eliminate confusion.

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 expand and limit existing regulations by adjusting the options for prerequisites for some 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 create a new regulation; would not 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 language related to prerequisites is accurate and aligned with the refreshed CTE 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 June 2025 SBOE meeting, notice of the proposed amendments to 19 TAC §§127.49, 127.51, and 127.52 was filed with the Texas Register, initiating the public comment period. The public comment began on August 1, 2025, and ended at 5:00 p.m. on September 2, 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 September 2025 meeting. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in September 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 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52; and

Make an affirmative finding that immediate adoption of the proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52, is necessary and shall have an effective date of 20 days after filing 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 Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52

ATTACHMENT
Text of Proposed Amendments to 19 TAC

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

Subchapter C. Agriculture, Food, and Natural Resources

§127.49. Livestock and Poultry Production (One Credit), Adopted 2024.

- (a) Implementation.
- (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
- (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: ~~[a minimum of two credits with]~~ at least one course ~~[in a Level 2 or higher course]~~ from the Agriculture, Food, and Natural Resources Career Cluster. Recommended prerequisite: Principles of Agriculture, Food, and Natural Resources. Students shall be awarded one credit for successful completion of this course.
- (c) (No change.)
- (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 development, education, and entrepreneurship opportunities in the field of livestock and poultry production;]~~
- ~~[(B) identify and demonstrate interpersonal, problem-solving, and critical thinking skills used in livestock and poultry production;]~~
- ~~[(C) describe and demonstrate appropriate personal and occupational safety and health practices for the workplace;]~~
- ~~[(D) identify employers' legal responsibilities and expectations, including appropriate work habits and ethical conduct;]~~
- ~~[(E) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy; and]~~
- ~~[(F) identify training, education, and certification requirements for occupational choices.]~~
- (1) ~~[(2)]~~ The student develops a supervised agricultural experience program. The student is expected to:
- (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and
- (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.
- (2) ~~[(3)]~~ The student develops leadership skills through participation in an agricultural youth organization. The student is expected to:
- (A) participate in youth agricultural leadership opportunities;
- (B) review and participate in a local program of activities; and

- (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.
- (3) ~~(4)~~ The student analyzes the history, domestication, and selection of livestock and poultry. The student is expected to:
- (A) research and describe the history, domestication, and evolution of livestock and poultry species;
 - (B) describe the impacts other industries such as entertainment, recreation and leisure, and exhibition of animals have on the livestock and poultry industry; and
 - (C) evaluate and select livestock and poultry breeds based on purpose and conformation.
- (4) ~~(5)~~ The student explains the anatomy and physiology of livestock and poultry species. The student is expected to:
- (A) identify and explain the skeletal, muscular, respiratory, and circulatory systems of livestock and poultry;
 - (B) identify and interpret ranges for healthy livestock and poultry vital signs; and
 - (C) compare normal and abnormal behavior of livestock and poultry.
- (5) ~~(6)~~ The student determines nutritional requirements of livestock and poultry. The student is expected to:
- (A) describe and compare the digestive systems of ruminant and non-ruminant animals;
 - (B) identify sources of nutrients and classes of feed for livestock and poultry;
 - (C) identify vitamins, minerals, and feed additives for livestock and poultry;
 - (D) formulate feed rations based on nutritional needs and economic factors for livestock and poultry;
 - (E) research and discuss feeding practices and feed quality issues for livestock and poultry;
 - (F) identify forage plants used for livestock grazing; and
 - (G) research and explain livestock and poultry grazing practices such as rotational grazing and deferred grazing.
- (6) ~~(7)~~ The student explains livestock and poultry genetics and reproduction. The student is expected to:
- (A) describe and compare the reproductive systems of various livestock and poultry;
 - (B) identify and explain livestock and poultry breeding systems such as grading up, crossbreeding, linebreeding, and inbreeding;
 - (C) use Expected Progeny Differences (EPDs) to evaluate livestock production;
 - (D) research and explain current and emerging technologies in livestock and poultry reproduction such as cloning, embryo transfer, in vitro fertilization, and artificial insemination;
 - (E) use Punnett squares to predict phenotypes and genotypes of livestock offspring; and
 - (F) explain the relationship between body condition scores and reproductive efficiency for livestock and poultry.
- (7) ~~(8)~~ The student understands how livestock and poultry are affected by pests and diseases. The student is expected to:
- (A) identify and describe how bacteria, fungi, viruses, genetics, and nutrition affect livestock and poultry health;
 - (B) identify signs, symptoms, and prevention of livestock and poultry diseases;

- (C) identify parasites and explain the signs, symptoms, treatment, and prevention of livestock and poultry parasites; and
 - (D) calculate dosage and identify administration methods of livestock and poultry medications.
- (8) ~~(9)~~ The student analyzes the management skills needed for livestock and poultry production. The student is expected to:
- (A) identify tools and equipment for safe handling and restraining of livestock and poultry and select the appropriate tools or equipment for such tasks and purposes;
 - (B) identify types and essential features of facilities for livestock and poultry such as housing, veterinary, and reproduction facilities;
 - (C) evaluate and describe industry practices such as dehorning, castrating, docking, and vaccinating and sire, dam, and newborn care to maximize the efficiency of livestock and poultry;
 - (D) explain and demonstrate methods of identifying ownership of livestock and poultry such as branding, ear tagging, ear notching, wing bands, and tattooing; and
 - (E) explain the use of technology such as aircraft, robotics, and smart irrigation in modern livestock and poultry production.
- (9) ~~(10)~~ The student examines the interrelationship of the factors impacting livestock and poultry production operations. The student is expected to:
- (A) research and explain livestock and poultry biosecurity and waste management practices;
 - (B) create an effective financial management plan for a livestock and poultry production operation;
 - (C) analyze and discuss environmental regulations, governmental regulations, and animal welfare policies related to livestock and poultry production;
 - (D) analyze the United States Department of Agriculture (USDA) standards and guidelines for organic livestock and poultry production;
 - (E) analyze and describe the interrelationship between grain markets and the livestock and poultry industry;
 - (F) assess the impact of the United States livestock and poultry industry on world commodity markets;
 - (G) use charts, tables, data, or graphs to evaluate the efficiency of livestock and poultry production; and
 - (H) develop and present a livestock or poultry operation plan that includes health, reproduction, nutrition, and management practices necessary for maximum efficiency.

§127.51. Veterinary Science (One Credit), Adopted 2024.

- (a) Implementation.
 - (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Equine Science, Small Animal Management, or Livestock and Poultry Production. Students shall be awarded one credit for successful completion of this course.

(c) (No change.)

(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, education, and entrepreneurship opportunities for a chosen occupation in the field of veterinary science and develop a plan for obtaining the education, training, and certifications required;]~~

~~[(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) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy;]~~

(1) ~~[(2)]~~ The student develops a supervised agricultural experience program. The student is expected to:

- (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and
- (B) use appropriate record-keeping skills as they relate to the supervised agricultural experience program.

(2) ~~[(3)]~~ The student develops leadership skills through participation in an agricultural youth organization. The student is expected to:

- (A) participate in youth agricultural leadership opportunities;
- (B) review and participate in a local program of activities; and
- (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.

(3) ~~[(4)]~~ The student understands safety and health practices associated with working in veterinary medicine. The student is expected to:

- (A) explain the importance of safe practices such as handling, restraint, and proper use of tools and equipment when working with animals;
- (B) identify and discuss transmission and prevention of zoonotic diseases in large and small animal species;
- (C) describe sanitation methods to prevent the spread of pathogens and maintain asepsis in sterile environments;
- (D) locate, interpret, and implement safety data sheets (SDS) for handling chemicals;
- (E) demonstrate and explain safe usage of clinical tools and equipment; and
- (F) perform proper disposal of sharps and biohazards.

(4) ~~[(5)]~~ The student understands current topics, professional ethics, and laws that relate to veterinary medicine. The student is expected to:

- (A) research and discuss historical events, trends, and issues that have impacted veterinary medicine;

- (B) analyze topics related to veterinary medical ethics, including animal rights and animal welfare; and
 - (C) explain policies and procedures in veterinary medicine that reflect local, state, and federal laws.
- (5) ~~(6)~~ The student evaluates effective management approaches and marketing strategies to determine their importance to the success of veterinary practices such as clinics and hospitals. The student is expected to:
- (A) describe how the human-animal bond impacts veterinary practices when working with clients and their animals;
 - (B) identify and demonstrate skills needed to communicate effectively with clients and veterinary professionals;
 - (C) identify marketing strategies and explain how marketing affects the success of a veterinary practice; and
 - (D) research and discuss how electronic technology such as computer programs, medical records, hospital-to-hospital communication, and tablets is used in a veterinary practice.
- (6) ~~(7)~~ The student communicates the importance of medical terminology, evaluates veterinary terms to discover their meanings, and demonstrates the ability to use terms correctly. The student is expected to:
- (A) analyze Greek and Latin prefixes, suffixes, and roots to determine the meaning of veterinary terms;
 - (B) identify, pronounce, and spell veterinary terms appropriately; and
 - (C) use directional anatomy terms appropriately for large and small animal species.
- (7) ~~(8)~~ The student understands proper animal handling as it relates to characteristics and behavior. The student is expected to:
- (A) identify animal breeds according to characteristics;
 - (B) identify and compare normal and abnormal behavior within and among various animal species; and
 - (C) identify and discuss correct handling and restraint protocols for large and small animal species such as muzzling, lateral recumbency, sternal recumbency, jugular venipuncture, and haltering.
- (8) ~~(9)~~ The student explains anatomy and physiology of animals. The student is expected to:
- (A) identify the parts and functions of the skeletal, muscular, respiratory, circulatory, digestive, endocrine, and nervous systems for large and small animal species; and
 - (B) describe the interrelationships among animal body systems.
- (9) ~~(10)~~ The student determines the importance of animal nutrition in maintaining a healthy animal. The student is expected to:
- (A) identify sources of nutrients and classes of feeds for large and small animal species;
 - (B) identify feed additives for large and small animal species and describe how additives affect the food supply;
 - (C) analyze dietary needs and feed-quality issues for large and small animal species and their effect on feeding practices; and
 - (D) research and compare the nutritional value of feeds such as prescription, commercial, homemade, fad, and raw diets for large and small animal species.

(10) ~~[(11)]~~ The student evaluates an animal's health during a clinical examination. The student is expected to:

- (A) describe the characteristics and signs of a healthy and an unhealthy animal;
- (B) identify ranges for healthy vital signs for large and small animal species such as temperature, pulse, respiration, hydration, and capillary refill time;
- (C) demonstrate the proper procedures for obtaining vital signs for large and small animal species and interpret vital sign measurements to determine the health of the animal;
- (D) describe effects of age, stress, and environmental factors on vital signs of animals;
- (E) explain procedures for physical examinations for large and small animal species;
- (F) explain the anatomical regional approach to assess an animal's health;
- (G) apply mathematical skills to calculate weight and linear body measurement for large and small animal species and to convert between measurement systems; and
- (H) analyze tables, charts, and graphs to interpret large and small animal patient and clinical data.

(11) ~~[(12)]~~ The student analyzes how diseases and parasites affect animal health. The student is expected to:

- (A) describe the process of immunity and disease transmission for large and small animal species;
- (B) identify and describe pathogens for large and small animal species and the diseases they cause;
- (C) describe the effects that diseases have on various body systems for large and small animal species;
- (D) identify parasites for large and small animal species using common and scientific names;
- (E) describe life cycles of parasites found in large and small animal species;
- (F) explain how parasites found in large and small animal species are transmitted and explain the effects on the host;
- (G) describe parasitic diagnostic procedures for large and small animal species; and
- (H) describe treatment protocols for parasites found in large and small animal species.

(12) ~~[(13)]~~ The student examines various aspects of veterinary laboratory procedures. The student is expected to:

- (A) explain the procedures used in collecting, handling, and preparing fecal, blood, and urine specimens for large and small animal species;
- (B) explain veterinary procedures used in examining fecal, blood, and urine specimens; and
- (C) analyze and compare normal and abnormal results obtained in veterinary laboratory procedures.

(13) ~~[(14)]~~ The student analyzes technical veterinary procedures and skills. The student is expected to:

- (A) explain the care, maintenance, and use of equipment and instruments found in veterinary practices;
- (B) interpret and prepare a veterinary medical record, adhering to client and patient confidentiality;

- (C) explain and demonstrate routine animal care skills such as administering medications, nail trimming, bathing, dipping, grooming, ear cleaning, expressing anal sacs, dental care, placing a tail tie, and ownership identification methods;
 - (D) explain and demonstrate therapeutic care for large and small animal species such as patient observation, maintaining and administering fluids, applying and removing bandages, removing sutures, caring for open wounds, and providing hydrotherapy physical therapy;
 - (E) describe emergency protocols and first aid procedures for large and small animal species, including cardiopulmonary resuscitation, control of bleeding, and signs of shock; and
 - (F) research and compare veterinary care of specialty patients, including newborns, orphans, geriatric animals, recumbent animals, and animals with disabilities.
- (14) ~~(15)~~ The student identifies and discusses surgical-assisting procedures and skills. The student is expected to:
- (A) explain the veterinary protocol for pre-surgical and post-surgical care of a patient;
 - (B) identify tools and equipment used in veterinary surgical procedures;
 - (C) describe methods used in the preparation, sterilization, and opening of surgery packs; and
 - (D) describe veterinary surgical procedures such as spaying, castration, dehorning, docking, dental prophylaxis, and tooth extraction.
- (15) ~~(16)~~ The student identifies imaging equipment and understands how to safely operate and maintain equipment. The student is expected to:
- (A) research and explain the parts and function of imaging equipment such as an ultrasonograph, endoscope, electrocardiograph, and radiograph;
 - (B) explain safety, maintenance, and operation procedures of imaging equipment;
 - (C) demonstrate patient restraint and positioning methods used for imaging purposes of large and small animal species; and
 - (D) differentiate between the images from various imaging equipment.
- (16) ~~(17)~~ The student identifies veterinary pharmacology procedures and skills. The student is expected to:
- (A) identify veterinary medications according to their classification, schedule, form, routes of administration, and methods of administration;
 - (B) explain handling, storage, distribution, protocols, and laws for veterinary medications, including controlled substances;
 - (C) calculate dosage for large and small animal species using factors such as concentration of drug, weight of animal, and prescribed dosage;
 - (D) prepare a veterinary prescription label with identifiers that are required by the United States Food and Drug Administration;
 - (E) identify and explain the equipment and instruments used to safely administer medications for large and small animal species; and
 - (F) research and present emerging trends in veterinary pharmacology such as internet pharmacies, herbal supplements, organic labeling, and extra-label and off-label use of medications.

§127.52. Advanced Animal Science (One Credit), Adopted 2024.

- (a) Implementation.

- (1) The provisions of this section shall be implemented by school districts beginning with the 2025-2026 school year.
 - (2) School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock and Poultry Production. Recommended prerequisite: Veterinary Science. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. Students shall be awarded one credit for successful completion of this course.
 - (c) (No change.)
 - (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 animal science and develop a plan for obtaining the education, training, and certifications required;]~~
 - ~~[(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) describe and demonstrate characteristics of good citizenship in the agricultural workplace, including promoting stewardship, community leadership, civic engagement, and agricultural awareness and literacy;]~~
 - (1) ~~[(2)]~~ Scientific and engineering practices. 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 dissection equipment, standard laboratory glassware, microscopes, various prepared slides, measuring devices, micropipettors, hand lenses, thermometers, hot plates, laboratory notebook, timing devices, cameras, Petri dishes, laboratory incubators, models, diagrams, and samples of biological specimens, syringes, needles, scalpels, microscopes slides, cover slips, artificial insemination equipment, and drench gun;
 - (E) collect quantitative data using the International System of Units (SI) and qualitative data as evidence;

- (F) organize quantitative and qualitative data using calculators, computers, software, laboratory notebook, recordkeeping system, and reliable sources;
 - (G) develop and use models to represent phenomena, systems, processes, or solutions to engineering problems; and
 - (H) distinguish between scientific hypotheses, theories, and laws.
- (2) ~~(3)~~ Scientific and engineering practices. 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.
- (3) ~~(4)~~ Scientific and engineering practices. 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.
- (4) ~~(5)~~ Scientific and engineering practices. The student knows the contributions of scientists 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 diverse scientists 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 in order to investigate STEM careers.
- (5) ~~(6)~~ The student develops a supervised agricultural experience program. The student is expected to:
- (A) plan, propose, conduct, document, and evaluate a supervised agricultural experience program as an experiential learning activity; and
 - (B) use appropriate record-keeping skills in a supervised agricultural experience program.
- (6) ~~(7)~~ The student develops leadership skills through participation in an agricultural youth organization. The student is expected to:
- (A) participate in youth agricultural leadership opportunities;
 - (B) review and participate in a local program of activities; and
 - (C) create or update documentation of relevant agricultural experience such as community service, professional, or classroom experiences.

- (7) ~~(8)~~ The student analyzes the history, domestication, and evaluation of animals, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs. The student is expected to:
- (A) research and describe the history, including evolution, domestication, and introduction of species to countries, of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (B) analyze and describe how changes in the global food market impact the animal production industry; and
 - (C) evaluate breeds of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorph based on purpose and conformation.
- (8) ~~(9)~~ The student defines how an organism grows and how specialized cells, tissues, and organs develop. The student is expected to:
- (A) compare cells to show specialization of structure and function;
 - (B) explain cell division, including mitosis and meiosis;
 - (C) explain cell differentiation in the development of tissues and organs; and
 - (D) identify and explain the biological levels of organization in animals.
- (9) ~~(10)~~ The student examines and compares anatomy and physiology in animals. The student is expected to:
- (A) compare the external anatomy of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (B) identify the anatomical structures and physiological functions of the skeletal, muscular, circulatory, genitourinary, respiratory, nervous, immune, and endocrine systems of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs; and
 - (C) investigate and describe the interrelationship among animal body systems.
- (10) ~~(11)~~ The student understands the anatomical structures and physiological functions of the digestive system to determine nutritional requirements of ruminant and non-ruminant animals. The student is expected to:
- (A) describe the structures and functions of the digestive systems of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (B) identify and describe sources of nutrients and classes of feeds for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (C) identify and describe the feed additives and supplements used to meet the nutritional requirements of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (D) formulate rations based on different nutritional requirements, including age, gestation, lactation, sex, and purpose, for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (E) analyze feeding practices in relation to nutritional requirements, including age, gestation, lactation, sex, and purpose, for canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (F) analyze feed quality issues and determine their effect on the health of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (G) research and compare the nutritional value of feeds for all species discussed;
 - (H) identify forage plants used for livestock grazing and analyze the protein levels of each; and

- (I) research grazing practices such as rotational grazing and deferred grazing and explain the advantages and disadvantages of each using the scientific and engineering design process.
- (11) ~~(12)~~ The student understands the principles of molecular genetics and heredity. The student is expected to:
- (A) explain Mendel's laws of inheritance and predict genotypes and phenotypes of offspring using a Punnett square;
 - (B) use a Punnett square and assign alleles to justify genotype and phenotype predictions;
 - (C) identify the parts of the nucleotide and differentiate between the nucleotides found in deoxyribonucleic acid (DNA) and ribonucleic acid (RNA); and
 - (D) explain the functions of DNA and RNA.
- (12) ~~(13)~~ The student applies the principles of reproduction and breeding to animal improvement. The student is expected to:
- (A) describe and compare reproductive anatomy of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (B) analyze and compare reproductive cycles and phases of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (C) correlate the reproductive cycles and phases to animal behavior;
 - (D) research breeding systems, including grading up, crossbreeding, linebreeding, and inbreeding, and explain the advantages and disadvantages of each using the scientific and engineering design process; and
 - (E) research breeding methods, including embryo transfer, artificial insemination, and natural mating, and explain the advantages and disadvantages of each using the scientific and engineering design process.
- (13) ~~(14)~~ The student analyzes how diseases and parasites affect animal health. The student is expected to:
- (A) examine how factors such as geographic location, age, genetic composition, and inherited diseases influence the health of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (B) describe the process of immunity and disease transmission of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (C) identify and describe pathogens and the diseases they cause in canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (D) describe the effects that diseases have on various body systems of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (E) research and explain the methods of prevention and control for diseases of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (F) identify parasites of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs using common and scientific names;
 - (G) describe the life cycles of various parasites and relate them to animal health issues;
 - (H) explain how parasites are transmitted and the effect they have on canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs;
 - (I) conduct or simulate parasite diagnostic tests; and
 - (J) explain the methods of prevention, control, and treatment of parasites of canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorphs.

(14) ~~(15)~~ The student discusses livestock market readiness and harvesting methods. The student is expected to:

- (A) explain the stages of animal growth and development and how they relate to market readiness;
- (B) evaluate market class and grades of livestock;
- (C) compare harvesting methods for various species using the scientific and engineering design process;
- (D) research and describe federal and state meat inspection standards such as safety, hygiene, and quality control standards;
- (E) identify wholesale and retail cuts of meat and correlate to major muscle groups; and
- (F) research animal by-products and explain their impact on society.

(15) ~~(16)~~ The student explores methods of marketing animals and animal products. The student is expected to:

- (A) compare various methods of animal marketing such as auction, contract sales, private treaty, internet sales, value-based, and exhibition of various animals;
- (B) describe methods of marketing animal products such as farmers market, direct sales, wholesale, and retail;
- (C) research and evaluate the effectiveness of various strategies and campaigns to market animal products based on consumption patterns and consumer preferences; and
- (D) research and evaluate the effectiveness of various labeling options to market animal products such as organic, farm-raised, hormone-free, cage-free, grass-fed, antibiotic-free, and non-GMO labels based on consumption patterns and consumer preferences.

(16) ~~(17)~~ The student demonstrates an understanding of policies and current issues in animal science. The student is expected to:

- (A) investigate and discuss the use of biotechnology and biosecurity in the animal science industry;
- (B) identify governmental regulations and policies such as environmental and animal welfare and research the impacts on animal production; and
- (C) identify and research a current issue in scientific animal agriculture and design a protocol to address the issue using the scientific and engineering design process.

Discussion of Review of 19 TAC Chapter 74, Curriculum Requirements

September 11, 2025

COMMITTEE ON INSTRUCTION: DISCUSSION STATE BOARD OF EDUCATION: NO 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 review of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements. The rules being reviewed provide curriculum requirements for school districts, outline graduation requirements, and include other provisions that relate to curriculum requirements.

STATUTORY AUTHORITY: The statutory authority for the rule review is Texas Government Code, §2001.039. The statutory authority for 19 TAC Chapter 74, Subchapters A-C, F, and G, is Texas Education Code (TEC), §§7.102, as amended by House Bill (HB) 2 and Senate Bill (SB) 568, 89th Texas Legislature, Regular Session, 2025; 25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025; 28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025; 28.0021; 28.0023; 28.008; 28.011; 28.012; 28.014; 28.018; 28.023; 28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025; 28.0256; 28.053; 28.054; 29.907; 33.081; and 38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025.

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

TEC, §7.102, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, identifies state and regional organization and governance and duties and establishes the authority of the SBOE to establish curriculum and graduation requirements, adopt rules to carry out the required curriculum, establish guidelines for credit by examination, adopt transcript forms and standards for purposes of reporting academic achievement, adopt guidelines for determining financial need for the Texas Advanced Placement Incentive Program, and approve a program for testing students for dyslexia and related disorders.

TEC, §25.007, as amended by SB 569, 89th Texas Legislature, Regular Session, 2025, requires the agency to assist the transition of students who are homeless or in substitute care from one school to another.

TEC, §28.002, as amended by HB 824, SB 12, SB 24, SB 25, and SB 1207, 89th Texas Legislature, Regular Session, 2025, identifies the subjects of the required curriculum and requires the SBOE by rule to identify the essential knowledge and skills of each subject in the required curriculum that all students should be able to demonstrate and that will be used in evaluating instructional materials and will be addressed on the state assessment instruments.

TEC, §28.0021, requires school districts and charter schools to offer an elective course in personal financial literacy that meets the requirements for a one-half elective credit.

TEC, §28.0023, requires that the SBOE by rule require school districts and open-enrollment charter schools to provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) and for students to receive the instruction at least once before graduation.

TEC, §28.008, requires the SBOE to incorporate the College and Career Readiness Standards (CCRS) approved by the commissioner of education and the Texas Higher Education Coordinating Board (THECB) into the Texas Essential Knowledge and Skills (TEKS) and to adopt by rule a chart that clearly indicates the alignment of the CCRS with the TEKS.

TEC, §28.011, allows school districts to offer an elective course on the Hebrew Scriptures and an elective course on the New Testament.

TEC, §28.012, requires the SBOE and the Texas Commission on Law Enforcement (TCOLE) to enter into a memorandum of understanding to provide instruction regarding proper interaction between civilians and peace officers in public schools, driver education courses, and peace officer training.

TEC, §28.014, requires each school district partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts.

TEC, §28.018, requires the SBOE by rule to establish an advanced computer science program for high school students that permits students to earn advanced math or science credit by successfully completing an advanced computer science course and under which participating districts would implement rigorous standards for advanced computer science courses that are focused on the creation and use of software and computing technologies.

TEC, §28.023, requires the SBOE to establish guidelines for school districts to follow in developing or selecting examinations for acceleration for elementary grade levels and for credit for secondary grade level academic subjects, including a requirement that a school district give a student in Grade 6 or above credit for a subject if the student earns a scaled score of 50 or higher on an examination approved by the board of trustees and administered through the College-Level Examination Program.

TEC, §28.025, as amended by HB 2, HB 27, SB 568, and SB 2314, 89th Texas Legislature, Regular Session, 2025, 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.

TEC, §28.0256, requires each student to complete a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) in order to graduate. A student may opt-out of the financial aid application graduation requirement if a parent or guardian submits a signed opt-out form; if the student is 18 years of age or older and submits a signed opt-out form; or if a school counselor authorizes the student to decline to complete and submit the application for good cause.

TEC, §28.053, identifies the types of awards for which schools participating in the Texas Advanced Placement Incentive Program are eligible and identifies the manner in which funds awarded are to be used.

TEC, §28.054, identifies the requirements for students' entitlement to fee subsidies for a fee paid to take an Advanced Placement or International Baccalaureate examination.

TEC, §29.907, designates the week in which September 17 falls as Celebrate Freedom Week and allows the Texas Education Agency (TEA), in cooperation with other state agencies who voluntarily participate, to promote Celebrate Freedom Week through a coordinated program.

TEC, §33.081, requires the SBOE to adopt rules to limit student participation for extracurricular activities during the school day and the school week and identifies requirements related to the suspension from participation in extracurricular activities of a student who receives a grade lower than the equivalent of 70 on a scale of 100 in academic classes identified in this section.

TEC, §38.003, as amended by HB 2 and SB 568, 89th Texas Legislature, Regular Session, 2025, identifies requirements for the screening or testing of all students enrolling in Texas public schools for dyslexia and related disorders.

The full text of statutory citations can be found in the links above.

FUTURE ACTION EXPECTED: The review of 19 TAC Chapter 74, Curriculum Requirements, will be presented to the SBOE for adoption at the November 2025 meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Chapter 74 is organized as follows: Subchapter A, Required Curriculum; Subchapter B, Graduation Requirements; Subchapter C, Other Provisions; Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008; and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013.

The following information provides a summary of each subchapter and the actions that have occurred since the last rule review to meet requirements from legislation passed by the 87th and 88th Texas Legislatures in 2021 and 2023.

Subchapter A, Required Curriculum

Subchapter A establishes definitions, requirements, and procedures related to required curricula for Kindergarten through Grade 12, the academic achievement record (transcript), and CCRS and TEKS alignment charts.

SB 1063, 87th Texas Legislature, Regular Session, 2021, amended 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. At the June 2022 meeting, the SBOE adopted TEKS for the new combined personal financial literacy and economics course to meet the requirements in SB 1063. Also at the meeting, the SBOE adopted an amendment to 19 TAC §74.3, Description of Required Secondary Curriculum, requiring school districts to offer the new course in addition to the two separate, existing one-half credit personal financial literacy and one-half credit economics courses.

SB 1888, 87th Texas Legislature, Regular Session, 2021, added new TEC, §28.0253, to establish the Texas First Early High School Completion Program. TEA, in coordination with the Texas Higher Education Coordinating Board, was required to establish the program to allow public high school students who demonstrate early readiness for college to graduate early from high school. In April 2023, the board adopted an amendment to 19 TAC §74.5, Academic Achievement Record (Transcript), to require school districts and open-enrollment charter schools to indicate on a student's transcript completion of the Texas First Early High School Completion Program.

HB 4375, 88th Texas Legislature, Regular Session, 2023, amended TEC, §28.0023, to add instruction in the use of an AED to the existing requirements for instruction in CPR for students in Grades 7-12. In April 2024, the SBOE amended 19 TAC §74.5 to require that completion of instruction in the use of an AED be indicated on a student's academic achievement record in addition to the existing requirement to indicate completion of instruction in CPR.

Subchapter B, Graduation Requirements

Subchapter B specifies high school graduation requirements for the foundation high school program, established by HB 5, 83rd Texas Legislature, 2013, for students entering Grade 9 in the 2014-2015 school year and thereafter.

SB 369, 87th Texas Legislature, Regular Session, 2021, amended TEC, §28.0256(d), to specify that a school counselor may not indicate that a student has not complied with the financial aid requirement for high school graduation if the school district or open-enrollment charter school fails to provide an opt-out form to the student or the student's parent or other person standing in parental relation to the student. The SBOE amended the graduation requirements in 19 TAC §74.11 to align with requirements in SB 369 related to the financial aid application requirement in April 2022. Also at the April 2022 meeting, the SBOE amended the Foundation High School Program requirements in 19 TAC §74.12 to include the option to complete a personal financial and economics course to satisfy the economics requirement added by SB 1063, 87th Texas Legislature, Regular Session, 2021.

In April 2025, the SBOE adopted an amendment to §74.12 and endorsement requirements in §74.13 to align with newly adopted career and technical education (CTE) TEKS and CTE programs of study that underwent a refresh in 2023.

Subchapter C, Other Provisions

Subchapter C includes provisions relating to options for offering courses, including correspondence courses and distance learning courses; credit by examination; high school credit for college courses; award of credit; innovative courses and programs; students with dyslexia and related disorders; the Texas Advanced Placement Incentive Program; identification of honors courses; health classifications for physical education; additional requirements for social studies classes for Grades 3-12; additional requirements for high school health classes; requirements for elective courses on the Bible's Hebrew Scriptures (Old Testament) and the New Testament and their impact on the history and literature of Western civilization; public school physical education curriculum; and requirements for instruction in CPR.

TEC, §38.003(c), requires the SBOE to adopt any rules and standards necessary to administer requirements for screening and services for dyslexia and related disorders under TEC, §38.003. HB 3928, 88th Texas Legislature, Regular Session, 2023, amended TEC, §29.0031, to clarify that evaluations for dyslexia and related disorders must go through the process required by the Individuals with Disabilities Education Act. In April 2024, the board adopted updates to 19 TAC §74.28 and the *Dyslexia Handbook* to align with requirements in HB 3928.

In November 2023, the SBOE adopted amendments to its rules related to innovative courses in 19 TAC §74.28 to shift from the commissioner of education back to the SBOE the authority to approve innovative courses that fall under the foundation or enrichment curriculum, specify the number of years for initial

approval and renewal of innovative courses, and exempt CTE courses that support an approved program of study from the pilot requirement in the rules. The rules, as amended, also require TEA to conduct a periodic review of all approved innovative courses and to identify courses for possible sunset in accordance with specific criteria.

At the April 2024 meeting, the SBOE amended 19 TAC §74.38 to align with the requirements of HB 4375 to provide instruction not only in CPR but also in the use of an AED, beginning with students who enter Grade 7 in the 2024-2025 school year.

Subchapter F, Graduation Requirements, Beginning with School Year 2007-2008, and Subchapter G, Graduation Requirements, Beginning with School Year 2012-2013

Subchapter F specifies high school graduation requirements for students entering Grade 9 in the 2007-2008, 2008-2009, 2009-2010, 2010-2011, or 2011-2012 school year.

Subchapter G specifies high school graduation requirements for students entering Grade 9 in the 2012-2013 or 2013-2014 school year.

No changes have been required to the rules in Subchapters F or G since the last rule review in 2021.

In January 2022, the SBOE repealed 19 TAC Chapter 74, Subchapters D and E, to remove high school graduation requirements that were outdated and no longer necessary.

This item presents the rule review of 19 TAC Chapter 74, which is designed to ensure that the SBOE continues to have statutory authority for these rules and that the reason for adopting these rules continues to exist. The text of 19 TAC Chapter 74 is not included as an attachment to this item; however, the rules are viewable on the TEA's website at

<https://tea.texas.gov/about-tea/laws-and-rules/texas-administrative-code/19-tac-chapter-74>.

ANTICIPATED REVISIONS TO RULES: At a future meeting, the SBOE will consider proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, to align the rules with changes related to recently adopted legislation from the 89th Texas Legislature, Regular Session, 2025. Also at a future meeting, the SBOE will consider for approval revised charts adopted in 19 TAC §74.6, College and Career Readiness and Texas Essential Knowledge and Skills Alignment, to demonstrate the alignment of the science TEKS adopted in 2021 and 2022 and CTE TEKS adopted in 2023, 2024, and 2025 with the CCRS. The SBOE may also need to consider a proposed amendment to 19 TAC §74.35, Additional Requirements for High School Health Classes, to address new requirements added by SB 1207, 89th Texas Legislature, Regular Session, 2025, to the parenting and paternity awareness (PAPA) program districts must use.

PUBLIC COMMENTS: TEA will file the notice of proposed review of 19 TAC Chapter 74, Subchapters A-C, F, and G, with the Texas Register following the September 2025 SBOE meeting. TEA will accept comments as to whether the reasons for adopting 19 TAC Chapter 74, Subchapters A-C, F, and G, continue to exist. The public comment period on the proposed rule review begins October 10, 2025, and ends at 5:00 p.m. on November 10, 2025. The SBOE will take registered oral and written comments at the appropriate committee meeting in November 2025 in accordance with the SBOE operating policies and procedures.

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

Staff Members Responsible:

Monica Martinez, Associate Commissioner, Standards and Programs

Jessica Snyder, Senior Director, Curriculum Standards and Student Support

**Discussion of Possible Amendments to 19 TAC Chapter 74, Curriculum Requirements,
Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**

September 11, 2025

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

SUMMARY: This item provides the opportunity for the committee to discuss possible amendments to 19 Texas Administrative Code (TAC), Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs.

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 link above.

FUTURE ACTION EXPECTED: The proposed amendment to 19 TAC §74.27, Innovative Courses and Programs will be presented to the State Board of Education for first reading and filing authorization at the November SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: After the SBOE adopted new rules concerning graduation requirements, the experimental courses previously approved were phased out as of August 31, 1998. As a result of the adoption of the Texas Essential Knowledge and Skills (TEKS), school districts now submit new requests for innovative course approval for courses not included in the required TEKS. The process outlined in §74.27 provides authority for the commissioner of education to approve discipline-based courses but reserves for SBOE review and approval those courses that do not fall within any of the subject areas of the foundation or enrichment curricula.

Each year, the Texas Education Agency (TEA) provides the opportunity for school districts and other entities to submit applications for proposed innovative courses. At the April 2023 SBOE meeting, TEA staff provided an overview of the innovative course approval process, including key data related to historical implementation of innovative courses. In November 2023, the SBOE adopted amendments to its rules related to innovative courses in 19 TAC §74.27 to shift from the commissioner of education back to the SBOE the authority to approve innovative courses that fall under the foundation or enrichment curricula, specify the number of years for initial approval and renewal of innovative courses, and exempt CTE courses that support an approved program of study from the pilot requirement in the rules. The rules, as amended, also require TEA to conduct a periodic review of all approved innovative courses and to identify courses for possible sunset in accordance with specific criteria.

The attachment to this item reflects the text of 19 TAC §74.27.

Staff Member Responsible:
Shannon Trejo, Deputy Commissioner, School Programs

[Attachment:](#)

Text of 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs

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.

**Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A,
Gifted/Talented Education, §89.1, Student Identification
(First Reading and Filing Authorization)**

September 12, 2025

COMMITTEE ON INSTRUCTION: ACTION
STATE BOARD OF EDUCATION: ACTION

SUMMARY: This item presents for first reading and filing authorization a proposed amendment to 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification. The proposed amendment would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state executive orders.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§§29.121](#), [29.122](#), [29.123](#), [39.236](#), and [48.109](#).

TEC, §29.121, establishes the definition of a gifted and talented student.

TEC, §29.122, establishes that each school district shall adopt a process for identifying and serving gifted and talented students.

TEC, §29.123, establishes that the State Board of Education (SBOE) shall develop and update a state plan for the education of gifted and talented students to guide school districts.

TEC, §39.236, establishes criteria for the commissioner to adopt standards to evaluate school district programs for gifted and talented students.

TEC, §48.109, establishes criteria for utilizing the gifted and talented student allotment funds.

The full text of statutory citations can be found in the links above.

EFFECTIVE DATE: The proposed effective date of the proposed amendment is 20 days after filing as adopted with the Texas Register. Under TEC, §7.102(f), the SBOE must approve the rule action at second reading and final adoption by a vote of two-thirds of its members to specify an effective date earlier than the beginning of the 2026-2027 school year. The earlier effective date would ensure school district policies comply with state and federal requirements as soon as possible.

PREVIOUS BOARD ACTION: The SBOE adopted §89.1 effective September 1, 1996. The SBOE amended §89.1 effective September 1, 2024. A discussion item on the proposed amendment to §89.1 was presented to the Committee on Instruction at the June 2025 SBOE meeting.

BACKGROUND INFORMATION AND JUSTIFICATION: Section 89.1 establishes requirements for the identification of gifted and talented students. The proposed amendment would add new paragraph (4) to align identification criteria with all legal requirements and federal and state executive orders and amend paragraph (5) to require that the selection committee be trained in the identification of gifted students.

FISCAL IMPACT: The Texas Education Agency (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: 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 expand an existing regulation to ensure identification for students in the gifted and talented program is made in compliance with all legal requirements and federal and state executive orders.

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: The proposal would ensure identification for students in the gifted and talented program is made in compliance with all legal requirements and federal and state executive orders. There is no anticipated economic cost to persons who are required to comply with the proposal.

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

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

PUBLIC COMMENTS: The public comment period on the proposal begins October 10, 2025, and ends at 5:00 p.m. on November 10, 2025. The SBOE will take registered oral and written comments on the proposal at the appropriate committee meeting in November 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 October 10, 2025.

MOTION TO BE CONSIDERED: The State Board of Education:

Approve for first reading and filing authorization proposed amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification.

Staff Members Responsible:

Kristin McGuire, Interim Deputy Commissioner, Special Populations and Student Supports
Laura Briones, Director, Special Populations Policy and Compliance
Monica Brewer, Coordinator, Gifted and Talented

Attachment:

Text of Proposed Amendment to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification

ATTACHMENT
Text of Proposed Amendment to 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter A. Gifted/Talented Education

§89.1. Student Identification.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;
- (4) prohibit a scoring value based on race, ethnicity, sex, socioeconomic status, or disability if the selection process utilizes a matrix or threshold system;
- (5) ~~[(4)]~~ provide for final selection of students to be made by a committee composed of at least three local district educators who have received training in the nature and needs and identification of gifted students;
- (6) ~~[(5)]~~ include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement; and
- (7) ~~[(6)]~~ not limit the number of students the district may identify as gifted/talented or served under the district's program for gifted/talented students.

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

Per Capita Apportionment Rate for the 2025-2026 School Year

September 11, 2025

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

SUMMARY: A per capita apportionment rate for each school year is set by the commissioner of education based on an estimate of the amount available for expenditure from the Available School Fund (ASF). This item provides an opportunity for Agency staff to present the preliminary rate for the 2025-2026 school year.

STATUTORY AUTHORITY: Texas Education Code (TEC), §§[48.004](#), [48.251\(c\)](#), and [43.001\(b\)](#).

TEC, §48.004, requires the commissioner to implement and administer the Foundation School Program (FSP).

TEC, §48.251(c), requires the FSP to be financed with state available school funds distributed in accordance with the law.

TEC, §43.001(b), describes the appropriations that make up the ASF.

The full text of statutory citations can be found in the links above.

BACKGROUND INFORMATION AND JUSTIFICATION: House Bill 1, the General Appropriations Bill enacted by the 89th Texas Legislature, Regular Session, 2025, contains an estimate of the amount that will be available for expenditures from the ASF for the 2025-2026 school year. The per capita apportionment will include distributions from the Permanent School Fund and funds from state occupation taxes and from the Motor Fuels Tax. The preliminary per capita apportionment rate set by the commissioner of education is based on an estimate of the funds available for expenditure. A final rate is established later in the school year by the commissioner of education based on actual funds available for expenditure.

The per capita apportionment rate finances part of the cost of the FSP. State aid comes from the ASF and the Foundation School Fund (FSF). The per capita apportionment rate determines how much of each district's total state aid is paid from the ASF. The part that is not financed by the ASF must be paid from the FSF.

Staff Members Responsible:

Carla Steffen, Deputy Commissioner for Finance

Amy Copeland, Associate Commissioner for School Finance

Sara Kohn, Director of State Funding, Forecasting and Fiscal Analysis

[Attachment:](#)

Preliminary Per Capita Apportionment Rate for School Year 2025-2026

ATTACHMENT
2025–2026 Preliminary Per Capita Rate

TEXAS EDUCATION AGENCY

Preliminary Per Capita Rate
2025–2026

Preliminary Rate as of September 11, 2025

Total Available for Expenditures per Projection	2,370,324,159
Divided by Estimated 2024–2025 Refined ADA	5,030,497.795
Preliminary Per Capita Rate	\$ 471.190

Determination as to Whether Transfers May be Made from the Permanent School Fund to the Available School Fund

September 12, 2025

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

SUMMARY: This item provides an opportunity for the committee and board to review the requirements in Article VII, §5(a)(1) and (2), Texas Constitution, that states, the total amount distributed from the Permanent School Fund (PSF) to the Available School Fund (ASF) is not more than six percent of the average market value of the PSF on the last day of each of the sixteen state fiscal quarters preceding the regular session of the legislature that begins before that state biennium; and over the 10-year period the distributions may not exceed the total return on all investment assets of the PSF over the same 10-year period. The board will determine whether transfers may be made from the PSF to the ASF in fiscal year 2026.

STATUTORY AUTHORITY: Texas Constitution, [Article VII, §2](#) and [§5](#); 19 Texas Administrative Code (TAC), Chapter 33.

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.

Article VII §5(a)(1) establishes the six percent distribution rate limit, and §5(a)(2) describes the 10-year test.

19 TAC Chapter 33 codifies administrative rules that provide a statement of investment objectives, policies, and guidelines of the Texas Permanent School Fund and Bond Guarantee Program as adopted by the SBOE.

The full text of statutory citations can be found in the links above.

PREVIOUS BOARD ACTION: At the September 2024 meeting, the board determined that a distribution for fiscal year 2025 is permitted under Texas Constitution, Article VII, Subsection 5(a)(1) and (2).

BACKGROUND INFORMATION AND JUSTIFICATION: On November 4, 2008, the chair of the SBOE sought an opinion from the Attorney General regarding the implementation of Texas Constitution, Article VII, §5(a)(2) in limiting transfers from the PSF to the ASF. A supplementary request was made on January 14, 2009. On April 13, 2009, the Attorney General responded to the requests, noting that Article VII, §5(a)(1) and §5(a)(2) require distinct calculations using different methodologies and covering different time periods.

Staff Member Responsible:

Jared Stout, Senior Vice President of Risk and Deputy Chief Investment Officer, Texas PSF Corporation

COMMITTEE ON SCHOOL INITIATIVES

Open-Enrollment Charter School Generation 31 Application Updates

September 11, 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 31 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 link above.

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 31 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 that are within its jurisdiction. To that end, this item is for discussion of updates pertaining to the Generation 31 application.

Public information concerning open-enrollment charter schools is available at the division of Charter Schools – Subchapter D Charters page found on the Texas Education Agency's website (<https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>). The Generation 31 applications and required attachments are also 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

Discussion of Ongoing State Board for Educator Certification Activities

September 11, 2025

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

SUMMARY: This item provides the committee an opportunity to receive information 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 and §21.041 which 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. 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.

STATUTORY AUTHORITY: 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 links above.

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

Review of Adoption of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards

September 12, 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 proposed new 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards. The proposal would repeal standards in current Subchapters F and G and combine and align language across educator standards in proposed new Subchapter F. The proposal would also implement the statutory requirements of House Bill (HB) 2256, 87th Texas Legislature, Regular Session, 2021, and define the educator standards for the Bilingual Special Education certificate, as recommended by the SBEC-approved educator standards advisory committee.

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; 21.041\(b\)\(1\), \(2\), and \(4\); and 21.04891](#).

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.

TEC, §21.04891, requires the SBEC to create a Bilingual Special Education certificate and specifies certification requirements for the certificate.

The full text of statutory citations can be found in the links above.

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, including Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards. The SBEC is statutorily authorized to ensure that all candidates for certification or renewal demonstrate the knowledge and skills necessary to improve the performance of Texas's population and required to appoint educator standards advisory committee members to recommend standards for each class of certificate. The educator standards advisory committees include practicing educators, school district personnel, experts, and educator preparation program (EPP) faculty. These individuals collaborate to draft new and review existing educator standards to ensure that the educator standards align with the commissioner's educator standards, reflect best practices, and, where applicable, align with the Texas Essential Knowledge and Skills (TEKS) adopted by the SBOE.

Proposed New 19 TAC Chapter 235, Subchapter F, and Repeal of Chapter 235, Subchapters F and G:

The following is a description of the proposal reflected in Attachments I and II. The proposal:

- reflects the reorganization and combining of educator standard groups into one subchapter;
- aligns the language of standard sets across 19 TAC Chapter 235; and
- includes the new classroom teacher certification standards that would serve to implement HB 2256, 87th Texas Legislature, Regular Session, 2021.

HB 2256 (2021) Bilingual Special Education Certification Requirements

HB 2256, 87th Texas Legislature, Regular Session, 2021, requires the SBEC to implement a new Bilingual Special Education educator certificate. The intent of the certificate is to ensure that there are teachers with special training in providing instruction to emergent bilingual students with disabilities. HB 2256 specifies that to be eligible for the certificate, a candidate must complete EPP coursework, with skills-based course of instruction on providing instruction to emergent bilingual students with disabilities, including:

- the foundations of bilingual and second language special education;
- providing individualized education programs for emergent bilingual students with disabilities;
- providing assessment of emergent bilingual students with and without disabilities;
- developing teaching methods to recognize the intellectual, developmental, and emotional needs of students in dual language and transitional bilingual education settings;
- teaching fundamental academic skills, including reading, writing, and mathematics, to students of limited English proficiency; and
- creating partnerships with families and school professionals.

Additionally, HB 2256 requires that candidates perform satisfactorily on a Bilingual Special Education Certification exam prescribed by the SBEC. The proposed Bilingual Special Education standards will serve as the foundation for this exam.

Previous SBEC Action to Implement HB 2256 (2021)

The SBEC previously took action to implement HB 2256 across multiple chapters of rules:

Date	SBEC Action
July 2022	<ul style="list-style-type: none">SBEC approved the Bilingual Special Education Educator Standards Advisory Committee
February 2024	<ul style="list-style-type: none">SBEC adopted Bilingual Special Education: EC-12 as a new certificate category in Ch. 233SBEC adopted certification exam requirements in Ch. 230SBEC adopted preparation program requirements in Ch. 228
February 2025	<ul style="list-style-type: none">SBEC adopted rules that would update the list of SBEC-issued Special Education certificates allowable for an assignment of Special Education Teacher in Ch. 231

At a future meeting, the SBEC will consider additional rule updates to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, to further implement HB 2256 and the Bilingual Special Education certificate.

Proposed Repeal of Subchapters F and G and Proposed New Subchapter F, Supplemental and Special Education Certificate Standards

The SBEC proposed the repeal of Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards.

The SBEC also proposed new Subchapter F, Supplemental and Special Education Certificate Standards, that would include all content pedagogy standards previously adopted in Subchapters F and G.

The following table provides a high-level summary of the reorganization of educator standards in Chapter 235, Subchapters F and G.

Standards	Current Subchapter and Section	Proposed Action	New Subchapter and Section
English as a Second Language Standards	Subchapter F, §235.115	Repeal and move standards to proposed new Subchapter F; no change in section number	New Subchapter F, §235.115
Bilingual Spanish Standards	Subchapter F, §235.117	Repeal and move standards to proposed new Subchapter F; no change in section number	New Subchapter F, New §235.117
Special Education Standards: Early Childhood-Grade 6	Subchapter G, §235.131	Repeal and move standards to proposed new Subchapter F; no change in section number	New Subchapter F, New §235.131
Special Education Standards: Grades 6-12	Subchapter G, §235.133	Repeal and move standards to proposed	New Subchapter F, New §235.131

		new Subchapter F, §235.131	
Deafblind Standards: Early Childhood-Grade 12	Subchapter G, §235.135	Repeal and move standards to proposed new Subchapter F; no change in section number	New Subchapter F, New §235.135
Bilingual Special Education Standards	New standards; not previously adopted in rule	Include in proposed new Subchapter F	New Subchapter F, New §235.137

Proposed New 19 TAC §235.115. English as a Second Language Standards.

The proposed new 19 TAC §235.115 would list English as a Second Language (ESL) content pedagogy standards for teachers of emergent bilingual students in proposed new Subchapter F, Supplemental and Special Education Certificate Standards.

The proposed new §235.115(a) would provide an overview of the ESL content pedagogy standards.

The proposed new §235.115(b) would specify the necessary knowledge and skills related to Foundations of Language Acquisition.

The proposed new §235.115(c) would specify the necessary knowledge and skills related to Linguistically Sustaining Practices.

The proposed new §235.115(d) would specify the necessary knowledge and skills related to Effective Instruction and Assessment Across All Content Areas and Disciplines.

The proposed new §235.115(e) would specify the necessary knowledge and skills related to Language Proficiency Assessment, Program Placement, and Reclassification.

The proposed new §235.115(f) would rename the standard group and specify the necessary knowledge and skills related to Professional Learning, Partnerships, and Student Support.

Proposed New 19 TAC §235.117. Bilingual Spanish Standards.

The proposed new 19 TAC §235.117 would list Bilingual Spanish content pedagogy standards for classroom teachers of bilingual education programs (Spanish and English) in proposed new Subchapter F, Supplemental and Special Education Certificate Standards.

The proposed new §235.117(a) would provide an overview of the Bilingual Spanish content pedagogy standards.

The proposed new §235.117(b) would specify the necessary knowledge and skills related to Language Abilities.

The proposed new §235.115(c) would specify the necessary knowledge and skills related to Linguistically Sustaining Practices.

The proposed new §235.117(d) would specify the necessary knowledge and skills related to Instructional Practice.

The proposed new §235.117(e) would specify the necessary knowledge and skills related to Development and Assessment of Biliteracy.

The proposed new §235.117(f) would specify the necessary knowledge and skills related to Foundations of Bilingual Education.

Proposed New 19 TAC §235.131. Special Education Standards: Early Childhood-Grade 12.

The proposed new 19 TAC §235.131 would list Special Education content pedagogy standards, for teachers of students who receive special education services (Grades EC-12), including grade-band specific standards, in proposed new Subchapter F, Supplemental and Special Education Certificate Standards.

The proposed new §235.131(a) would provide an overview of the Special Education Standards: Early Childhood-Grade 6.

The proposed new §235.131(b) would specify the necessary knowledge and skills related to Legal and Ethical Guidelines.

The proposed new §235.131(c) would specify the necessary knowledge and skills related to Understanding and Addressing Each Individual's Developmental and Learning Needs.

The proposed new §235.131(d) would specify the necessary knowledge and skills related to Subject Matter Content and Specialized Curricular Knowledge.

The proposed new §235.131(e) would specify the necessary knowledge and skills related to Assessment for Data-based Decision Making.

The proposed new §235.131(f) would specify the necessary knowledge and skills related to Supporting Learning Using Effective Instruction.

The proposed new §235.131(g) would specify the necessary knowledge and skills related to Supporting Students' Non-academic Growth.

The proposed new §235.131(h) would specify the necessary knowledge and skills related to Professional Learning and Collaboration.

The proposed new §235.131(i) would specify the necessary knowledge and skills related to Elementary Special Education Teachers (Early Childhood-Grade 6).

The proposed new §235.131(j) would specify the necessary knowledge and skills related to Secondary Special Education Teachers (Grades 6-12).

Proposed New 19 TAC §235.135. Deafblind Standards: Early Childhood-Grade 12.

The proposed new 19 TAC §235.135 would list Deafblind content pedagogy standards for teachers of students who are Deafblind (Grades 6-12) in proposed new Subchapter F, Supplemental and Special Education Certificate Standards.

The proposed new §235.135(a) would provide an overview of the Deafblind Standards: Early Childhood-Grade 12.

The proposed new §235.135(b) would specify the necessary knowledge and skills related to the foundations of Deafblind education.

The proposed new §235.135(c) would specify the necessary knowledge and skills related to Learner Characteristics.

The proposed new §235.135(d) would specify the necessary knowledge and skills related to Evaluation and Assessment.

The proposed new §235.135(e) would specify the necessary knowledge and skills related to Planning for Instruction.

The proposed new §235.135(f) would specify the necessary knowledge and skills related to Learning Environment.

The proposed new §235.135(g) would specify the necessary knowledge and skills related to Instructional Delivery.

The proposed new §235.135(h) would specify the necessary knowledge and skills related to Collaborative Consultation.

The proposed new §235.135(i) would specify the necessary knowledge and skills related to Professional Conduct and Leadership.

The proposed new §235.135(j) would specify the necessary knowledge and skills related to Reflection and Personal Growth.

Proposed New §235.137. Bilingual Special Education Standards: Early Childhood-Grade 12.

The proposed new 19 TAC §235.137 would list Bilingual Special Education standards for the new Bilingual Special Education Supplemental: Early Childhood-Grade 12 certificate in proposed new Subchapter F, Supplemental and Special Education Certificate Standards. The proposed educator standards would emphasize the knowledge and skills necessary to address linguistic and disability-related needs for students with limited English proficiency and to establish a solid foundation for bilingual special education students in classroom settings that span Early Childhood-Grade 12.

The proposed new §235.137(a) would specify the purpose and function for the proposed new Bilingual Special Education Supplemental: Early Childhood-Grade 12 certificate standards.

The proposed new §235.137(b) would specify knowledge and skills related to Legal and Ethical Guidelines. This group of standards would outline the bilingual special educator's ability to demonstrate understanding and apply knowledge of both special education and emergent bilingual practices and procedures to effectively integrate both areas as they relate to legal and ethical guidelines.

The proposed new §235.137(c) would specify knowledge and skills related to Knowledge of Students and Factors that Influence Learning. This group of standards would outline the bilingual special educator's ability to demonstrate understanding and apply knowledge of the wide variety of individual student

characteristics that influence school success and the appropriate instructional and behavioral methodologies.

The proposed new §235.137(d) would specify knowledge and skills related to Language and Literacy Development. This group of standards would require the bilingual special educator to demonstrate understanding and apply knowledge of the components and methodologies related to biliteracy instruction and instructional best practices for students with disability-related needs and limited English proficiency.

The proposed new §235.137(e) would specify knowledge and skills related to Eligibility, Program Placement, and Assessment. This group of standards would require the bilingual special educator to demonstrate understanding and apply knowledge of the appropriate special education and language proficiency-related services, establishing academic goals, analyzing student data, communicating student achievement, and ongoing assessment of student progress.

The proposed new §235.137(f) would specify knowledge and skills related to Content Knowledge and Instructional Practices. This group of standards would require the bilingual special educator to demonstrate understanding and apply knowledge of instructional best practices in all content areas to design, model, and support learning experiences that are appropriate for each dually identified student.

The proposed new §235.137(g) would specify knowledge and skills related to Student Support, Collaboration, and Professional Responsibilities. This group of standards would require the bilingual special educator to demonstrate understanding and apply knowledge of the professional responsibilities of a bilingual special educator, which include effective communication with families and collaboration with other school and community personnel.

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.

TEA staff met with Texas EPPs (large and small education service centers, institutions of higher education, and alternative certification programs) that produce bilingual candidate candidates to determine potential fiscal implications of the proposal, which includes the addition of new Bilingual Special Education educator standards. Programs that choose to implement these new educator standards and offer the new certificate may incur costs associated with hiring additional faculty members and creating new coursework and/or revising existing coursework in alignment with the standards. Programs may also incur costs related to training faculty for appropriate field supervision of candidates seeking certification in this area. These costs were estimated by programs to be between \$0-\$100,000. The Bilingual Special Education certificate is not required and is an option for EPPs, and the bilingual special educator is not a required assignment for school districts.

The proposal may eventually result in an increase in fees paid to TEA because the proposed rule would serve as the foundation for the new Bilingual Special Education Supplemental: Early Childhood-Grade 12 certification. This new certificate would require a new certification exam, which could generate additional fees. While TEA collects \$11 per exam administered, TEA does not have an estimate of revenue increase since this would be an optional certification area, and bilingual special educators are not required positions in school districts.

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 does not impact microbusinesses and rural communities. The proposal may impact small businesses. The proposal may result in costs associated with implementation of the new Bilingual Special Education standards, which include costs to small EPPs that choose to offer this certification pathway. Accordingly, an economic impact statement has been prepared and included in the notice of this proposed rule. A regulatory flexibility analysis is not required as this certificate is required by TEC, §21.04891, and the SBEC lacks the authority to implement an alternative rule.

ECONOMIC IMPACT STATEMENT: No changes have been made to this section since published as proposed. The state of Texas currently has a total of 120 approved EPPs, and TEA staff estimates that there are between 1-100 small businesses that may be impacted by the proposed rules. The proposal will have an additional fiscal impact on entities required to comply with the proposal, including small businesses, microbusinesses, and EPPs. Implementation of the Bilingual Special Education standards, while optional, will impose varying costs on EPPs to comply with the standards. Programs will incur new costs related to training faculty and revising curriculum in accordance with the new standards. These costs were estimated by programs to be between \$0-\$100,000. The Bilingual Special Education certificate is not required and is an option for EPPs, and the bilingual special educator is not a required assignment for school districts.

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.

EPPs that choose to implement the new Bilingual Special Education educator standards may incur costs associated with hiring additional faculty members and creating new coursework and/or revising existing coursework in alignment with the standards. Programs may also incur costs related to training faculty for appropriate field supervision of candidates seeking certification in this area. These costs were estimated by programs to be between \$0-\$100,000. The Bilingual Special Education certificate is not required and is an option for EPPs, and the bilingual special educator is not a required assignment for school districts.

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 the agency due to the optional Bilingual Special Education Supplemental: Early Childhood-Grade 12 certificate; would not require a decrease in fees paid to the agency; would create a new regulation by adding educator standards for the Bilingual Special Education Supplemental: Early Childhood-Grade 12 certificate and the Bilingual Special Education certificate; would repeal an existing regulation by moving English as a second language, bilingual Spanish, special education, and Deafblind standards to one proposed new subchapter;

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 teachers with special training in providing instruction to students with disabilities and who need linguistic support to develop English proficiency. 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 the optional Bilingual Special Education Supplemental: Early Childhood-Grade 12 certificate.

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. 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 new 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards, and proposed repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards.

Staff Members Responsible:

DeMarco Pitre, Director, Educator Standards and Test Development
Kelly Torrey, Test Development Specialist

Attachment I:

Text of Proposed New 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental and Special Education Certificate Standards

Attachment II:

Text of Proposed Repeal of 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter F, Supplemental Certificate Standards, and Subchapter G, Special Education Certificate Standards

Attachment III:

Bilingual Special Education Educator Standards Advisory Committee Members, Standards Drafting Timeline, and Stakeholder Engagement

ATTACHMENT I
Text of Proposed New 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter F. Supplemental and Special Education Certificate Standards

§235.115. English as a Second Language Standards.

- (a) English as a Second Language (ESL) Standards. The standards identified in this section are targeted for classroom teachers of emergent bilingual students. The standards address the discipline associated with the theory and practice of teaching students who have a primary language other than English. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understandings of the needs and strengths of emergent bilingual students, and the backgrounds and interests of individual students.
- (b) Foundations of Language Acquisition. ESL teachers know, understand, and use the major theories and research related to the structure and language acquisition process to help emergent bilingual students develop language and literacy and achieve in the content areas. The ESL teacher must:
 - (1) demonstrate and apply basic linguistic concepts, such as structure, patterns, and conventions of written and spoken English, that relate to instruction for emergent bilingual students as they acquire the English language and literacy to achieve in the content areas;
 - (2) apply a conscious knowledge of language as a system to develop and accommodate instructional materials and to build understanding of the foundations of English needed for content-based instruction fostered through the English Language Proficiency Standards (ELPS) in Chapter 120, Subchapter B, of Part 2 of this title (relating to English Language Proficiency Standards);
 - (3) use knowledge of interrelated aspects of listening, speaking, reading, and writing as they support emergent bilingual students' acquisition of language and content knowledge;
 - (4) understand the ways in which languages are similar and different by identifying linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language;
 - (5) build on similarities between English and the students' primary language (L1) and anticipate common challenges that emergent bilingual students may have with English language concepts;
 - (6) apply knowledge of dialect variety in English and factors affecting language variation, register, and style and language change;
 - (7) understand and apply theories, concepts, and research in language acquisition in L1 and secondary language (L2) to support emergent bilingual students' language, literacy, and content area development;
 - (8) recognize and apply knowledge of the interrelatedness of L1 and L2 acquisition, including similarities and differences between L1 and L2 acquisition and L1 influence on L2;
 - (9) apply understanding of characteristics of various stages of first- and second-language acquisition to select effective and appropriate instructional methods that promote English language development at various stages of language proficiency;
 - (10) apply understanding of cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., generalization, categorization, metacognition);
 - (11) apply understanding of the ELPS Proficiency Level Descriptors (PLDs) and the relationship of the ELPS PLDs to the stages of second language acquisition; and
 - (12) apply understanding of the interconnected development of linguistic, cognitive, and academic processes through the interdependence on affective variables.

- (c) Linguistically Sustaining Practices. ESL teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of language development to build knowledge while leveraging the experiences of emergent bilingual students. The ESL teacher must:
- (1) use knowledge of major theories and research related to the nature and role of language variations and select instructional materials and methods, and deliver techniques that facilitate learning for emergent bilingual students;
 - (2) build on emergent bilingual students' prior knowledge, experiences, and academic background to connect new learning through linguistically sustaining practices;
 - (3) seek to understand and to value the surface and deep aspects of language variations;
 - (4) use knowledge of the stages of language development to create a linguistically sustaining/sustainable environment;
 - (5) apply understanding that academic achievement is positively impacted by valuing the linguistic assets that emergent bilingual students bring into the classroom; and
 - (6) create an effective learning environment that addresses the affective, linguistic, and cognitive needs of emergent bilingual students through second language acquisition methods.
- (d) Effective Instruction and Assessment Across All Content Areas and Disciplines. ESL teachers know, understand, and use evidence-based practices and strategies related to planning and implementing all content and language instruction. ESL teachers are skilled in instructional methods for developing and integrating language skills. ESL teachers purposefully and appropriately select, integrate, and utilize technology and resources for their emergent bilingual students. The ESL teacher must:
- (1) use knowledge of the required Texas Essential Knowledge and Skills (TEKS) and the ELPS as the foundational curriculum;
 - (2) design and implement instruction that addresses all language domains (listening, speaking, reading, and writing) through authentic, meaningful practice with content material;
 - (3) know, adjust, and implement research-validated instructional methods for emergent bilingual students that make the content comprehensible while supporting English language development (e.g., sheltered instruction, content-based language instruction (CBLI));
 - (4) use prior knowledge, experiences, and academic background to building connections with new learning;
 - (5) choose, adapt, and use a wide range of instructional materials, resources, and technologies for emergent bilingual students to support language and content knowledge acquisition while maintaining rigor;
 - (6) integrate and foster critical thinking by providing scaffolds needed for emergent bilingual students to demonstrate their higher-order thinking skills in English;
 - (7) establish safe, positive, supportive, interactive, and rigorous learning environments for emergent bilingual students;
 - (8) create an effective learning environment that addresses the needs of emergent bilingual students through second language acquisition methods;
 - (9) implement effective classroom management methods that support student growth and learning;
 - (10) address the needs of emergent bilingual students at all English language proficiency levels as described in the ELPS PLDs through targeted language instruction within content material;
 - (11) create multiple opportunities for authentic, meaningful use of social and academic language;
 - (12) recognize the background factors that can affect literacy development, such as students with interrupted formal education (SIFE);

- (13) understand and apply the interrelatedness of language domains (listening, speaking, reading, and writing) for oral language and literacy development;
 - (14) utilize a communicative approach that focuses on meaning and communicative practice over error correction;
 - (15) recognize and apply the transfer of oral language and literacy skills from L1 to L2;
 - (16) recognize the individual factors that require focused, targeted, systematic language instruction in accordance with the ELPS for emergent bilingual students in Grade 3 and higher at beginning and intermediate levels of English language proficiency, including recognizing the specific needs and assets of newcomer emergent bilingual students at various levels of English language proficiency;
 - (17) provide appropriate feedback for emergent bilingual students at all English language proficiency levels;
 - (18) recognize and address the various factors that affect reading comprehension and implement applicable methods of reading instruction;
 - (19) utilize content-based language methods that are linguistically communicated, sequenced, and scaffolded;
 - (20) ensure access to full content curriculum for all emergent bilingual students through the use of comprehensible input techniques and research-validated learning strategies across content areas;
 - (21) recognize the factors that affect cognitive academic language development (e.g., developmental characteristics, student background, academic strengths, and need) in order to effectively plan for instruction;
 - (22) promote receptive and expressive language acquisition by embedding content-related opportunities for emergent bilingual students to interact using social and academic vocabulary;
 - (23) embed language teaching through content instructional materials and academic text features;
 - (24) use ongoing quantitative and qualitative data to demonstrate content and language development, inform planning, and adjust instruction;
 - (25) understand the different purposes of assessment (e.g., pre-assessment, formal, informal) and limitations of each type in order to select, develop, and adapt assessments for specific purposes of language and content;
 - (26) utilize and adapt assessments to allow students flexibility in demonstrating content knowledge through varied outputs;
 - (27) know and use a variety of performance-based assessment tools with appropriate rubrics to inform and guide instruction in the classroom;
 - (28) understand the interdependent relationship between teaching and assessment and develop instructional tasks and assessment tools that promote and measure student growth in language and content;
 - (29) develop classroom assessments using a variety of item types and elicitation and response formats to assess emergent bilingual students' receptive (listening and reading) and expressive (speaking and writing) language skills; and
 - (30) understand and apply the uses and limitations of formal and informal assessments for emergent bilinguals.
- (e) Language Proficiency Assessment, Program Placement, and Reclassification. ESL teachers demonstrate understanding of how to use language proficiency assessments in their role in the identification, placement, and reclassification of emergent bilingual students. The ESL teacher must:
- (1) understand mandated policies and statutes related to emergent bilingual students, including Language Proficiency Assessment Committee (LPAC) guidelines for identification and classification as emergent bilingual student in Texas;

- (2) use state-approved identification assessments for emergent bilingual students in Texas and understand how to interpret the results;
 - (3) understand the value and use of primary language assessments;
 - (4) use knowledge of the connection between the ELPS in Chapter 120, Subchapter B, of Part 2 of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of emergent bilingual students in English language proficiency;
 - (5) understand mandated policies and statutes related to programs for emergent bilingual students, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
 - (6) understand the similarities and differences between state-approved ESL and bilingual program models in Texas;
 - (7) apply the mandated requirements for emergent bilingual students with parental denial, including assessment, monitoring, and usage of the ELPS in all content instruction;
 - (8) understand and apply the similarities and differences of linguistic accommodations for instructional purposes and allowable accommodations for emergent bilingual students on state assessments;
 - (9) apply the appropriate mandated criteria and LPAC procedures for reclassification, monitoring, and exit; and
 - (10) understand the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, gifted and talented) as applicable.
- (f) Professional Learning, Partnerships, and Student Support. ESL teachers keep current with new instructional techniques, research, advances in the ESL field, and education policy issues related to emergent bilinguals and demonstrate knowledge of the history of programs and services for emergent bilingual students. ESL teachers work collaboratively with school staff, parents, and the community to improve the learning environment for and provide support to emergent bilingual students and their families. The ESL teacher must:
- (1) demonstrate knowledge of theory, research, and current practice and methodologies in the field of bilingual and ESL programming to inform teaching and learning;
 - (2) understand the history of programming and services for emergent bilingual students, including key court cases, legal mandates, and policies that impact current bilingual and ESL programs;
 - (3) know and understand policies that impact effective programming related to the education of emergent bilingual students;
 - (4) take advantage of and actively participate in professional growth opportunities specific to the needs of emergent bilingual students;
 - (5) demonstrate reflective practices through the process of setting and revisiting specific goals for professional learning;
 - (6) be accountable to goals for growth in supporting emergent bilingual students through self-reflection, peer evaluation, and coordinated leadership monitoring of implementation;
 - (7) collaborate with general education and content-area colleagues and the school community to support effective instruction and assessment of emergent bilingual students;
 - (8) promote emergent bilingual students' success by playing an active role in the campus LPAC, including coordination of services for emergent bilingual students in other special programs for which they qualify;
 - (9) serve as a resource for emergent bilingual students and their families through partnerships with colleagues and the community by enlisting the support and involvement of community partners and resources that enhance the education of emergent bilingual students;

- (10) facilitate parent/guardian involvement in students' linguistic, academic, and personal development; and
- (11) provide effective communication that is accessible, consistent, and targeted to the needs of emergent bilingual students and their parents/families in a variety of educational and social contexts.

§235.117. Bilingual Spanish Standards.

- (a) Spanish and English Bilingual Standards. The standards identified in this section are targeted for classroom teachers of bilingual education programs (Spanish and English). The standards address the discipline associated with the theory and practice of teaching students who are learning two languages simultaneously. The standards inform appropriate teaching techniques, methods, teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understanding the needs and strengths of bilingual learners, and the backgrounds and interests of individual students.
- (b) Language Abilities. The bilingual education teacher possesses the language ability to teach across the curriculum and demonstrate proficiency in Spanish.
 - (1) Listening. In the Spanish language, the bilingual teacher understands oral communication in a variety of listening situations relevant to bilingual education, including professional topics, academic language, and day-to-day communication with students, parents, guardians, colleagues, and community members.
 - (2) Listening. In the Spanish language, the bilingual teacher understands oral communication in extended academic discourse on topics related to the profession.
 - (3) Speaking. In the Spanish language, the bilingual teacher uses appropriate formal and informal registers to communicate with various audiences and within settings relevant to the bilingual school context.
 - (4) Speaking. In the Spanish language, the bilingual teacher uses oral discourse that reflects correct grammatical and syntactical structures and accurate Spanish conventions to communicate information and discuss topics relevant to the bilingual school context.
 - (5) Speaking. In the Spanish language, the bilingual teacher demonstrates the ability to accurately use language in everyday communication.
 - (6) Speaking. In the Spanish language, the bilingual teacher understands and applies academic language related to the Texas Essential Knowledge and Skills (TEKS) during instruction as well as discussion of topics relevant to the school context.
 - (7) Reading. In the Spanish language, the bilingual teacher applies literal, inferential, and interpretive reading skills to authentic materials relevant to the school context.
 - (8) Reading. In the Spanish language, the bilingual teacher understands written materials that include academic vocabulary used to teach the TEKS in a variety of content areas.
 - (9) Writing. In the Spanish language, the bilingual teacher writes effective and coherent interpersonal discourse using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax. (e.g., professional e-mail, parent communication, and other school documents).
 - (10) Writing. In the Spanish language, the bilingual teacher writes extended coherent professional discourse in an appropriate academic register using sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., newsletters, memos, special events).
 - (11) Writing. In the Spanish language, the bilingual teacher writes coherent instructional material using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., essays, exit tickets, exemplars).

- (12) Writing. In the Spanish language, the bilingual teacher effectively models for students how to write to explain, narrate, and describe using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax.
- (c) Linguistically Sustaining Practices. The bilingual education teacher knows, understands, and uses major concepts, principles, theories, and research related to the nature and role of language development to build knowledge leveraging the experiences of emergent bilingual (EB) students. The bilingual teacher:
- (1) uses knowledge of the nature and role of language variations to select instructional materials and methods and deliver techniques that facilitate learning for emergent bilingual students;
 - (2) builds on emergent bilingual students' prior knowledge, experiences, and academic background to connect new learning through linguistically sustaining practices;
 - (3) seeks to understand and value the surface and deep aspects of language variations;
 - (4) uses knowledge of the stages of language development to create a linguistically sustaining/sustainable environment;
 - (5) applies understanding that academic achievement is positively impacted by valuing the linguistic assets that emergent bilingual students bring into the classroom; and
 - (6) creates an effective learning environment that addresses the affective, linguistic, and cognitive needs of emergent bilingual students through second language acquisition methods.
- (d) Instructional Practice. The bilingual education teacher understands and applies research-based components and processes of language acquisition and biliteracy development. The bilingual teacher:
- (1) has a comprehensive knowledge of content-area instruction in both languages;
 - (2) knows and understands state educator certification standards in all content areas related to the certificate level;
 - (3) knows and understands the statewide curriculum in all content areas as specified in the TEKS;
 - (4) understands the alignment of and difference between the Spanish language arts and reading (SLAR) and English language arts and reading (ELAR) to internalize lesson plans that build biliteracy and facilitate language transfer and develop bilingualism in both languages;
 - (5) knows and understands how to integrate language development and content-area instruction to meet the cognitive, linguistic, and affective needs of students in accordance with Chapter 89, Subchapter BB, of Part 2 of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students);
 - (6) uses authentic children's literature and materials to promote biliteracy and content knowledge;
 - (7) understands and applies methodologies and strategies for teaching English as a second language (ESL) via an English language development block as well as through content areas (e.g., Total Physical Response (TPR), Content Based Language Instruction Methods pre-teaching vocabulary, and scaffolding strategies to make new information comprehensible);
 - (8) understands and applies research-based differentiation strategies to make content-area instruction comprehensible in order to meet the academic and linguistic needs of bilingual learners;
 - (9) identifies, selects, or designs appropriate and authentic materials, resources, and technology to facilitate learning in a bilingual classroom;
 - (10) uses prior knowledge, experiences, and academic background to build connections with new learning;
 - (11) understands and applies major language components in both languages (e.g., phonics, phonology, morphology, syntactic features, semantics, and pragmatics) and methodologies and strategies for integrating language and content instruction (Spanish and English) using sheltered instruction techniques in Spanish and English;

- (12) applies research and evidence-based instructional strategies related to biliteracy, bi-directional transfer, use of cognates, contrastive analysis, and translanguaging;
 - (13) understands and applies differentiated methodologies and strategies for instructing a wide variety of learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term emergent bilingual students, and Spanish learners in a two-way program) within different school-based configurations and program models;
 - (14) establishes safe, positive, supportive, interactive, and effective learning environment that addresses the needs of all bilingual students; and
 - (15) promotes critical-thinking, problem-solving, and collaborative learning strategies to enhance bilingualism, biliteracy, and content knowledge.
- (e) Development and Assessment of Biliteracy. The bilingual education teacher demonstrates a comprehensive knowledge of the development and assessment of literacy in the bilingual learners' primary/partner language and English and can design and deliver meaningful biliteracy experiences. The bilingual teacher:
- (1) understands the components of biliteracy and strategically plans for language transfer and implements the ELAR TEKS, SLAR TEKS, and the English Language Proficiency Standards (ELPS) to develop literacy in both languages;
 - (2) utilizes assessments (formative and summative) in strategic ways and analyzes the data to guide instruction;
 - (3) uses informal and formal assessments to measure learners' bilingualism and proficiency level to guide instruction;
 - (4) uses knowledge of the connection between the ELPS in Chapter 120, Subchapter B, of Part 2 of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners identified as emergent bilingual students in their English language proficiency when planning and delivering data-driven instruction;
 - (5) assesses and monitors learners' Spanish proficiency level in listening, speaking, reading, and writing when planning and delivering data-driven instruction;
 - (6) understands that assessment is recursive and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering instruction and when providing opportunities to develop biliteracy skills;
 - (7) understands and applies authentic methods for biliteracy instruction that reflect the unique characteristics of English and Spanish;
 - (8) creates authentic and purposeful, measurable learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in both languages and recognizes the students' biliteracy trajectory; and
 - (9) identifies and/or develops assessments that are linguistically appropriate and authentic.
- (f) Foundations of Bilingual Education. The bilingual education teacher demonstrates an understanding of the historical context of bilingual education in the United States and around the world; bilingual education program models approved in Texas in accordance with Chapter 89, Subchapter BB, of this title; the unique needs of bilingual learners; and laws pertaining to emergent bilingual students in bilingual education programs. The bilingual teacher:
- (1) shares their knowledge of second language acquisition with general education, ESL education, and content-area colleagues and the school;
 - (2) knows and understands policies that impact effective program implementation;
 - (3) knows and understands the historical background, effects of demographic changes, pertinent legislation, and significant court cases;

- (4) demonstrates awareness of regional language differences and the concept of bilingualism throughout the world;
- (5) understands the models of bilingual education approved in Texas in accordance with Chapter 89, Subchapter BB, of this title, including the program model characteristics and goals; curriculum, assessment, and accountability; research findings on the effectiveness of the program models; and the critical components that contribute to effective program model implementation (e.g., systems approach, program model design, instructional methods, and family and community engagement);
- (6) makes appropriate instructional decisions based on program model design, best practices according to research on language acquisition and bilingual learners, knowledge of classroom characteristics, and an understanding of linguistically appropriate materials and methodologies;
- (7) understands mandated policies and statutes related to emergent bilingual students, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, serving, and reclassification as emergent bilingual student in Texas;
- (8) understands mandated policies and statutes related to programs for emergent bilingual student, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
- (9) applies the appropriate mandated criteria and LPAC procedures for identification, recommendation of program services, reclassification, monitoring, and exit; and
- (10) understands the role of the LPAC in coordinating with other special program (e.g., special education, Section 504, gifted and talented) as applicable.

§235.131. Special Education Standards: Early Childhood-Grade 12.

- (a) Special Education Standards. The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.
- (b) Legal and Ethical Guidelines. The Early Childhood-Grade 12 special education teacher demonstrates knowledge of all applicable laws specific to students with disabilities. The Early Childhood-Grade 12 special education teacher must:
 - (1) demonstrate knowledge of legislation that has affected knowledge and practice of the education of individuals with disabilities;
 - (2) demonstrate knowledge of the Individuals with Disabilities Education Act (IDEA) 2004 eligibility categories;
 - (3) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in law;
 - (4) demonstrate knowledge of all sections of the special education eligibility folder and where to store required documentation;
 - (5) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
 - (6) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
 - (7) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
 - (8) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing

data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;

- (9) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance, identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
 - (10) maintain student eligibility folders and store ongoing documentation according to local educational agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
 - (11) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - (12) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
 - (13) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
 - (14) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (15) interpret the results of a variety of assessment data (i.e., classroom, state, and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level Texas Essential Knowledge and Skills (TEKS) to the ARD committee members;
 - (16) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;
 - (17) apply knowledge of individuals served through special education as well as special education laws and policies to encourage families' full participation in the education of their students;
 - (18) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, Emergent Bilingual identification, classification as highly mobile or at risk);
 - (19) support students in their development of self-reliance and self-advocacy;
 - (20) support high academic and behavioral expectations for students with disabilities; and
 - (21) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful opportunities to develop the highest possible learning outcomes.
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 12 special education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development from birth through early adulthood;
 - (2) demonstrate knowledge of how stress, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in students with disabilities;
 - (3) demonstrate knowledge of how disabilities can interact with development and learning;
 - (4) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (5) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for students from birth through early adulthood;

- (6) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
- (7) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
- (8) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;
- (9) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and
- (10) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (d) Subject Matter Content and Specialized Curricular Knowledge. The Early Childhood-Grade 12 special education teacher must:
 - (1) understand how to identify a learner's preferred mode of communication;
 - (2) demonstrate a content-specific knowledge at a level necessary for students with disabilities to progress in their individualized programs toward completion of appropriate graduation requirements;
 - (3) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;
 - (4) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students;
 - (5) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (6) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (7) demonstrate knowledge of families and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for making content and instruction accessible and challenging for students at all levels of support needs;
 - (8) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and
 - (9) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (e) Assessment for Data-based Decision Making. The Early Childhood-Grade 12 special education teacher must:
 - (1) demonstrate knowledge of different forms, purposes, and applications of assessment to inform development of the IEP and plan instruction;
 - (2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction;
 - (3) use data from variety of formative and summative assessments to identify learning goals and plan and adapt instruction;
 - (4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
 - (5) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;
 - (6) use assessment results to design, adjust, plan, and inform instruction or intervention;

- (7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;
- (8) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;
- (9) interpret a variety of evaluation data, including measures of student functioning and educational, physical, and medical needs;
- (10) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;
- (11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
- (12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
- (13) support students to understand and use their assessment data to self-monitor and self-regulate; and
- (14) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The Early Childhood-Grade 12 special education teacher must:
 - (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, assistive technology, and related services;
 - (2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
 - (3) design instruction to meet the needs of students based on information from various types of formative and summative assessments;
 - (4) plan for strategic integration of assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
 - (6) use explicit, scaffolded, and systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skills using different modalities and allow every individual to advance as he or she demonstrates understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of students with disabilities;
 - (12) apply knowledge of the learning processes to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;

- (15) adapt instruction and make regular changes based on data from assessments;
 - (16) plan, adapt, and deliver learning experiences for individuals with high support needs that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in meaningful learning activities across instructional settings;
 - (17) incorporate strategies for making content and instruction accessible and challenging for individuals with all support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate a thorough knowledge of the learning processes of students from early childhood to early adulthood;
 - (20) use strategies to promote active student engagement;
 - (21) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum; and
 - (22) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels.
- (g) Supporting Students' Non-academic Growth. The Early Childhood-Grade 12 special education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten-Grade 12;
 - (2) demonstrate knowledge of developmentally appropriate practices that contribute to a positive and safe learning environment;
 - (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
 - (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);
 - (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);
 - (6) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and engage students;
 - (7) use developmentally appropriate procedures and routines to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (8) use effective procedures and routines to create a physically safe, relationship-driven, and organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;
 - (9) establish, explicitly teach, and maintain clear expectations for student behavior;
 - (10) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
 - (11) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (12) create an atmosphere of safety that encourages the well-being of staff and students;
 - (13) use sources of data, such as the BIP, to identify or develop effective, evidence-based, and, whenever possible, function-based practices for class-wide or individual-level interventions;
 - (14) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;

- (15) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;
 - (16) use FBA to collect data and analyze and utilize the data to design behavior intervention;
 - (17) conform to legal and ethical guidelines for all behavioral interventions;
 - (18) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (19) understand how factors, including family, community, and disability impact student behavior in the learning environment;
 - (20) provide positive and constructive specific, developmentally appropriate, and explicit feedback to guide student behavior;
 - (21) demonstrate understanding of the importance of digital citizenship and the vulnerability of students with disabilities to social media influences;
 - (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA); and
 - (23) demonstrate knowledge of how to find appropriate school and community supports for students.
- (h) Professional Learning and Collaboration. The Early Childhood-Grade 12 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 12 special education teacher and of other professionals who deliver special education services, including related and instructional service providers;
 - (2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;
 - (3) collaborate with families, paraprofessionals, and other professionals to lead effective meetings that address students' needs;
 - (4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;
 - (5) coordinate with service providers and build student schedules;
 - (6) implement transition activities in the IEP that include community resources and service providers;
 - (7) mentor and supervise paraprofessionals;
 - (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the academic and non-academic needs of individual students;
 - (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
 - (10) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' needs;
 - (11) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP;
 - (12) select and develop resources to improve communication and collaboration with family and community;
 - (13) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with disabilities;
 - (14) engage in ongoing self-reflection to design and implement professional learning activities;
 - (15) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards; and

- (16) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs.
- (i) Elementary Special Education Teachers (Early Childhood-Grade 6). In addition to the knowledge and skills listed in subsections (b)-(h) of this section, the Early Childhood-Grade 6 special education teacher must:
 - (1) demonstrate knowledge of the Emergent Literacy-Writing, Mathematics, Science, and Fine Arts domains of the Texas Prekindergarten Guidelines;
 - (2) demonstrate knowledge of the TEKS for English language arts and reading, mathematics, science, and fine arts (Kindergarten-Grade 6);
 - (3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and the Texas Prekindergarten Guidelines;
 - (4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and the Texas Prekindergarten Guidelines;
 - (5) apply understanding of the subject matter TEKS, the Texas Prekindergarten Guidelines, and specialized curricula to inform programmatic and instructional decisions for students with high support needs; and
 - (6) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).
- (j) Secondary Special Education Teachers (Grades 6-12). In addition to the knowledge and skills listed in subsections (b)-(h) of this section, the Grades 6- 12 special education teacher must:
 - (1) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS;
 - (2) demonstrate knowledge of the TEKS for English language arts and reading, mathematics, science, and fine arts (Grades 6-12);
 - (3) apply understanding of the subject matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (4) demonstrate knowledge of transition requirements within the IEP;
 - (5) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of Part 2 of this title (relating to Graduation Requirements);
 - (6) demonstrate knowledge of requirements for transfer of rights at the age of majority;
 - (7) demonstrate knowledge of requirements for transition planning beginning at the age of 14;
 - (8) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
 - (9) support student participation in the IEP, ARD meetings, and transition plan;
 - (10) demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision-making, problem-solving, impulse control, and relationships);
 - (11) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;
 - (12) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
 - (13) use the results of multiple assessments to determine students' transition needs;
 - (14) collaborate with community service providers to address transition needs in accordance with the IEP; and

- (15) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training.

§235.135. DeafBlind Standards: Early Childhood-Grade 12.

- (a) DeafBlind Standards. The standards identified in this section are targeted for teachers of students who are DeafBlind. The standards address the discipline associated with the theory and practice of teaching students who are DeafBlind. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of DeafBlind education, characteristics of students who are DeafBlind, understandings of the needs and strengths of students who are DeafBlind, and the backgrounds and interests of individual students.
- (b) Foundations. The teacher of students who are DeafBlind understands the philosophical, historical, and legal foundations of DeafBlind education. The teacher of students who are DeafBlind:
- (1) understands interaction, communication, and language theories, approaches, and research that are applicable to teaching learners who are DeafBlind;
 - (2) understands the history of the practices, people, and events that have impacted people who are DeafBlind (congenital and acquired) and the relevance of those histories to educational practices;
 - (3) understands meaningful access from the visual, auditory, and tactile perspective of a person who is DeafBlind;
 - (4) understands specialized roles and responsibilities of the educational team members, including learners who are DeafBlind, teachers of students who are DeafBlind, other educators, related service personnel, and family members;
 - (5) understands the rights of learners who are DeafBlind and their family members;
 - (6) understands clinical, functional, and legal definitions for eligibility of services as students who are DeafBlind/Blind/Visually Impaired/Deaf/Hard of Hearing;
 - (7) accesses and evaluates current related research and practices in the field of DeafBlindness for their relevance in educational practices;
 - (8) educates, facilitates, and collaborates with all educational team members, including family members, to ensure that the student's unique needs are being supported by all necessary team members during evaluation and instruction in home, school, and/or community settings;
 - (9) ensures that the educational team considers proper eligibility criteria for the student who is DeafBlind;
 - (10) establishes reciprocal interactions with learners who are DeafBlind; and
 - (11) fosters effective individualized interaction, communication, and language development.
- (c) Learner Characteristics. The teacher of students who are DeafBlind demonstrates understanding of the complex and unique effects of the combined vision and hearing loss as well as the strengths of the tactile sense of learners who are DeafBlind. The teacher of students who are DeafBlind:
- (1) understands the positive perspective of the learner who is DeafBlind, including functional hearing and vision as well as the experience of touch;
 - (2) understands typical child development and methods for supporting a child who is DeafBlind throughout the various stages of development;
 - (3) understands the critical roles of vision, hearing, and touch in learning;
 - (4) understands the range of vision and hearing loss of learners who are DeafBlind;
 - (5) recognizes that each DeafBlind student is a unique individual;
 - (6) understands the implications of combined sensory loss and the importance of the tactile sense on access to information and the environment;

- (7) understands the potential isolating effects of combined hearing and vision loss upon the learner who is DeafBlind;
- (8) understands the potential impact of the combined effects of hearing and vision loss upon the learner's opportunities for incidental learning;
- (9) understands the potential emotional implications of combined hearing and vision loss upon the learner who is DeafBlind, including the biological impact of stress;
- (10) understands the potential impact of the combined effects of hearing and vision loss and the tactile experience upon the learner's personal relationships with others, including the importance of sensory-attuned reciprocal interactions, on bonding, attachment, and friendships;
- (11) understands the potential and complex effects of additional disabilities upon learners who are DeafBlind;
- (12) understands the potential and complex effects of additional sensory disabilities (e.g., touch, vestibular, proprioception, taste, smell) upon learners who are DeafBlind;
- (13) understands the potential effects of the age of onset (congenital vs. acquired), degrees, and/or progression of hearing and vision loss upon learners who are DeafBlind;
- (14) understands the major etiologies of DeafBlindness and the possible implications on the learner who is DeafBlind;
- (15) understands the potential impact of the combined effects of vision and hearing loss and tactile accessibility upon the development of concrete and abstract concepts;
- (16) understands dynamic forms/modes of communication used by learners who are DeafBlind (i.e., body movements, gestures, bodily emotional traces (BETS), Visual American Sign Language (VASL), VASL adaptations, Signing Exact English (SEE), Tactile American Sign Language (TASL), speech, other manual modes);
- (17) understands static forms/modes of literacy, including real objects, tactile symbols, pictures, print, braille, and digital technology;
- (18) understands the structure and function of the auditory, visual, and tactile systems;
- (19) understands impairments in the structure and functions of the auditory and visual systems;
- (20) understands the influence of vision and hearing loss on tactile and sensorimotor development;
- (21) understands the learner's social history and its impact on the learner's current biology and physiology;
- (22) effectively explains the impact of the combined effects of hearing and vision loss and tactile accessibility to the educational team in relation to typical development; and
- (23) guides the educational team to ensure the development of communication-rich environments that support sensory-appropriate modes of social engagement within the context of developmentally-, age-, and grade-appropriate functional and meaningful activities.
- (d) Evaluation and Assessment. The teacher of students who are DeafBlind understands the educational evaluation and assessment processes to identify learner strengths and needs and applies appropriate formal and informal evaluation strategies to support the continuous development of all students, from birth through age 22. The teacher of students who are DeafBlind:
 - (1) understands the legal protocol for administering evaluations relative to his or her certification as a teacher of students with visual impairments and/or teacher of students who are Deaf/Hard of Hearing;
 - (2) understands evaluation of communication modes/forms along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;

- (3) understands the importance of a functional sensory evaluation as a foundation for accommodations, adaptations, and strategies;
- (4) understands how to interpret functional evaluations and clinical assessments of vision, hearing, and medical/neurological information with reference to etiology;
- (5) understands the specialized tools needed to perform evaluations of hearing and vision;
- (6) understands the child-guided approach for evaluation of learners who are DeafBlind;
- (7) understands the evaluation of the Expanded Core Curriculum (ECC) for learners who have visual impairment, including those learners who are DeafBlind and with additional disabilities;
- (8) understands how to identify a learner's preferred mode of communication;
- (9) understands strategies for supporting the learner's educational team in determining appropriate modifications and accommodations of evaluations and state-mandated assessments and interpreting the assessment results based on individual learning characteristics;
- (10) collaborates with the educational team using learner-centered evaluations and planning processes to determine appropriate program planning, instruction, and setting;
- (11) conducts evaluations and ensures evaluations/assessments conducted by others are in the preferred mode(s) of communication for the individual learner who is DeafBlind;
- (12) evaluates in co-active, child-guided, functional routines and motor sequences, as appropriate for the learner who is DeafBlind;
- (13) evaluates or actively participates in conducting the functional vision evaluation, learning media assessment, communication evaluation, functional hearing evaluation, and ECC evaluation of the learner who is DeafBlind;
- (14) evaluates or actively participates in evaluating the communicative intent related to observable behavior of the learner who is DeafBlind;
- (15) assesses and adapts to learners' pace/timing of communication;
- (16) evaluates or actively participates in evaluating communication along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;
- (17) evaluates and interprets or actively participates in determining the meaning and function of the learner's formal and informal literacy medium/media;
- (18) evaluates, interprets, and affirms the meaning of the learner's communicative initiatives (e.g., natural gestures, affect, bodily movements, vocalizations);
- (19) evaluates with consideration of physical environments, bio-behavioral states, and preferred/non-preferred sensory channels of the learner who is DeafBlind;
- (20) actively participates in the evaluation of tactile, proprioceptive, vestibular, and kinesthetic systems of the learner who is DeafBlind;
- (21) interprets evaluation results and explains current and future implications of combined vision and hearing loss of the learner to the educational team, including family members;
- (22) determines appropriate modifications and accommodations of evaluations and state-mandated assessments and supports the interpretation of the results based on individual learning characteristics;
- (23) recommends the learner for additional visual and auditory evaluations/assessments when necessary; and
- (24) explains the effects of specific etiologies on all sensory systems.

(e) Planning for Instruction. The teacher of students who are DeafBlind plans for instructional opportunities in home, school, and community environments that are adapted to the unique needs of learners who are DeafBlind. The teacher of students who are DeafBlind:

- (1) understands the pacing and structure of programming for short- and long-term objectives within the context of functional routines for learners who are DeafBlind;
- (2) understands how to include or introduce novelty into familiar routines based on the individual needs of learners who are DeafBlind;
- (3) understands the elements of planning for life-long learning in current and future environments for students who are DeafBlind;
- (4) understands the importance of creating lesson plans that provide direct sensory experiences for learners who are DeafBlind;
- (5) understands appropriate instructional accommodations and modifications for learners who are DeafBlind;
- (6) understands the process for the development of a shared formal language with learners who are DeafBlind, based upon the learners' unique needs when planning instruction;
- (7) understands the need for learners who are DeafBlind to have competent communication partners who are present and actively engaged in all activities and settings;
- (8) understands how to incorporate appropriate assistive technology that enhances auditory, visual, and/or tactile functioning;
- (9) understands how to select the visual, auditory, and tactile characteristics of materials needed by learners who are DeafBlind;
- (10) understands how to incorporate student preferences to design motivating instructional activities;
- (11) gathers, maintains, and shares descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, and progress;
- (12) plans additional time for tactual modeling and exploration;
- (13) plans additional time for individual learner processing and response;
- (14) based on learner needs, plans instruction that includes the appropriate literacy system(s);
- (15) plans extra time for conversations that facilitate the learner's anticipation of a change in routine or schedule;
- (16) creates opportunities for turn-taking and serve-and-return conversational exchanges in all interactions and instructional settings;
- (17) plans time for choice-making opportunities in multiple instructional settings;
- (18) acquires devices and materials that are required for each lesson;
- (19) obtains, operates, and maintains assistive technology related to vision and hearing; and
- (20) adapts materials to accommodate for multi-sensory needs.

(f) Learning Environment. The teacher of students who are DeafBlind understands individual and group motivation and behavior in order to create a positive learning environment that encourages social interaction, active engagement, and joy of learning. The teacher of students who are DeafBlind:

- (1) understands the array of learning environments within different service delivery models;
- (2) understands the importance of competent communication partners who can interact with the learner who is DeafBlind to match his/her mode of communication;

- (3) understands how to facilitate a multi-modal learning environment by using the learner's functional hearing and/or vision, while also promoting the bodily/tactile sense, as prime components of information gathering and expression;
 - (4) understands the potential for elements in the environment to be perceived as stressful by the learner who is DeafBlind and the impact that may cause to his/her biology;
 - (5) assists others in the development of trusting relationships and in becoming competent communication partners with the learner who is DeafBlind;
 - (6) facilitates communication and interaction to provide social and environmental access for the learner who is DeafBlind;
 - (7) makes appropriate adaptations to enhance the learner's auditory, visual, and tactile functioning in a variety of environments;
 - (8) uses appropriate assistive technology to promote the learner's access, participation, and independence;
 - (9) selects, adapts, recommends, or implements classroom management strategies that reflect understanding of the individual learner's needs;
 - (10) promotes an environment that allows learners to orient themselves, move safely, and interact positively with peers;
 - (11) promotes an environment that feels predictable and safe for the learner who is DeafBlind;
 - (12) reduces or eliminates unnecessary visual, auditory, and tactile clutter in the learning environment; and
 - (13) adapts the learning environment by considering the impact of the elements of the learning environment (e.g., glare, lighting, auditory input, seating position) on the learner.
- (g) Instructional Delivery. The teacher of students who are DeafBlind emphasizes individual student potential and uses a variety of instructional strategies to encourage the learner's feelings of connectedness, success, and independence in order to promote development of critical-thinking and problem-solving skills in both the academic and expanded core curriculum to the greatest degree possible. The teacher of students who are DeafBlind:
- (1) understands how to create learning experiences to make content meaningful for each learner who is DeafBlind;
 - (2) understands co-active teaching principles and practices that support the competencies of the learner who is DeafBlind;
 - (3) understands attachment theories of human learning that support the importance of reciprocal emotional involvement and basic trust;
 - (4) understands the importance of learners who are DeafBlind having control and influence over their own lives as an essential aspect of well-being;
 - (5) understands the developmental phases of dyadic interaction between the adult and the learner who is DeafBlind;
 - (6) understands the developmental phases of triadic interaction in the shared partnership between the adult, the learner who is DeafBlind, and the external world;
 - (7) understands how to support the development of positive self-esteem in the learner who is DeafBlind;
 - (8) understands visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is DeafBlind and others;
 - (9) understands the use of augmentative communication devices and other assistive technology that are appropriate for the learner who is DeafBlind;

- (10) understands various instructional strategies specific to and/or adapted for learners who are DeafBlind;
- (11) understands the development of language and literacy in the communication mode(s) of learners who are DeafBlind;
- (12) understands the basic principles of orientation and mobility for learners who are DeafBlind;
- (13) understands how to adapt and scaffold the general education curriculum for learners who are DeafBlind;
- (14) understands curricula specific to and/or adapted for learners who are DeafBlind, including all areas of the expanded core curriculum;
- (15) applies co-active teaching strategies with the learner who is DeafBlind in daily routines, as appropriate;
- (16) applies tactile learning strategies in functional and play activities, as appropriate;
- (17) provides opportunities for the learner's increased proprioceptive and kinesthetic awareness during daily routines and planned activities;
- (18) provides opportunities for the learner to develop confidence by making choices;
- (19) provides the learner with opportunities for self-advocacy;
- (20) creates opportunities for learners to initiate conversations in their preferred communication mode about their topics of interest;
- (21) determines and uses optimal proximity for access between the learner and communication partner(s);
- (22) determines optimal proximity of the learner in relation to others that will enhance participation in group activities;
- (23) identifies him- or herself and uses salutation rituals in the mode appropriate to initiate and end interactions;
- (24) acts as a bridge in order to provide access to information about the environment, other interactions, and events taking place around the learner who is DeafBlind;
- (25) provides opportunities for the learner who is DeafBlind to observe (auditorily, visually, or tactually) conversations or interactions between others;
- (26) provides opportunities for co-created topics of instruction based on the learner's mode of communication and interests;
- (27) provides multi-modal opportunities in order to support the organization of events and the formation of mental images and holistic concepts for the learner who is DeafBlind;
- (28) uses scaffolding within the context of academic and functional routines to provide consistent and predictable experiential instruction for the learner who is DeafBlind;
- (29) develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind;
- (30) uses formal language and literacy systems, as appropriate, to provide visual, tactile, and/or auditory access;
- (31) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
- (32) develops strategies to encourage the learner to use multiple static and dynamic modes/forms of communication;
- (33) provides multiple opportunities to use and expand vocabulary through frequent and natural conversations;

- (34) modifies existing literacy materials to adjust for the learner's language level and reading media;
 - (35) designs and makes low-tech communication devices that are appropriate to the learner's needs;
 - (36) selects and/or adapts assistive technology devices as tools for communication or to meet other learner needs;
 - (37) provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners, as appropriate;
 - (38) uses naturally occurring events for the learner to use and practice communication skills;
 - (39) recommends appropriate positioning to optimize visual, auditory, and tactile functioning;
 - (40) implements strategies to accommodate for and to improve the learner's visual, auditory, and tactile functioning based upon evaluation results;
 - (41) supports spatial orientation strategies for the learner who is DeafBlind;
 - (42) supports mobility techniques appropriate to the learner who is DeafBlind;
 - (43) supports the learner who is DeafBlind to develop his/her awareness of kinesthetic and proprioceptive sensory systems as they relate to the body in the environment;
 - (44) based upon clinical and functional evaluations, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner's visual, auditory, and tactile needs; and
 - (45) incorporates language and literacy as part of everyday activities, according to the learner's experiences and interests.
- (h) Collaborative Consultation. The teacher of students who are DeafBlind has knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, instructional coaching, and supportive interaction among professionals, family members, interveners, paraeducators, and learners who are DeafBlind. The teacher of students who are DeafBlind:
- (1) understands the importance of gathering and sharing the social history of each learner who is DeafBlind and the effect it has on biological and developmental needs, including bonding and attachment with family members and primary caregivers;
 - (2) understands the role of the intervener for individual learners who are DeafBlind to assure that the learner has optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings;
 - (3) understands the effective use of instructional coaching strategies to support the educational team;
 - (4) understands how to access appropriate resources that provide technical assistance at the local, state, and national levels related to the field of DeafBlindness;
 - (5) understands how to access appropriate resources for home and community services and supports for learners who are DeafBlind and their families;
 - (6) interprets and explains evaluation results to the learner's educational team members, including the learner's stage of developmental communication and implementation of strategies that support positive interactions in order to build an environment that promotes bonding, attachment, and a sense of safety;
 - (7) provides information and education to educational team members, including family members, about the uniqueness of DeafBlindness;
 - (8) promotes family engagement opportunities to connect families with educational, social, and peer support within school and community settings;
 - (9) provides appropriate opportunities for peer-to-peer and group interactions with other individuals who are Deafblind;

- (10) promotes the exchange of information about the learner's communication mode(s) and developmental stages with other educational team members to ensure consistency of interpretation and use of the learner's communication system;
- (11) works with the educational team to ensure appropriate instruction is provided to peers and adults to communicate effectively with the learner in the learner's preferred communication mode;
- (12) collaborates with educational team members to facilitate understanding of the roles and responsibilities of the intervener and to use the intervener model according to the needs of the learner in multiple environments;
- (13) coaches the intervener and provides training to support the intervener's role and responsibilities related to the needs of the learner;
- (14) recommends appropriate referrals to other specialists in collaboration with educational team members to assess the need for assistive devices or additional evaluations;
- (15) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to support the learner in moving safely and independently;
- (16) collaborates with the educational team to identify and provide support related to the learner's access to the general education curriculum;
- (17) guides the educational team to consider appropriate modifications and accommodations needed for the learner who is DeafBlind;
- (18) consults and collaborates with community partners and family organizations who provide care, education, early intervention services, and/or adult services to individuals who are DeafBlind;
- (19) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is DeafBlind;
- (20) works with the learner's educational team to create a transition plan for the learner who is DeafBlind that includes opportunities for a high quality of life beyond the educational setting; and
- (21) develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind.
- (i) Professional Conduct and Leadership. The teacher of students who are DeafBlind understands teaching as a profession, maintains standards of professional conduct, adheres to ethical practices, and provides leadership to improve students' learning and well-being. The teacher of students who are DeafBlind:
 - (1) understands special education laws as they relate to students who are DeafBlind;
 - (2) understands how appropriate placement and services are determined for students who are DeafBlind;
 - (3) understands how appropriate service intensity is determined;
 - (4) understands the professional code of ethics for special educators and how it applies to his/her role;
 - (5) facilitates access to early intervention to transition to adult services for learners who are DeafBlind and their families;
 - (6) serves as the team lead for the entire instructional team, including family members, to facilitate education, support, and collaboration in the areas unique to DeafBlindness; and
 - (7) demonstrates professional ethics and etiquette across all settings.
- (j) Reflection and Professional Growth. The teacher of students who are DeafBlind is a reflective practitioner who has knowledge of systems, available resources, organizations, and services for students who are DeafBlind; who continually evaluates how teacher choices and actions affect learners, family members, and other professionals in the learning community; and who actively seeks ongoing opportunities to grow professionally. The teacher of students who are DeafBlind:
 - (1) understands initiatives related to the field of DeafBlindness;

- (2) understands the role of communities of practice in enhancing professional growth;
- (3) understands the professional organizations related to the field of DeafBlindness and the benefits of memberships therein;
- (4) understands the importance of professional development and its positive impact on effective practice;
- (5) understands the value of ongoing reflection as a practice to improve instructional effectiveness;
- (6) connects with other professionals within the field of DeafBlindness through a variety of sources, including professional organizations that focus on DeafBlindness;
- (7) participates in professional development opportunities and applies the information to his or her practice; and
- (8) regularly utilizes self-evaluation and intentional reflection on instructional practices and adjusts strategies accordingly.

§235.137. Bilingual Special Education Standards: Early Childhood-Grade 12.

- (a) Bilingual Special Education Standards. The standards identified in this section are targeted for teachers of emergent bilingual students with disabilities. The standards address the discipline associated with the theory and practice of teaching emergent bilingual students who receive special education services, referred to throughout the standards as dually identified students. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of emergent bilingual students who receive special education services, understandings of the needs and strengths emergent bilingual students who receive special education services, and the backgrounds and interests of individual students.
- (b) Legal and Ethical Guidelines. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
 - (1) major legislation and Supreme Court cases that provide and uphold the rights of students receiving special education and/or language-related services;
 - (2) the Individuals with Disabilities Education Act (IDEA) eligibility categories for special education and related services regarding the role of bilingual assessment in eligibility processes as well as considerations for emergent bilingual students in each category;
 - (3) policies and statutes related to emergent bilingual students, including the roles, responsibilities, and processes for participating in the Language Proficiency Assessment Committee (LPAC) for identification, recommendation of program services, delivery of services, reclassification, and monitoring for a dually identified student in Texas;
 - (4) policies and procedures for providing families with all relevant special education and bilingual education documentation in the parent or guardian's native language in accordance with §89.1050 of Part 2 of this title (relating to The Admission, Review, and Dismissal Committee) and §89.1055 of Part 2 of this title (relating to Individualized Education Program);
 - (5) the confidentiality, components, and maintenance of special education eligibility and LPAC folders, including documentation of receipt of Individualized Education Programs (IEPs) by required staff, use of original home language survey, updated parental permission for current program, and storage of folders according to local and state requirements;
 - (6) the components of Individualized Family Service Plans (IFSPs) for dually identified students and procedures for developing, implementing, and amending IFSPs in collaboration with the Early Childhood Intervention team;
 - (7) the components of IEPs and procedures for developing, implementing, and amending IEPs for dually identified students in collaboration with the Admission, Review, and Dismissal (ARD) committee and the LPAC;

- (8) auditing student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP as well as placement in appropriate courses to support language development;
 - (9) the roles and responsibilities related to preparing for an ARD and/or LPAC committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress, and preparing LPAC data on linguistic growth and progress;
 - (10) the legal responsibility of all school staff to fully implement an IEP for the dually identified student, to provide instruction in the English Language Proficiency Standards (ELPS), and to incorporate linguistically accommodated instruction based on language proficiency level;
 - (11) applying legal requirements and ethical guidelines relevant to individualized behavioral interventions that consider individual student characteristics;
 - (12) roles and responsibilities related to implementing the IEP that addresses both linguistic and disability related needs with fidelity, including monitoring student linguistic progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the school year in plain language, English, and the language of the program;
 - (13) the roles and responsibilities regarding Child Find obligations as outlined in 34 Code of Federal Regulations (CFR) §300.300-§300.306 and §89.1011 of Part 2 of this title (relating to Full and Individual Initial Evaluation);
 - (14) the roles and responsibilities of the required members of the LPAC as well as the roles and responsibilities of the ARD committee, including a representative of the LPAC;
 - (15) the required components of an LPAC meeting agenda and ARD committee meeting agenda for a dually identified student;
 - (16) the types and purposes of LPAC meetings throughout the school year;
 - (17) the local processes and supports to arrange for a home language interpreter/translator to attend the ARD meeting to ensure access for all stakeholders and to allow all LPAC/ARD committee members to have a single role, except in cases where a dual role is permissible under federal and state requirements; and
 - (18) the relevant special education and emergent bilingual laws and policies that facilitate families' full participation in their students' education.
- (c) Knowledge of Students and Factors that Influence Learning. The bilingual special educator integrates bilingual and special education pedagogies in order to demonstrate knowledge of:
- (1) relevant development from birth through adolescence for dually identified students;
 - (2) the impact disability, stress, trauma, protective factors, resilience, and supportive relationships may have on the learning, behavior, and development of dually identified students;
 - (3) evidence-based strategies to support dual identified students' development and independence given IEP and relevant grade level expectations for academic progress, language proficiency growth, and behavior from birth through adolescence;
 - (4) individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or customize the curricula across contexts for dually identified students;
 - (5) utilizing present levels of academic achievement and functional performance to select and implement appropriate specially designed instruction for dually identified students;
 - (6) barriers to accessibility and learning for dually identified students and evidence-based methods to mitigate those barriers;

- (7) evidence-based, individualized student behavioral support theories and strategies based on local policies and student needs;
 - (8) leveraging the familial, educational, linguistic, and developmental experiences of dually identified learners to support learning across instructional settings;
 - (9) differences in language across various groups to design and implement appropriate instructional practices;
 - (10) the impact of behavior on student learning and the learning of their classmates, factors that impact dually identified student behavior, and application of this knowledge to create a safe and effective learning environment;
 - (11) applying the concept of funds of knowledge to improve academic outcomes for dually identified students;
 - (12) transition planning and available transition services aligned to student characteristics and needs; and
 - (13) leveraging student use of formal and informal registers to promote academic and linguistic development.
- (d) Language and Literacy Development. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) using children's or grade appropriate literature and high quality, authentic materials developed in the primary language and not translated or adapted;
 - (2) applying language components, including oracy, phonics, phonology, morphology, syntactic features, semantics, and pragmatics, authentic to English and the language of instruction;
 - (3) developing and customizing lesson plans that apply research and evidence-based instructional strategies related to biliteracy development including bi-directional transfer, use of cognates, contrastive analysis, translanguaging, and assessment for biliteracy;
 - (4) applying literal, inferential, and interpretive reading skills to text in the language of instruction and English;
 - (5) applying content-based language instruction (CBLI) practices in the language of instruction and English;
 - (6) creating and adapting lessons with both academic and linguistic objectives and differentiating based on the IEP of the dually identified student;
 - (7) relevant standards, with biliteracy and disability-related considerations for instruction and assessment (e.g., Science of Teaching Reading, ELPS, Spanish Language Arts and Reading);
 - (8) planning and delivering linguistically accommodated instruction and evaluating and monitoring the progress of dually identified students in their English language proficiency using connections between the ELPS and the Texas English Language Proficiency Assessment System (TELPAS);
 - (9) assessing and monitoring language proficiency levels in all four language domains--listening, speaking, reading, and writing;
 - (10) applying holistic linguistic practices to support learners' language and literacy development in English and the language of instruction;
 - (11) using oracy to improve comprehension through bilingual storytelling and content-based story retelling;
 - (12) the application of language and literacy development in the content areas to support targeted lesson planning across all areas of the curriculum; and

- (13) the recursive nature of assessment and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering instruction aligned with the student's IEP and when providing opportunities to develop biliteracy skills.
- (e) Eligibility, Program Placement, and Assessment. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) all aspects of special education services (Child Find, evaluation, identification, IEP development, ARD committee processes) and the role of language development throughout for purposes of eligibility, evaluation, assessment, and placement;
 - (2) all steps in the LPAC process and the role of disability-related needs throughout for purposes of identification, placement, services, review and reclassification, and monitoring;
 - (3) using data from a variety of formative, dynamic and summative assessments and language proficiency levels to inform pre-referral processes, appropriate placement, and ongoing appropriate evaluation for dually identified students;
 - (4) components and purposes of a Functional Behavioral Assessment and the collection, analysis and utilization of student data to design effective behavior interventions;
 - (5) the key components and purposes of a Behavior Intervention Plan (BIP) that takes into account individual student characteristics and variance and analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (6) research-based de-escalation strategies, trauma-related behavior, and positive behavioral supports, to effectively address individual student behavior;
 - (7) supporting students to use language proficiency development and academic progress data to articulate and communicate their academic and non-academic needs;
 - (8) using a variety of assessment data and language proficiency levels to write annual measurable IEP goals and present levels of academic achievement and functional performance, monitor linguistic development, and identify appropriate accommodations, designated supports (state testing) and modifications based on dually identified student needs, and contribute to developing the IEP;
 - (9) identifying, recommending, and implementing appropriate linguistic and disability related accommodations and/or modifications as determined by the LPAC and/or ARD committee;
 - (10) state testing requirements and criteria for participation and accommodation for dually identified students;
 - (11) utilizing and documenting ongoing formative and summative assessments for language development and academic and behavioral progress;
 - (12) collaboration with campus stakeholders to accurately analyze, interpret, and discuss the results of a variety of evaluation data for a dually identified student;
 - (13) accurately interpreting the results of various forms of assessment for an individual student to determine linguistic growth and academic progress toward measurable outcomes; and
 - (14) communicating present levels of student achievement and progress on IEP goals, progress in the ELPS, and mastery of grade-level TEKS to all relevant stakeholders.
- (f) Content Knowledge and Instructional Practices. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) all domains of the Texas Prekindergarten Guidelines and specific knowledge of early numeracy, early literacy, and pre-academic skills in the primary language of the program and English;
 - (2) developing individualized goals and objectives for IEPs aligned to appropriate grade-level TEKS, ELPS, and/or the Texas Prekindergarten Guidelines that identify appropriate language of instruction for the student as well as language(s) appropriate for the student to demonstrate mastery;

- (3) integrating language development and content-area instruction to meet the needs of students in accordance with Chapter 89, Subchapter BB, of Part 2 of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students);
 - (4) applying second language acquisition methodologies (e.g., Total Physical Response, Sheltered Instruction Observation Protocol) and CBLI methodologies in language of instruction and English;
 - (5) differentiated methodologies and strategies for instructing a wide variety of learners, including heritage language learners, simultaneous bilinguals, recent arrivals, long- emergent bilingual students, and program language learners in a two-way dual language immersion program, within different school-based configurations and program models;
 - (6) applying content-specific knowledge and language development knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers, special education teachers and related service providers;
 - (7) using explicit, differentiated, scaffolded, and systematic instruction to teach content, strategies, and skills designed for the student's language proficiency level and aligned with IEP goals;
 - (8) providing linguistically appropriate access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms;
 - (9) utilizing assessments and language proficiency levels to develop specially designed instruction, including accommodations, modifications, and adaptations, as well as appropriately differentiated lessons;
 - (10) planning instruction according to the requirements of an IEP, including supplementary aids, assistive technology, and related services;
 - (11) providing specific, appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward language proficiency development and content mastery;
 - (12) specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (13) proficient use of various forms of assistive technology (low, mid-, and high-tech) and plan for the strategic integration of assistive technology into daily teaching practices based on student developmental, learning, and linguistic needs;
 - (14) planning for and the integration of school-to-school and school-to-community transition-focused activities into classroom instruction related to the student's post-secondary goals;
 - (15) using evidence-based practices to design and implement appropriate interventions when dually identified students are not making expected progress in linguistic, functional, academic, or behavioral goals;
 - (16) building positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (17) appropriate accommodations, modifications, and differentiation strategies to meet the needs of dually identified students as well as providing, adapting, and/or creating appropriate instructional materials and resources;
 - (18) utilizing knowledge of language development and learning processes of dually identified students to select and use appropriate engagement strategies (bilingual pairs, language stations, strategic groupings, etc.) that meet the linguistic and learning needs of all students; and
 - (19) the key differences between accommodations (language and disability related) and modified curriculum.
- (g) Student Support, Collaboration, and Professional Responsibilities. The bilingual special educator integrates bilingual and special education pedagogies in order to demonstrate knowledge of:

- (1) the academic benefits of multilingualism and bilingualism for students with disabilities;
- (2) misconceptions related to bilingualism and disability and practices based on these misunderstandings;
- (3) providing rigorous learning opportunities that support the development of a student's first language and English and promote positive learning outcomes;
- (4) effective communication with parents and guardians around all aspects of the LPAC and/or ARD process to support participation in activities designed to support student achievement and growth;
- (5) supporting access to services for dually identified students and their families as well as programmatic considerations/practices, particularly those with high support needs, recognizing students' multiple identified linguistic and disability related needs and how needs may change over time;
- (6) collaborating with general education teachers to deliver, adapt, and differentiate instruction to address students' academic and non-academic needs;
- (7) collaboration strategies to support all relevant stakeholders to effectively serve dually identified students across instructional settings;
- (8) coordination with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of dually identified students;
- (9) supervising and collaborating with paraprofessionals to identify the responsibilities and skills needed for their roles; and
- (10) setting short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, advocacy, and professional standards.

ATTACHMENT II
Text of Proposed Repeal of 19 TAC

Chapter 235. Classroom Teacher Certification Standards

[Subchapter F. Supplemental Certificate Standards]

§235.115. English as a Second Language Standards.

- (a) English as a Second Language (ESL) standards. The standards identified in this section are targeted for classroom teachers of English learners (ELs). The standards address the discipline associated with the theory and practice of teaching students who have a primary language other than English. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understandings of the needs and strengths of ELs, and the backgrounds and interests of individual students.
- (b) Foundations of Language Acquisition. ESL teachers know, understand, and use the major theories and research related to the structure and language acquisition process to help ELs develop language and literacy and achieve in the content areas. The ESL teacher must:
- (1) demonstrate and apply basic linguistic concepts, such as structure, patterns, and conventions of written and spoken English, that relate to instruction for ELs as they acquire the English language and literacy to achieve in the content areas;
 - (2) apply a conscious knowledge of language as a system to develop and accommodate instructional materials and to build understanding of the foundations of English needed for content based instruction fostered through the English Language Proficiency Standards (ELPS) in §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 - (3) use knowledge of interrelated aspects of listening, speaking, reading, and writing as they support ELs' acquisition of language and content knowledge;
 - (4) understand the ways in which languages are similar and different by identifying linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language;
 - (5) build on similarities between English and the students' primary language (L1) and anticipate common challenges that ELs may have with English language concepts;
 - (6) apply knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; language change);
 - (7) understand and apply theories, concepts, and research in language acquisition in L1 and secondary language (L2) to support ELs' language, literacy, and content area development;
 - (8) recognize and apply knowledge of the interrelatedness of L1 and L2 acquisition, including similarities and differences between L1 and L2 acquisition and L1 influence on L2;
 - (9) apply understanding of characteristics of various stages of first and second language acquisition to select effective and appropriate instructional methods that promote English language development at various stages of language proficiency;
 - (10) apply understanding of cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., generalization, categorization, metacognition);
 - (11) apply understanding of the ELPS Proficiency Level Descriptors (PLDs) and the relationship of the ELPS PLDs to the stages of second language acquisition; and
 - (12) apply understanding of the interconnected development of linguistic, cognitive, and academic processes through the interdependence on social and cultural processes (affective variables).

- (c) Culturally Responsive Teaching. ESL teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct mutually adaptive learning environments for ELs. The ESL teacher must:
- (1) use knowledge of major theories and research related to the nature and role of culture to design and select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural, linguistically diverse classroom;
 - (2) build upon ELs' prior knowledge, experiences, and academic background to connect new learning through effective culturally responsive techniques;
 - (3) seek to understand and to value the surface and deep aspects of culture, including values, beliefs, customs, and traditions;
 - (4) use knowledge of the stages of acculturation to create a mutually adaptive learning environment;
 - (5) recognize that language and culture interact in the formation of the students' cultural identities;
 - (6) apply the understanding that academic achievement is positively impacted by valuing the cultural assets that ELs bring to the classroom and integrating the students' cultural aspects into classroom materials;
 - (7) recognize factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds, and apply this knowledge to create a culturally responsive learning environment;
 - (8) understand that cultural and linguistic diversity are not the only factors that may affect students' learning of academic content (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, motivation, exceptionalities); and
 - (9) create an effective learning environment that addresses the affective, linguistic, and cognitive needs of ELs through second language acquisition methods.
- (d) Effective Instruction and Assessment Across All Content Areas and Disciplines. ESL teachers know, understand, and use evidence-based practices and strategies related to planning and implementing all content and language instruction. ESL teachers are skilled in instructional methods for developing and integrating language skills. ESL teachers purposefully and appropriately select, integrate, and utilize technology and resources for their ELs. The ESL teacher must:
- (1) use knowledge of the required Texas Essential Knowledge and Skills (TEKS) and the ELPS as the foundational curriculum;
 - (2) design and implement instruction that addresses all language domains (listening, speaking, reading, and writing) through authentic, meaningful practice with content material;
 - (3) know, adjust, and implement research-validated instructional methods for ELs that make the content comprehensible while supporting English language development (e.g., sheltered instruction, content-based instruction);
 - (4) choose, adapt, and use a wide range of instructional materials, resources, and technologies for the diverse needs of ELs to support language and content knowledge acquisition while maintaining rigor;
 - (5) integrate and foster critical thinking by providing scaffolds needed for ELs to demonstrate their higher-order thinking skills in English;
 - (6) establish safe, positive, supportive, interactive, and empowering learning environments for ELs;
 - (7) implement effective classroom management methods that support a culturally and linguistically diverse classroom;
 - (8) address the needs of ELs at all English language proficiency levels as described in the ELPS PLDs through targeted language instruction within content material;

- ~~(9) — create multiple opportunities for authentic, meaningful use of social and academic language;~~
- ~~(10) — recognize the background factors that can affect literacy development, such as students with interrupted formal education (SIFE);~~
- ~~(11) — understand and apply the interrelatedness of language domains (listening, speaking, reading, and writing) for oral language and literacy development;~~
- ~~(12) — utilize a communicative approach that focuses on meaning and communicative practice over error correction;~~
- ~~(13) — recognize and apply the transfer of oral language and literacy skills from L1 to L2;~~
- ~~(14) — recognize the individual factors that require focused, targeted, systematic language instruction in accordance with the ELPS for ELs in Grade 3 and higher at beginning and intermediate levels of English language proficiency, including recognizing the specific needs and assets of newcomer ELs at various levels of English language proficiency;~~
- ~~(15) — provide appropriate feedback for ELs at all English language proficiency levels;~~
- ~~(16) — recognize and address the various factors that affect reading comprehension and implement applicable methods of reading instruction;~~
- ~~(17) — utilize content based instruction that is linguistically accommodated using sheltered methods that are communicated, sequenced, and scaffolded;~~
- ~~(18) — ensure access to full content curriculum for all ELs through the use of comprehensible input techniques and research validated learning strategies across content areas;~~
- ~~(19) — recognize the individual factors that affect cognitive academic language development (e.g., developmental characteristics, cultural and linguistic background, academic strengths, learning styles);~~
- ~~(20) — promote receptive and expressive language acquisition by embedding content-related opportunities for ELs to interact using social and academic vocabulary;~~
- ~~(21) — embed language teaching through content instructional materials and academic text features;~~
- ~~(22) — use ongoing quantitative and qualitative data to demonstrate content and language development, inform planning, and adjust instruction;~~
- ~~(23) — understand the different purposes of assessment (e.g., pre-assessment, formal, informal) and limitations of each type in order to select, develop, and adapt assessments for specific purposes of language and content;~~
- ~~(24) — utilize and adapt assessments to allow students flexibility in demonstrating content knowledge through varied outputs;~~
- ~~(25) — know and use a variety of performance-based assessment tools with appropriate rubrics to inform and guide instruction in the classroom;~~
- ~~(26) — understand the interdependent relationship between teaching and assessment and develop instructional tasks and assessment tools that promote and measure student growth in language and content;~~
- ~~(27) — develop classroom assessments using a variety of item types and elicitation and response formats to assess ELs' receptive (listening and reading) and expressive (speaking and writing) language skills; and~~
- ~~(28) — understand and apply the uses and limitations of formal and informal assessments for ELs;~~
- ~~(e) — Language Proficiency Assessment, Program Placement, and Reclassification. ESL teachers demonstrate understanding of how to use language proficiency assessments in their role in the identification, placement, and reclassification of English learners. The ESL teacher must:~~

- ~~(1) understand federal and state mandated policies and statute related to ELs, including Language Proficiency Assessment Committee (LPAC) guidelines for identification and classification as English Learner in Texas;~~
 - ~~(2) use state approved identification assessments for ELs in Texas and understand how to interpret the results;~~
 - ~~(3) understand the value and use of primary language assessments;~~
 - ~~(4) use knowledge of the connection between the ELPS in §74.4 of Part II of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of ELs in English language proficiency;~~
 - ~~(5) understand federal and state mandated policies and statute related to programs for ELs, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;~~
 - ~~(6) understand the similarities and differences between state approved ESL and bilingual program models in Texas;~~
 - ~~(7) apply the state mandated requirements for English learners with parental denial, including assessment, monitoring, and usage of the ELPS in all content instruction;~~
 - ~~(8) understand and apply the similarities and differences of linguistic accommodations for instructional purposes and allowable accommodations for served ELs on state assessments;~~
 - ~~(9) apply the appropriate state mandated criteria and LPAC procedures for reclassification, monitoring, and exit; and~~
 - ~~(10) understand the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.~~
- ~~(f) Professional Learning, Partnerships, and Advocacy. ESL teachers keep current with new instructional techniques, research, advances in the ESL field, and education policy issues related to ELs and demonstrate knowledge of the history of programs and services for ELs. ESL teachers work collaboratively with school staff, parents, and the community to improve the learning environment, provide support, and advocate for ELs and their families. The ESL teacher must:~~
- ~~(1) demonstrate knowledge of theory, research, and current practice and methodologies in the field of bilingual and ESL programming to inform teaching and learning;~~
 - ~~(2) understand the history of programming and services for ELs, including key court cases, legal mandates, and federal and state policies that impact current bilingual and ESL programs;~~
 - ~~(3) know and understand public issues and educational policy that impact effective programming and equitable opportunities related to the education of ELs;~~
 - ~~(4) take advantage of and actively participate in professional growth opportunities to create equitable learning environments;~~
 - ~~(5) demonstrate reflective practices through the process of setting and revisiting specific goals for professional learning related to culturally and linguistically diverse student populations and developing a personal philosophy of ESL education;~~
 - ~~(6) be accountable to goals for growth in supporting ELs through self reflection, peer evaluation, and coordinated leadership monitoring of implementation;~~
 - ~~(7) advocate for appropriate instruction and assessment by sharing their knowledge of ELs with their general education and content area colleagues and the school community;~~
 - ~~(8) promote EL success by playing an active role in the campus LPAC, including coordination of services for ELs in other special programs for which they qualify;~~
 - ~~(9) actively advocate and serve as a resource for ELs and their families through partnerships with colleagues and the community by enlisting the support and involvement of community partners and resources that enhance the education of ELs;~~

- ~~(10) — consider ESL families as vital partners who enrich the classroom and school environment and facilitate parent/guardian involvement in their child(ren)'s linguistic, academic, and personal development;~~
- ~~(11) — provide effective communication that is accessible, consistent, and targeted to the needs of ELs and their parents/families in a variety of educational and social contexts; and~~
- ~~(12) — apply knowledge of effective strategies for advocating educational and social equity for ELs by staying current on public issues regarding ELs (e.g., participating in LPAC meetings; serving on Site Based Decision Making (SBDM) committees; participating in Admission, Review, and Dismissal (ARD) committee meetings as appropriate; serving as a resource for teachers);]~~

§235.117. Bilingual Spanish Standards;

- ~~[(a) — Spanish and English Bilingual Standards. The standards identified in this section are targeted for classroom teachers of bilingual education programs (Spanish and English). The standards address the discipline associated with the theory and practice of teaching students who are learning two languages simultaneously. The standards inform appropriate teaching techniques, methods, teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understanding the needs and strengths of bilingual learners, and the backgrounds and interests of individual students.~~
- ~~(b) — Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.~~
 - ~~(1) — Academic language — words used in the learning of academic matter in a formal education context that are associated with literacy and academic achievement, including specific academic terms, technical language, and speech registers related to each field of study.~~
 - ~~(2) — Cultural responsiveness — the ability to learn from and relate respectfully with people of one's own culture as those from other cultures.~~
- ~~(c) — Language Abilities. The bilingual education teacher possesses the language ability to teach across the curriculum and demonstrate proficiency in Spanish.~~
 - ~~(1) — Listening. In the Spanish language, the bilingual teacher understands oral communication in a variety of listening situations relevant to bilingual education, including professional topics, academic language, and day-to-day communication with students, parents, guardians, colleagues, and community members.~~
 - ~~(2) — Listening. In the Spanish language, the bilingual teacher understands oral communication in extended academic discourse on topics related to the profession.~~
 - ~~(3) — Speaking. In the Spanish language, the bilingual teacher uses appropriate formal and informal registers to communicate with various audiences and within settings relevant to the bilingual school context.~~
 - ~~(4) — Speaking. In the Spanish language, the bilingual teacher uses discourse that reflects correct grammatical and syntactical structures to communicate information and discuss topics relevant to the bilingual school context.~~
 - ~~(5) — Speaking. In the Spanish language, the bilingual teacher demonstrates the ability to use culturally and linguistically responsive language in everyday communication.~~
 - ~~(6) — Speaking. In the Spanish language, the bilingual teacher understands and applies academic language related to the Texas Knowledge and Skills (TEKS) during instruction as well as discussion of topics relevant to the school context.~~
 - ~~(7) — Reading. In the Spanish language, the bilingual teacher applies literal, inferential, and interpretive reading skills to authentic materials relevant to the school context.~~
 - ~~(8) — Reading. In the Spanish language, the bilingual teacher understands written materials that include academic vocabulary used to teach the TEKS in a variety of content areas.~~

- (9) Writing. In the Spanish language, the bilingual teacher writes effective and coherent interpersonal discourse using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax. (e.g., professional e-mail, parent communication, and other school documents).
- (10) Writing. In the Spanish language, the bilingual teacher writes extended coherent professional discourse in an appropriate academic register using sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., newsletter, memos, special events).
- (11) Writing. In the Spanish language, the bilingual teacher writes coherent instructional material using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., essays, exit tickets, exemplars).
- (12) Writing. In the Spanish language, the bilingual teacher effectively models for students how to write to explain, narrate, and describe using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax.
- (d) Socio-Cultural Competence. The bilingual teacher knows, understands, and uses major concepts, principles, and theories related to the nature and role of culture and cultural groups to construct a mutually adaptive learning environment for bilingual learners. The bilingual teacher:
- (1) recognizes, affirms, fosters, and leverages learners' bilingualism, biliteracy, biculturalism, and experiences as assets in service of their learning and is an advocate for the bilingual program and the participating learners (e.g., serves as school and community liaison, participates in teacher retention and recruitment committees);
 - (2) promotes learners' bilingual and bicultural identity through culturally and linguistically responsive activities;
 - (3) understands the socio-historical backgrounds of bilingual learners (both past and present) and uses this information to create an effective bilingual and multicultural learning environment;
 - (4) uses knowledge of major theories and research related to the nature and role of culture to select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural classroom;
 - (5) understands how to draw upon the deep personal, familial, and communal cultural knowledge that bilingual learners possess in order to construct new cultural knowledge;
 - (6) knows and understands how to create culturally and linguistically responsive lessons and classroom environment and advocates for a culturally and linguistically responsive school (e.g., takes an active role in advisory committees at the campus and district levels, campus improvement committee, admissions committee);
 - (7) has knowledge of diversity within the language and cultural groups (e.g., awareness of regional differences in languages and cultural groups);
 - (8) recognizes factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism); demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds; and applies this knowledge to create a culturally and linguistically responsive learning environment; and
 - (9) creates an effective learning environment that addresses the socio-emotional, linguistic, and cognitive needs as well as promotes the bicultural identity of bilingual learners and ways to bridge home and school cultures (e.g., lessons and activities embedded to the development of learners' cross-cultural and sociocultural competence, lessons and activities designed to foster mutual appreciation and respect for the target cultural groups, plans and designs activities that foster mutual appreciation and respect for targeted cultural groups among families and community members).
- (e) Instructional Practice. The bilingual education teacher understands and applies research-based components and processes of language acquisition and biliteracy development. The bilingual teacher:
- (1) has a comprehensive knowledge of content area instruction in both languages;

- (2) knows and understands state educator certification standards in all content areas relevant to the certificate level;
 - (3) knows and understands the statewide curriculum in all content areas as specified in the TEKS;
 - (4) understands the alignment of and difference between the Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) TEKS and uses this information to develop culturally and linguistically responsive lesson plans that build biliteracy and facilitate language transfer to develop bilingualism in both languages;
 - (5) knows and understands how to integrate language development and content area instruction to meet the cognitive, linguistic, and affective needs of students in accordance with Chapter 89, Subchapter BB, of Part II of this title (relating to Commissioner's Rules Concerning State Plan for Educating English Learners);
 - (6) uses Latino multicultural children's literature and authentic materials to promote biliteracy, biculturalism, and content knowledge;
 - (7) understands and applies methodologies and strategies for teaching English as a second language (ESL) via an English language development block as well as through content areas (e.g., Total Physical Response (TPR), Sheltered Instruction Observation Protocol (SIOP), pre-teaching vocabulary, and scaffolding strategies to make new information comprehensible);
 - (8) understands and applies research-based differentiation strategies to make content area instruction comprehensible in order to meet the academic and linguistic needs of bilingual learners;
 - (9) identifies, selects, or designs developmentally, culturally, and linguistically appropriate materials, resources, realia, technology, and assessment for use in a bilingual classroom;
 - (10) understands and applies major language components in both languages (e.g., phonics, phonology, morphology, syntactic features, semantics, and pragmatics), methodologies and strategies for integrating language and content instruction (Spanish and English) using sheltered instruction techniques in Spanish and English; understands and applies theoretical concepts such as instruction for biliteracy, bi-directional transfer, use of cognates, contrastive analysis, and translanguaging;
 - (11) understands and applies differentiated methodologies and strategies for instructing a wide variety of linguistically diverse learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term English learners, and Spanish learners in a two-way program) within different school-based configurations and program models; and
 - (12) promotes critical thinking, problem solving, and collaborative learning strategies to enhance bilingualism, biliteracy, and content knowledge.
- (f) Development and Assessment of Biliteracy. The bilingual education teacher demonstrates a comprehensive knowledge of the development and assessment of literacy in the bilingual learners' primary/partner language and English and can design and deliver meaningful biliteracy experiences for diverse bilingual learners. The bilingual teacher:
- (1) understands the components of biliteracy and strategically plans for language transfer and implements the ELAR TEKS, SLAR TEKS, and the English Language Proficiency Standards (ELPS) to develop literacy in both languages;
 - (2) utilizes assessments (formative and summative) in strategic ways and analyzes the data to guide instruction;
 - (3) uses informal and formal assessments to measure learners' bilingualism and proficiency level to guide instruction;
 - (4) uses knowledge of the connection between the ELPS in §74.4 of Part II of this title (relating to English Language Proficiency Standards) and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners

identified as English learners in their English language proficiency when planning and delivering data-driven instruction;

- (5) — assesses and monitors learners' Spanish proficiency level in listening, speaking, reading, and writing when planning and delivering data-driven instruction;
 - (6) — understands that assessment is recursive and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering responsive instruction and when providing opportunities to develop biliteracy skills;
 - (7) — understands and applies authentic methods for biliteracy instruction that reflect the unique characteristics of English and Spanish;
 - (8) — recognizes implicit cultural and linguistic biases in assessment and high-stakes testing;
 - (9) — creates authentic and purposeful, measurable learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in both languages and recognizes the students' biliteracy trajectory; and
 - (10) — identifies and/or develops assessments that are linguistically and culturally authentic.
- (g) — Foundations of Bilingual Education. The bilingual education teacher demonstrates an understanding of the historical context of bilingual education in the United States and around the world; bilingual education program models approved in Texas in accordance with Chapter 89, Subchapter BB, of this title; the unique needs of bilingual learners; laws pertaining to English learners in bilingual education programs; the Office of Civil Rights and U.S. Department of Justice guidelines; and the importance of advocacy and equity for the bilingual learner. The bilingual teacher:
- (1) — knows and understands public issues and educational policy that impact effective programming and equitable learning environments;
 - (2) — is an advocate for equity for bilingual learners and their equal access to all programs, resources, and materials;
 - (3) — shares their knowledge of second language acquisition with general education, ESL education, and content-area colleagues and the school community to advocate for appropriate instruction and assessment;
 - (4) — demonstrates sensitivity to learners' diverse cultural backgrounds and shows respect for regional language differences considering the learner's entire linguistic repertoire;
 - (5) — knows and understands the historical background, effects of demographic changes, pertinent federal and state legislation and significant court cases, (e.g., the Civil Rights Act of 1964, the Bilingual Education Act (BEA), Chapter 89, Subchapter BB, of this title, Lau vs. Nichols, Demetrio Rodriguez vs. San Antonio ISD, Plyer vs. Doe, Santamaria vs. Dallas ISD);
 - (6) — demonstrates awareness of the concept of bilingualism throughout the world (e.g., Lycee de Francais, the language of the global economy, language policy in Canada, South Africa, Switzerland, and India);
 - (7) — understands the models of bilingual education approved in Texas in accordance with Chapter 89, Subchapter BB, of this title, including the program model characteristics and goals; curriculum, assessment, and accountability; research findings on the effectiveness of the program models; and the critical components that contribute to effective program model implementation (e.g., systems approach, program model design, instructional methods, and family and community engagement);
 - (8) — makes appropriate instructional decisions based on program model design, best practices according to research on language acquisition and bilingual learners, knowledge of classroom and campus diversity, and an understanding of linguistically and culturally appropriate materials and methodologies;
 - (9) — understands federal and state mandated policies and statutes related to English learners, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, serving, and reclassification as an English learner in Texas;

- ~~(10) understands federal and state mandated policies and statutes related to programs for English learners, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;~~
- ~~(11) applies the appropriate state mandated criteria and LPAC procedures for identification, recommendation of program services, reclassification, monitoring, and exit; and~~
- ~~(12) understands the role of the LPAC in coordinating with other special program (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.]~~

[Subchapter G. Special Education Certificate Standards]

[§235.131. Special Education Standards: Early Childhood Grade 6:]

- ~~(a) Special Education Standards. The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.~~
- ~~(b) Legal and Ethical Guidelines. The Early Childhood Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood Grade 6 special education teacher must:~~
 - ~~(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;~~
 - ~~(2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;~~
 - ~~(3) demonstrate knowledge of IDEA 2004 eligibility categories;~~
 - ~~(4) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;~~
 - ~~(5) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;~~
 - ~~(6) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;~~
 - ~~(7) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;~~
 - ~~(8) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;~~
 - ~~(9) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;~~
 - ~~(10) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;~~

- ~~(11) — maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;~~
- ~~(12) — audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;~~
- ~~(13) — demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;~~
- ~~(14) — demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;~~
- ~~(15) — demonstrate knowledge of the required components of a typical ARD committee meeting agenda;~~
- ~~(16) — interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;~~
- ~~(17) — prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;~~
- ~~(18) — apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for families' full participation in the education of their students;~~
- ~~(19) — demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);~~
- ~~(20) — advocate for family and student participation in the IEP, ARD meetings, and transition plan;~~
- ~~(21) — foster and support students in their development of self reliance and self advocacy;~~
- ~~(22) — advocate for high academic and behavioral expectations for students with disabilities;~~
- ~~(23) — demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes; and~~
- ~~(24) — demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).~~
- ~~(e) — Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood Grade 6 special education teacher must:~~
 - ~~(1) — demonstrate knowledge about relevant physical and emotional development from birth through adolescence;~~
 - ~~(2) — demonstrate knowledge of how stress, trauma, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in young children;~~
 - ~~(3) — demonstrate knowledge of how exceptionalities can interact with development and learning;~~
 - ~~(4) — demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;~~
 - ~~(5) — demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;~~

- ~~(6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students from birth through adolescence;~~
- ~~(7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;~~
- ~~(8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;~~
- ~~(9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;~~
- ~~(10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and~~
- ~~(11) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones;~~
- ~~(d) Subject Matter Content and Specialized Curricular Knowledge. The Early Childhood Grade 6 special education teacher must:~~
 - ~~(1) demonstrate knowledge of the Emergent Literacy Writing, Mathematics, Science, and Fine Arts domains of the Texas Prekindergarten Guidelines;~~
 - ~~(2) demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading, mathematics, science, and fine arts (Kindergarten Grade 6);~~
 - ~~(3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and the Texas Prekindergarten Guidelines;~~
 - ~~(4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and the Texas Prekindergarten Guidelines;~~
 - ~~(5) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;~~
 - ~~(6) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;~~
 - ~~(7) apply understanding of the subject matter TEKS, the Texas Prekindergarten Guidelines, and specialized curricula to inform programmatic and instructional decisions for students with high support needs;~~
 - ~~(8) understand how to identify a learner's preferred mode of communication;~~
 - ~~(9) demonstrate a content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of appropriate graduation requirements;~~
 - ~~(10) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;~~
 - ~~(11) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Prekindergarten Grade 6;~~
 - ~~(12) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;~~
 - ~~(13) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;~~
 - ~~(14) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for~~

making content and instruction accessible and challenging for students at all levels of support needs;

(15) demonstrate knowledge of how to provide modified access to subject specific instructional materials to address individual learner needs in different contexts such as center based, home-based, and school-based classrooms, including specialized and general classrooms; and

(16) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.

(e) Assessment for Data based Decision Making. The Early Childhood-Grade 6 special education teacher must:

(1) demonstrate knowledge of different forms, purposes, and applications of assessment to inform development of the IEP and plan instruction;

(2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem solving systems of intervention and instruction;

(3) use data from variety of formative and summative assessments to identify learning goals and plan and adapt instruction;

(4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;

(5) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;

(6) use assessment results to design, adjust, plan, and inform instruction or intervention;

(7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;

(8) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;

(9) interpret a variety of evaluation data, including measures of student functioning and educational, physical, and medical needs;

(10) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;

(11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;

(12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;

(13) support students to understand and use their assessment data to self-monitor and self-regulate; and

(14) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.

(f) Supporting Learning Using Effective Instruction. The Early Childhood-Grade 6 special education teacher must:

(1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, assistive technology, and related services;

(2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;

(3) design instruction to meet the needs of a diverse group of students based on information from various types of formative and summative assessments;

- ~~(4) — plan for strategic integration of assistive technology into daily teaching practices based on student developmental and learning needs;~~
- ~~(5) — use knowledge of the learning processes of young children from birth through adolescence to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;~~
- ~~(6) — use explicit, scaffolded, and systematic instruction to teach content, strategies, and skills;~~
- ~~(7) — design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs;~~
- ~~(8) — provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;~~
- ~~(9) — plan and integrate transition-focused activities into classroom instruction;~~
- ~~(10) — create opportunities for students to demonstrate their knowledge and skills using different modalities and allow every individual to advance as he or she demonstrates understanding;~~
- ~~(11) — apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of young children with exceptionalities;~~
- ~~(12) — apply knowledge of the learning processes of young children to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;~~
- ~~(13) — promote the generalization of concepts and skills across content areas and educational settings;~~
- ~~(14) — design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;~~
- ~~(15) — adapt instruction and make regular changes based on data from assessments;~~
- ~~(16) — plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;~~
- ~~(17) — apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with all support needs;~~
- ~~(18) — apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;~~
- ~~(19) — demonstrate a thorough knowledge of the learning processes of young children; and~~
- ~~(20) — use strategies to promote active student engagement.~~
- ~~(g) — Supporting Social, Behavioral, and Emotional Growth. The Early Childhood-Grade 6 special education teacher must:~~
 - ~~(1) — design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten-Grade 6;~~
 - ~~(2) — demonstrate knowledge of developmentally appropriate preventative and responsive practices that contribute to a positive and safe learning environment;~~
 - ~~(3) — demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);~~
 - ~~(4) — demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);~~

- ~~(5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);~~
- ~~(6) demonstrate knowledge of the key components and purposes of restorative discipline practices;~~
- ~~(7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and engage students;~~
- ~~(8) use developmentally appropriate procedures and routines to facilitate safe and efficient transitions, promote independence, self regulation, and executive functioning;~~
- ~~(9) use effective procedures and routines to create a physically safe, relationship driven, and organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;~~
- ~~(10) establish, explicitly teach, and maintain clear expectations for student behavior;~~
- ~~(11) demonstrate knowledge of research based de-escalation strategies to effectively address aggressive behavior;~~
- ~~(12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;~~
- ~~(13) create an atmosphere of safety that encourages social, emotional, and physical well being of staff and students;~~
- ~~(14) use sources of data, such as the BIP, to identify or develop effective, evidence based, and, whenever possible, function based practices for class wide or individual level interventions;~~
- ~~(15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;~~
- ~~(16) consider multiple avenues of intervention and reinforcement techniques such as class wide and/or individual level interventions;~~
- ~~(17) use FBA to collect data and analyze and utilize the data to design behavior intervention;~~
- ~~(18) conform to legal and ethical guidelines for all behavioral interventions;~~
- ~~(19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;~~
- ~~(20) understand how factors, including family, community, exceptionalities, and trauma impact student behavior in the learning environment;~~
- ~~(21) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences;~~
- ~~(22) provide positive and constructive specific, developmentally appropriate, and explicit feedback to guide student behavior;~~
- ~~(23) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);~~
- ~~(24) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and~~
- ~~(25) take active measures to prevent bullying, maltreatment, violence, and sexual assault, and report any instances through appropriate channels;~~
- ~~(h) Professional Learning and Collaboration. The Early Childhood Grade 6 special education teacher must:~~
 - ~~(1) demonstrate knowledge of the roles and responsibilities of the Early Childhood Grade 6 special education teacher and of other professionals who deliver special education services, including related and instructional service providers;~~
 - ~~(2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;~~

- ~~(3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional, emotional, behavioral, and social needs;~~
- ~~(4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;~~
- ~~(5) coordinate with service providers and build student schedules;~~
- ~~(6) implement transition activities in the IEP that include community resources and service providers;~~
- ~~(7) mentor and supervise paraprofessionals;~~
- ~~(8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, emotional, behavioral, and social needs;~~
- ~~(9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;~~
- ~~(10) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;~~
- ~~(11) understand the reciprocal relationship with general education teachers for effective and inclusive practices;~~
- ~~(12) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP;~~
- ~~(13) select and develop resources to improve communication and collaboration with family and community;~~
- ~~(14) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;~~
- ~~(15) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering their social, cultural, and linguistic diversity;~~
- ~~(16) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;~~
- ~~(17) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and~~
- ~~(18) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.]~~

[§235.133. Special Education Standards: Grades 6-12.]

- ~~(a) Special Education Standards. The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.~~
- ~~(b) Legal and Ethical Guidelines. The Grades 6-12 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; and Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:~~

- ~~(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;~~
- ~~(2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;~~
- ~~(3) demonstrate knowledge of IDEA 2004 eligibility categories;~~
- ~~(4) demonstrate knowledge of all required components of an Individual Transition Plan (ITP) as outlined in federal and state law;~~
- ~~(5) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;~~
- ~~(6) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;~~
- ~~(7) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;~~
- ~~(8) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;~~
- ~~(9) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of this title (relating to Graduation Requirements);~~
- ~~(10) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;~~
- ~~(11) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;~~
- ~~(12) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;~~
- ~~(13) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;~~
- ~~(14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;~~
- ~~(15) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;~~
- ~~(16) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;~~
- ~~(17) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;~~
- ~~(18) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;~~
- ~~(19) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;~~
- ~~(20) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;~~

- ~~(21) — interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain student progress on annual IEP goals and mastery of grade level standards to the ARD committee members;~~
- ~~(22) — prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;~~
- ~~(23) — apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for students' full participation in their education;~~
- ~~(24) — demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);~~
- ~~(25) — advocate for student participation in the IEP, ARD meetings, and transition plan;~~
- ~~(26) — foster and support students in their development of self reliance and self advocacy;~~
- ~~(27) — apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;~~
- ~~(28) — advocate for high academic and behavioral expectations for students with disabilities; and~~
- ~~(29) — demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.~~
- ~~(c) — Understanding and Addressing Each Individual's Developmental and Learning Needs. The Grades 6-12 special education teacher must:~~
 - ~~(1) — demonstrate knowledge about relevant physical and emotional development for early adolescence through early adulthood;~~
 - ~~(2) — demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision making, problem solving, impulse control, and relationships);~~
 - ~~(3) — understand the impact of exceptionalities on developmental milestones, executive functioning, and social skills;~~
 - ~~(4) — demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;~~
 - ~~(5) — demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;~~
 - ~~(6) — demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students in Grades 6-12;~~
 - ~~(7) — apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;~~
 - ~~(8) — demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;~~
 - ~~(9) — demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;~~
 - ~~(10) — apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and~~
 - ~~(11) — demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.~~

~~(d) Subject Matter Content and Specialized Curricular Knowledge. The Grades 6-12 special education teacher must:~~

- ~~(1) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;~~
- ~~(2) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade level TEKS and CCRS;~~
- ~~(3) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;~~
- ~~(4) apply content specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;~~
- ~~(5) apply understanding of the subject-matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;~~
- ~~(6) understand how to identify a learner's preferred mode of communication;~~
- ~~(7) demonstrate content specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of a range of graduation plans;~~
- ~~(8) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt curricula across contexts;~~
- ~~(9) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Grades 6-12;~~
- ~~(10) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;~~
- ~~(11) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;~~
- ~~(12) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, and specialists, to make content and instruction accessible and challenging for students at all levels of support needs;~~
- ~~(13) demonstrate knowledge of how to provide modified access to subject specific instructional materials to address individual learner needs in different contexts such as center based, home-based, and school-based classrooms, including specialized and general classrooms; and~~
- ~~(14) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.~~

~~(e) Assessment for Data-based Decision Making. The Grades 6-12 special education teacher must:~~

- ~~(1) demonstrate knowledge of different forms of assessment, their purposes, and their application to inform development of IEP and to plan instruction;~~
- ~~(2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based, problem-solving systems of intervention and instruction;~~
- ~~(3) use data from a variety of formative and summative assessments to identify learning goals, plan and adapt instruction, and monitor progress toward the learning goals;~~
- ~~(4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;~~
- ~~(5) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;~~
- ~~(6) use assessment results to design, adjust, plan, and inform instruction or intervention;~~

- ~~(7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;~~
- ~~(8) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;~~
- ~~(9) interpret a variety of evaluation data including measures of student functioning, and educational, physical, and medical needs;~~
- ~~(10) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;~~
- ~~(11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;~~
- ~~(12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;~~
- ~~(13) use the results of multiple assessments to determine students' transition needs;~~
- ~~(14) support students in understanding their own assessment data and using those results to self-monitor and self-regulate; and~~
- ~~(15) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.~~
- ~~(f) Supporting Learning Using Effective Instruction. The Grades 6-12 special education teacher must:~~
 - ~~(1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including use of supplements, technology, assistive technology, and related services;~~
 - ~~(2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;~~
 - ~~(3) design instruction to meet the individual needs of a diverse group of students based on information from various types of formative and summative assessments;~~
 - ~~(4) plan for strategic integration of technology and assistive technology into daily teaching practices based on student developmental and learning needs;~~
 - ~~(5) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;~~
 - ~~(6) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;~~
 - ~~(7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate needs;~~
 - ~~(8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;~~
 - ~~(9) plan and integrate transition-focused activities into classroom instruction;~~
 - ~~(10) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;~~
 - ~~(11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;~~
 - ~~(12) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;~~
 - ~~(13) promote the generalization of concepts and skills across content areas and educational settings;~~

- ~~(14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;~~
- ~~(15) adapt instruction and make regular changes based on data from assessments;~~
- ~~(16) demonstrate an understanding of the continuum of instructional settings and of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;~~
- ~~(17) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with high support needs;~~
- ~~(18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;~~
- ~~(19) demonstrate understanding of the potential impacts of modified curriculum on a student's graduation plan;~~
- ~~(20) use strategies to promote active student engagement;~~
- ~~(21) demonstrate a thorough knowledge of the learning processes of adolescents and teenagers; and~~
- ~~(22) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences.~~
- ~~(g) Supporting Social, Behavioral, and Emotional Growth. The Grades 6-12 special education teacher must:~~
 - ~~(1) design effective and universally accessible environments and learning experiences appropriate for students in Grades 6-12;~~
 - ~~(2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students, ages 11-22, that contribute to a positive and safe learning environment;~~
 - ~~(3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);~~
 - ~~(4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);~~
 - ~~(5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);~~
 - ~~(6) demonstrate knowledge of the key components and purposes of restorative discipline practices;~~
 - ~~(7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and actively engage students;~~
 - ~~(8) use effective procedures and routines, appropriate to students in Grades 6-12 to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;~~
 - ~~(9) use effective procedures and routines to create a physically safe, relationship-driven, and organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;~~
 - ~~(10) establish, explicitly teach, and maintain clear expectations for student behavior;~~
 - ~~(11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;~~
 - ~~(12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;~~
 - ~~(13) create an atmosphere of safety that encourages social, emotional, and physical well-being of staff and students;~~

- ~~(14) use sources of data, such as the BIP, to identify or develop effective, evidence-based, and, whenever possible, antecedent and function-based practices for class-wide or individual-level interventions;~~
 - ~~(15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;~~
 - ~~(16) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;~~
 - ~~(17) use FBA to collect data and analyze and utilize the data to design behavior intervention;~~
 - ~~(18) conform to legal and ethical guidelines for all behavioral interventions;~~
 - ~~(19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;~~
 - ~~(20) understand how factors, including family, community, exceptionalities, and trauma impact student behavior in the learning environment;~~
 - ~~(21) provide positive and constructive specific, developmentally appropriate, and explicit feedback to guide student behavior;~~
 - ~~(22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);~~
 - ~~(23) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and~~
 - ~~(24) take active measures to prevent bullying, maltreatment, violence, and sexual assault and report any instances through appropriate channels.~~
- ~~(h) Professional Learning and Collaboration. The Grades 6-12 special education teacher must:~~
- ~~(1) demonstrate knowledge of the roles and responsibilities of the Grades 6-12 special education teacher and of other professionals who deliver special education services;~~
 - ~~(2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;~~
 - ~~(3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional and behavioral needs;~~
 - ~~(4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;~~
 - ~~(5) coordinate with service providers and build student schedules;~~
 - ~~(6) implement transition activities in the IEP that include community resources and service providers;~~
 - ~~(7) mentor and supervise paraprofessionals;~~
 - ~~(8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the instructional, emotional, behavioral, and social needs of individual students;~~
 - ~~(9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;~~
 - ~~(10) understand the reciprocal relationship with general education teachers for effective and inclusive practices;~~
 - ~~(11) collaborate and consult with multi-disciplinary teams, including career and technical education, electives, and extracurriculars, to plan and implement instruction in accordance with a student's IEP;~~
 - ~~(12) select and develop resources to improve communication and collaboration with family and community;~~

- ~~(13) — coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;~~
- ~~(14) — collaborate with community service providers to address transition needs in accordance with the IEP and the ITP;~~
- ~~(15) — demonstrate knowledge of the key components of different employment models and how to provide access to community based instruction, and vocational training;~~
- ~~(16) — engage in ongoing self reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;~~
- ~~(17) — set short term and long term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;~~
- ~~(18) — demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and~~
- ~~(19) — respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.]~~

§235.135. DeafBlind Standards: Early Childhood-Grade 12.

- ~~(a) — DeafBlind Standards. The standards identified in this section are targeted for teachers of students who are DeafBlind. The standards address the discipline associated with the theory and practice of teaching students who are DeafBlind. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of DeafBlind education, characteristics of students who are DeafBlind, understandings of the needs and strengths of students who are DeafBlind, and the backgrounds and interests of individual students.~~
- ~~(b) — Foundations. The teacher of students who are DeafBlind understands the philosophical, historical, and legal foundations of DeafBlind education. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands interaction, communication, and language theories, approaches, and research that are applicable to teaching learners who are DeafBlind;~~
 - ~~(2) — understands the history of the practices, people, and events that have impacted people who are DeafBlind (congenital and acquired) and the relevance of those histories to educational practices;~~
 - ~~(3) — understands access and inclusion from the visual, auditory, and tactile perspective of a person who is DeafBlind;~~
 - ~~(4) — understands specialized roles and responsibilities of the educational team members, including learners who are DeafBlind, teachers of students who are DeafBlind, other educators, related service personnel, and family members;~~
 - ~~(5) — understands the rights of learners who are DeafBlind and their family members;~~
 - ~~(6) — understands clinical, functional, and legal definitions for eligibility of services as students who are DeafBlind/Blind/Visually Impaired/Deaf/Hard of Hearing;~~
 - ~~(7) — accesses and evaluates current related research and practices in the field of DeafBlindness for their relevance in educational practices;~~
 - ~~(8) — educates, facilitates, and collaborates with all educational team members, including family members, to ensure that the student's unique needs are being supported by all necessary team members during evaluation and instruction in home, school, and/or community settings;~~
 - ~~(9) — ensures that the educational team considers proper eligibility criteria for the student who is DeafBlind;~~
 - ~~(10) — establishes reciprocal interactions with learners who are DeafBlind; and~~

- ~~(11) — advocates for effective individualized interaction, communication, and language development.~~
- ~~(c) — Learner Characteristics. The teacher of students who are DeafBlind demonstrates understanding of the complex and unique effects of the combined vision and hearing loss as well as the strengths of the tactile sense of learners who are DeafBlind. The teacher of students who are DeafBlind:~~
- ~~(1) — understands the positive perspective of the learner who is DeafBlind, including functional hearing and vision as well as the experience of touch;~~
 - ~~(2) — understands typical child development and methods for supporting a child who is DeafBlind throughout the various stages of development;~~
 - ~~(3) — understands the critical roles of vision, hearing, and touch in learning;~~
 - ~~(4) — understands the range of vision and hearing loss of learners who are DeafBlind;~~
 - ~~(5) — understands the diversity within the culture of learners who are DeafBlind;~~
 - ~~(6) — understands the implications of combined sensory loss and the importance of the tactile sense on access to information and the environment;~~
 - ~~(7) — understands the potential isolating effects of combined hearing and vision loss upon the learner who is DeafBlind;~~
 - ~~(8) — understands the potential impact of the combined effects of hearing and vision loss upon the learner's opportunities for incidental learning;~~
 - ~~(9) — understands the potential emotional implications of combined hearing and vision loss upon the learner who is DeafBlind, including the biological impact of stress;~~
 - ~~(10) — understands the potential impact of the combined effects of hearing and vision loss and the tactile experience upon the learner's personal relationships with others, including the importance of sensory attuned reciprocal interactions, on bonding, attachment, inclusion, and friendships;~~
 - ~~(11) — understands the potential and complex effects of additional disabilities upon learners who are DeafBlind;~~
 - ~~(12) — understands the potential and complex effects of additional sensory disabilities (e.g., touch, vestibular, proprioception, taste, smell) upon learners who are DeafBlind;~~
 - ~~(13) — understands the potential effects of the age of onset (congenital vs. acquired), degrees, and/or progression of hearing and vision loss upon learners who are DeafBlind;~~
 - ~~(14) — understands the major etiologies of DeafBlindness and the possible implications on the learner who is DeafBlind;~~
 - ~~(15) — understands the potential impact of the combined effects of vision and hearing loss and tactile accessibility upon the development of concrete and abstract concepts;~~
 - ~~(16) — understands dynamic forms/modes of communication used by learners who are DeafBlind (i.e., body movements, gestures, bodily emotional traces (BETS), Visual American Sign Language (VASL), VASL adaptations, Signing Exact English (SEE), Tactile American Sign Language (TASL), speech, other manual modes);~~
 - ~~(17) — understands static forms/modes of literacy, including real objects, tactile symbols, pictures, print, braille, and digital technology;~~
 - ~~(18) — understands the structure and function of the auditory, visual, and tactile systems;~~
 - ~~(19) — understands impairments in the structure and functions of the auditory and visual systems;~~
 - ~~(20) — understands the influence of vision and hearing loss on tactile and sensorimotor development;~~
 - ~~(21) — understands the learner's social history and its impact on the learner's current biology and physiology;~~

- ~~(22) — effectively explains the impact of the combined effects of hearing and vision loss and tactile accessibility to the educational team in relation to typical development; and~~
- ~~(23) — guides the educational team to ensure the development of communication rich environments that support sensory appropriate modes of social engagement within the context of developmentally, age-, and grade-appropriate functional and meaningful activities;~~
- ~~(d) — Evaluation and Assessment. The teacher of students who are DeafBlind understands the educational evaluation and assessment processes to identify learner strengths and needs and applies appropriate formal and informal evaluation strategies to support the continuous development of all students, from birth through age 22. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands the legal protocol for administering evaluations relative to his or her certification as a teacher of students with visual impairments and/or teacher of students who are Deaf/hard of hearing;~~
 - ~~(2) — understands evaluation of communication modes/forms along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;~~
 - ~~(3) — understands the importance of a functional sensory evaluation as a foundation for accommodations, adaptations, and strategies;~~
 - ~~(4) — understands how to interpret functional evaluations and clinical assessments of vision, hearing, and medical/neurological information with reference to etiology;~~
 - ~~(5) — understands the specialized tools needed to perform evaluations of hearing and vision;~~
 - ~~(6) — understands the child guided approach for evaluation of learners who are DeafBlind;~~
 - ~~(7) — understands the evaluation of the Expanded Core Curriculum (ECC) for learners who have visual impairment, including those learners who are DeafBlind and with additional disabilities;~~
 - ~~(8) — understands how to identify a learner's preferred mode of communication;~~
 - ~~(9) — understands strategies for supporting the learner's educational team in determining appropriate modifications and accommodations of evaluations and state mandated assessments and interpreting the assessment results based on individual learning characteristics;~~
 - ~~(10) — collaborates with the educational team using learner centered evaluations and planning processes to determine appropriate program planning, instruction, and setting;~~
 - ~~(11) — conducts evaluations and ensures evaluations/assessments conducted by others are in the preferred mode(s) of communication for the individual learner who is DeafBlind;~~
 - ~~(12) — evaluates in co active, child guided, functional routines and motor sequences, as appropriate for the learner who is DeafBlind;~~
 - ~~(13) — evaluates or actively participates in conducting the functional vision evaluation, learning media assessment, communication evaluation, functional hearing evaluation, and ECC evaluation of the learner who is DeafBlind;~~
 - ~~(14) — evaluates or actively participates in evaluating the communicative intent related to observable behavior of the learner who is DeafBlind;~~
 - ~~(15) — assesses and adapts to learners' pace/timing of communication;~~
 - ~~(16) — evaluates or actively participates in evaluating communication along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;~~
 - ~~(17) — evaluates and interprets or actively participates in determining the meaning and function of the learner's formal and informal literacy medium/media;~~
 - ~~(18) — evaluates, interprets, and affirms the meaning of the learner's communicative initiatives (e.g., natural gestures, affect, bodily movements, vocalizations);~~

- ~~(19) — evaluates with consideration of physical environments, bio-behavioral states, and preferred/non-preferred sensory channels of the learner who is DeafBlind;~~
- ~~(20) — actively participates in the evaluation of tactile, proprioceptive, vestibular, and kinesthetic systems of the learner who is DeafBlind;~~
- ~~(21) — interprets evaluation results and explains current and future implications of combined vision and hearing loss of the learner to the educational team, including family members;~~
- ~~(22) — determines appropriate modifications and accommodations of evaluations and state-mandated assessments and supports the interpretation of the results based on individual learning characteristics;~~
- ~~(23) — recommends the learner for additional visual and auditory evaluations/assessments when necessary; and~~
- ~~(24) — explains the effects of specific etiologies on all sensory systems.~~
- ~~(e) — Planning for Instruction. The teacher of students who are DeafBlind plans for instructional opportunities in home, school, and community environments that are adapted to the diverse needs of learners who are DeafBlind. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands the pacing and structure of programming for short- and long-term objectives within the context of functional routines for learners who are DeafBlind;~~
 - ~~(2) — understands how to include or introduce novelty into familiar routines based on the individual needs of learners who are DeafBlind;~~
 - ~~(3) — understands the elements of planning for life-long learning in current and future environments for students who are DeafBlind;~~
 - ~~(4) — understands the importance of creating lesson plans that provide direct sensory experiences for learners who are DeafBlind;~~
 - ~~(5) — understands appropriate instructional accommodations and modifications for learners who are DeafBlind;~~
 - ~~(6) — understands the process for the development of a shared formal language with learners who are DeafBlind, based upon the learners' unique needs when planning instruction;~~
 - ~~(7) — understands the need for learners who are DeafBlind to have competent communication partners who are present and actively engaged in all activities and settings;~~
 - ~~(8) — understands how to incorporate appropriate assistive technology that enhances auditory, visual, and/or tactile functioning;~~
 - ~~(9) — understands how to select the visual, auditory, and tactile characteristics of materials needed by learners who are DeafBlind;~~
 - ~~(10) — understands how to incorporate student preferences to design motivating instructional activities;~~
 - ~~(11) — gathers, maintains, and shares descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, and progress;~~
 - ~~(12) — plans additional time for tactual modeling and exploration;~~
 - ~~(13) — plans additional time for individual learner processing and response;~~
 - ~~(14) — based on learner needs, plans instruction that includes the appropriate literacy system(s);~~
 - ~~(15) — plans extra time for conversations that facilitate the learner's anticipation of a change in routine or schedule;~~
 - ~~(16) — creates opportunities for turn-taking and serve-and-return conversational exchanges in all interactions and instructional settings;~~
 - ~~(17) — plans time for choice-making opportunities in multiple instructional settings;~~

- ~~(18) — acquires devices and materials that are required for each lesson;~~
- ~~(19) — obtains, operates, and maintains assistive technology related to vision and hearing; and~~
- ~~(20) — adapts materials to accommodate for multi-sensory needs.~~
- ~~(f) — Learning Environment. The teacher of students who are DeafBlind understands individual and group motivation and behavior in order to create a positive learning environment that encourages social interaction, active engagement, and joy of learning. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands the array of learning environments within different service delivery models;~~
 - ~~(2) — understands the importance of competent communication partners who can interact with the learner who is DeafBlind to match his/her mode of communication;~~
 - ~~(3) — understands how to facilitate a multi-modal learning environment by using the learner's functional hearing and/or vision, while also promoting the bodily/tactile sense, as prime components of information-gathering and expression;~~
 - ~~(4) — understands the potential for elements in the environment to be perceived as stressful by the learner who is DeafBlind and the impact that may cause to his/her biology;~~
 - ~~(5) — assists others in the development of trusting relationships and in becoming competent communication partners with the learner who is DeafBlind;~~
 - ~~(6) — facilitates communication and interaction to provide social and environmental access for the learner who is DeafBlind;~~
 - ~~(7) — makes appropriate adaptations to enhance the learner's auditory, visual, and tactile functioning in a variety of environments;~~
 - ~~(8) — uses appropriate assistive technology to promote the learner's access, participation, and independence;~~
 - ~~(9) — selects, adapts, recommends, or implements classroom management strategies that reflect understanding of the individual learner's needs;~~
 - ~~(10) — promotes an environment that allows learners to orient themselves, move safely, and interact positively with peers;~~
 - ~~(11) — promotes an environment that feels predictable and safe for the learner who is DeafBlind;~~
 - ~~(12) — reduces or eliminates unnecessary visual, auditory, and tactile clutter in the learning environment; and~~
 - ~~(13) — adapts the learning environment by considering the impact of the elements of the learning environment (e.g., glare, lighting, auditory input, seating position) on the learner.~~
- ~~(g) — Instructional Delivery. The teacher of students who are DeafBlind emphasizes individual student potential and uses a variety of instructional strategies to encourage the learner's feelings of connectedness, success, and independence in order to promote development of critical thinking and problem-solving skills in both the academic and expanded core curriculum to the greatest degree possible. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands how to create learning experiences to make content meaningful for each learner who is DeafBlind;~~
 - ~~(2) — understands co-active teaching principles and practices that support the competencies of the learner who is DeafBlind;~~
 - ~~(3) — understands attachment theories of human learning that support the importance of reciprocal emotional involvement and basic trust;~~
 - ~~(4) — understands the importance of learners who are DeafBlind having control and influence over their own lives as an essential aspect of well-being;~~

- ~~(5) — understands the developmental phases of dyadic interaction between the adult and the learner who is DeafBlind;~~
- ~~(6) — understands the developmental phases of triadic interaction in the shared partnership between the adult, the learner who is DeafBlind, and the external world;~~
- ~~(7) — understands how to support the development of positive self-esteem in the learner who is DeafBlind;~~
- ~~(8) — understands visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is DeafBlind and others;~~
- ~~(9) — understands the use of augmentative communication devices and other assistive technology that are appropriate for the learner who is DeafBlind;~~
- ~~(10) — understands various instructional strategies specific to and/or adapted for learners who are DeafBlind;~~
- ~~(11) — understands the development of language and literacy in the communication mode(s) of learners who are DeafBlind;~~
- ~~(12) — understands the basic principles of orientation and mobility for learners who are DeafBlind;~~
- ~~(13) — understands how to adapt and scaffold the general education curriculum for learners who are DeafBlind;~~
- ~~(14) — understands curricula specific to and/or adapted for learners who are DeafBlind, including all areas of the expanded core curriculum;~~
- ~~(15) — applies co active teaching strategies with the learner who is DeafBlind in daily routines, as appropriate;~~
- ~~(16) — applies tactile learning strategies in functional and play activities, as appropriate;~~
- ~~(17) — provides opportunities for the learner's increased proprioceptive and kinesthetic awareness during daily routines and planned activities;~~
- ~~(18) — provides opportunities for the learner to develop confidence by making choices;~~
- ~~(19) — provides the learner with opportunities for self advocacy;~~
- ~~(20) — creates opportunities for learners to initiate conversations in their preferred communication mode about their topics of interest;~~
- ~~(21) — determines and uses optimal proximity for access between the learner and communication partner(s);~~
- ~~(22) — determines optimal proximity of the learner in relation to others that will enhance participation in group activities;~~
- ~~(23) — identifies him or herself and uses salutation rituals in the mode appropriate to initiate and end interactions;~~
- ~~(24) — acts as a bridge in order to provide access to information about the environment, other interactions, and events taking place around the learner who is DeafBlind;~~
- ~~(25) — provides opportunities for the learner who is DeafBlind to observe (auditorily, visually, or tactually) conversations or interactions between others;~~
- ~~(26) — provides opportunities for co-created topics of instruction based on the learner's mode of communication and interests;~~
- ~~(27) — provides multi-modal opportunities in order to support the organization of events and the formation of mental images and holistic concepts for the learner who is DeafBlind;~~
- ~~(28) — uses scaffolding within the context of academic and functional routines to provide consistent and predictable experiential instruction for the learner who is DeafBlind;~~

- (29) — develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind;
 - (30) — uses formal language and literacy systems, as appropriate, to provide visual, tactile, and/or auditory access;
 - (31) — selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
 - (32) — develops strategies to encourage the learner to use multiple static and dynamic modes/forms of communication;
 - (33) — provides multiple opportunities to use and expand vocabulary through frequent and natural conversations;
 - (34) — modifies existing literacy materials to adjust for the learner's language level and reading media;
 - (35) — designs and makes low tech communication devices that are appropriate to the learner's needs;
 - (36) — selects and/or adapts assistive technology devices as tools for communication or to meet other learner needs;
 - (37) — provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners, as appropriate;
 - (38) — uses naturally occurring events for the learner to use and practice communication skills;
 - (39) — recommends appropriate positioning to optimize visual, auditory, and tactile functioning;
 - (40) — implements strategies to accommodate for and to improve the learner's visual, auditory, and tactile functioning based upon evaluation results;
 - (41) — supports spatial orientation strategies for the learner who is DeafBlind;
 - (42) — supports mobility techniques appropriate to the learner who is DeafBlind;
 - (43) — supports the learner who is DeafBlind to develop his/her awareness of kinesthetic and proprioceptive sensory systems as they relate to the body in the environment;
 - (44) — based upon clinical and functional evaluations, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner's visual, auditory, and tactile needs; and
 - (45) — incorporates language and literacy as part of everyday activities, according to the learner's experiences and interests.
- (h) — Collaborative Consultation. The teacher of students who are DeafBlind has knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, instructional coaching, and supportive interaction among professionals, family members, interveners, paraeducators, and learners who are DeafBlind. The teacher of students who are DeafBlind:
- (1) — understands the importance of gathering and sharing the social history of each learner who is DeafBlind and the effect it has on biological and developmental needs, including bonding and attachment with family members and primary caregivers;
 - (2) — understands the role of the intervener for individual learners who are DeafBlind to assure that the learner has optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings;
 - (3) — understands the effective use of instructional coaching strategies to support the educational team;
 - (4) — understands how to access appropriate resources that provide technical assistance at the local, state, and national levels related to the field of DeafBlindness;
 - (5) — understands how to access appropriate resources for home and community services and supports for learners who are DeafBlind and their families;

- ~~(6) interprets and explains evaluation results to the learner's educational team members, including the learner's stage of developmental communication and implementation of strategies that support positive interactions in order to build an environment that promotes bonding, attachment, and a sense of safety;~~
- ~~(7) provides information and education to educational team members, including family members, about the uniqueness of DeafBlindness;~~
- ~~(8) promotes family engagement opportunities to connect families with educational, social, and peer support within school and community settings;~~
- ~~(9) provides appropriate opportunities for peer to peer and group interactions with other individuals who are Deafblind;~~
- ~~(10) promotes the exchange of information about the learner's communication mode(s) and developmental stages with other educational team members to ensure consistency of interpretation and use of the learner's communication system;~~
- ~~(11) works with the educational team to ensure appropriate instruction is provided to peers and adults to communicate effectively with the learner in the learner's preferred communication mode;~~
- ~~(12) collaborates with educational team members to facilitate understanding of the roles and responsibilities of the intervener and to use the intervener model according to the needs of the learner in multiple environments;~~
- ~~(13) coaches the intervener and provides training to support the intervener's role and responsibilities related to the needs of the learner;~~
- ~~(14) recommends appropriate referrals to other specialists in collaboration with educational team members to assess the need for assistive devices or additional evaluations;~~
- ~~(15) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to support the learner in moving safely and independently;~~
- ~~(16) collaborates with the educational team to identify and provide support related to the learner's access to the general education curriculum;~~
- ~~(17) guides the educational team to consider appropriate modifications and accommodations needed for the learner who is DeafBlind;~~
- ~~(18) consults and collaborates with community partners and family organizations who provide care, education, early intervention services, and/or adult services to individuals who are DeafBlind;~~
- ~~(19) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is DeafBlind;~~
- ~~(20) works with the learner's educational team to create a transition plan for the learner who is DeafBlind that includes opportunities for a high quality of life beyond the educational setting; and~~
- ~~(21) develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind.~~
- ~~(i) Professional Conduct and Leadership. The teacher of students who are DeafBlind understands teaching as a profession, maintains standards of professional conduct, adheres to ethical and equitable practices, and provides leadership to improve students' learning and well being. The teacher of students who are DeafBlind:~~
 - ~~(1) understands special education laws as they relate to students who are DeafBlind;~~
 - ~~(2) understands how appropriate placement and services are determined for students who are DeafBlind;~~
 - ~~(3) understands how appropriate service intensity is determined;~~
 - ~~(4) understands the professional code of ethics for special educators and how it applies to his/her role;~~

- ~~(5) — advocates for learners who are DeafBlind and their families to obtain high quality services ranging from early intervention to transition to adult services;~~
- ~~(6) — serves as the team lead for the entire instructional team, including family members, to facilitate education, support, and collaboration in the areas unique to DeafBlindness;~~
- ~~(7) — demonstrates professional ethics and etiquette across all settings; and~~
- ~~(8) — demonstrates cultural competence across all settings;~~
- ~~(j) — Reflection and Professional Growth. The teacher of students who are DeafBlind is a reflective practitioner who has knowledge of systems, available resources, organizations, and services for students who are DeafBlind; who continually evaluates how teacher choices and actions affect learners, family members, and other professionals in the learning community; and who actively seeks ongoing opportunities to grow professionally. The teacher of students who are DeafBlind:~~
 - ~~(1) — understands local, regional, state, and national initiatives related to the field of DeafBlindness;~~
 - ~~(2) — understands the role of communities of practice in enhancing professional growth;~~
 - ~~(3) — understands the professional organizations related to the field of DeafBlindness and the benefits of memberships therein;~~
 - ~~(4) — understands the importance of professional development and its positive impact on effective practice;~~
 - ~~(5) — understands the value of ongoing reflection as a practice to improve instructional effectiveness;~~
 - ~~(6) — participates in local, regional, state, and national efforts related to the field of DeafBlindness;~~
 - ~~(7) — connects with other professionals within the field of DeafBlindness through a variety of sources, including professional organizations that focus on DeafBlindness;~~
 - ~~(8) — joins communities of practice related to the field of DeafBlindness;~~
 - ~~(9) — participates in professional development opportunities and applies the information to his or her practice; and~~
 - ~~(10) — regularly utilizes self evaluation and intentional reflection on instructional practices and adjusts strategies accordingly.]~~

ATTACHMENT III

Bilingual Special Education Educator Standards Advisory Committee Members, Standards Drafting Timeline, and Stakeholder Engagement

Bilingual Special Education Educator Standards Advisory Committee Members

Name	Title/Role	District/Program	Region
Alma Contreras-Vanegas	Assistant Professor	Sam Houston State University	Region 6
Chara Christopher	EL/Sped Instructional Specialist	Dallas ISD	Region 10
Christa Schouweiler	English II / PAP English II / ESL Teacher	Comal ISD	Region 20
Leslie Correa	2 nd Grade Bilingual Teacher	Dallas ISD	Region 10
Dr. Lizdelia Pinon	Emergent Bilingual Education Associate	Intercultural Development Research Association (IDRA)	Region 11
Minkowan Goo	Associate Professor of Special Education	Texas Woman's University	Region 10
Noemi Arnal Villalba	3 rd Grade Teacher	Dallas ISD	Region 10
Steve Przymus	Assistant Professor of Bilingual/Multicultural Education	Texas Christian University	Region 11

Bilingual Special Education Standards Advisory Committee Drafting Timeline

Since the Board's approval of the 8-member Bilingual Special Education Educator Standards Advisory Committee at the July 2022 SBEC, committee members have worked to:

- address and incorporate requirements for providing instruction to students of limited English proficiency with disabilities, as identified in HB 2256, 87th Texas Legislature, Regular Session, 2021;
- address the need for educators and related service providers to meet the needs of dually identified students across the state;
- reflect the need for educators to establish and maintain high academic and behavioral expectations for students in accordance with their IEP; and
- support efforts to address timely identification and appropriate placement for dually identified students.

The table below provides a timeline of committee work sessions.

Date	Action	Outcome(s)
August 31, 2022	TEA staff met with Bilingual Special Education Educator Standards Advisory Committee for an initial work session	Initial vision setting work completed
September 21, 2022	TEA staff facilitated second standards work session	Committee members identified key components of current Bilingual and Special Education standards for inclusion in BSE standards
October 26, 2022	TEA staff facilitated third standards work session	Committee members continued revisions to BSE standards
November 28, 2022	TEA staff facilitated work session focused on development of Standard III: Language and Literacy Development	Committee members developed standards specific to the bilingual special educator's knowledge, skills, and methodologies specific to this standard
November 29, 2022	TEA staff facilitated work session focused on development of Standard IV: Eligibility, Program Placement, and Assessment	Committee members developed standards specific to the bilingual special educator's knowledge, skills, and methodologies necessary to support the timely and appropriate identification of student eligibilities, as well as effective practices for the assessment of dually identified students
November 3, 2023	TEA staff facilitated review session of draft BSE standards	Feedback collected from committee members
February 10, 2023	Initial discussion item presented to the SBEC	
Spring 2023-Spring 2024	Internal standards revisions in alignment with newly developed technical assistance guide	
May 28, 2024	TEA staff facilitated review session of revised BSE standards to align with guidance within Dual Identified TA guide	Committee members provided initial feedback on revised standards
June 10- June 18, 2024	TEA staff hosted series of five office hours sessions	Committee members provided feedback on and proposed revisions to revised BSE standards
July 10, 2024	TEA staff facilitated final work session	Committee members provided additional feedback on revised BSE standards
August 2-August 9, 2024	Asynchronous review and approval of BSE standards	Committee members completed final, asynchronous review on updated draft of BSE standards
December 6, 2024	Discussion item presented to the SBEC	
January 14, 2025	TEA staff facilitated BSE Educator Standards Advisory Committee Office Hours Session	ESAC committee members debriefed December SBEC meeting and reviewed and discussed additional stakeholder feedback

Additional Stakeholder Engagement

Following the SBEC's December 2024 discussion of the draft Bilingual Special Education standards, TEA facilitated additional engagement opportunities for stakeholders to review and provide feedback on the draft standards.

Date	Action	Outcome(s)
January 10, 2025	Staff facilitated EPP Roundtable	Roundtable participants reviewed and provided feedback on draft BSE standards
January 10, 2025	Staff presented draft BSE standards at EPCE Stakeholder Meeting	EPCE stakeholders reviewed and provided feedback on draft BSE standards

At the February 2025 SBEC, Staff presented an updated draft of the Bilingual Special Education standards to the Board.

Discussion of Required Parental Rights Training for School District Trustees

September 11, 2025

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

SUMMARY: Senate Bill (SB) 204, enacted by the 89th Texas Legislature, Regular Session, 2025, requires the State Board of Education (SBOE) to require trustees to complete training on the rights of parents regarding the education of their children. This item is for the board to discuss the curriculum and materials for the training.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.159\(b-2\)](#), as established by SB 204, 89th Texas Legislature, Regular Session, 2025.

TEC, §11.159(b-2), requires the SBOE to require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The SBOE, with assistance from the agency, must develop the curriculum and materials for the training.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: This item is for the SBOE to discuss the curriculum and materials for the required parental rights training for school district trustees. In order to meet the April 1, 2026, statutory deadline, the training curriculum and materials will be submitted to the SBOE for review and final approval at the January 2026 meeting.

The SBOE has adopted continuing education requirements for school board members in 19 TAC Chapter 61, Subchapter A. A proposed amendment to 19 TAC §61.1 to add the parental rights training requirement will be presented to the board for consideration at a future meeting.

Staff Members Responsible:

Christopher Lucas, Director, Research, and Policy, Governance
Steve Lecholop, Deputy Commissioner, Governance

[Attachment:](#)

Text of SB 204, 89th Texas Legislature, Regular Session, 2025 as enrolled Required Continuing Education for Trustees

AN ACT

relating to a handbook on parental rights in education and training requirements on parental rights in education for a member of the board of trustees of a school district.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 11.159, Education Code, is amended by adding Subsection (b-2) to read as follows:

(b-2) The State Board of Education shall require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The state board, with assistance from the agency, shall develop the curriculum and materials for the training.

SECTION 2. Chapter 26, Education Code, is amended by adding Section 26.0025 to read as follows:

Sec. 26.0025. PARENTAL RIGHTS HANDBOOK. (a) The agency shall create and maintain a handbook that explains all rights of a parent regarding the education of the parent's child, including a student's rights that the parent may enforce on the student's behalf.

(b) The handbook must be:

- (1) written in plain language;
- (2) updated on an annual basis to reflect any relevant changes in applicable law or agency guidance; and
- (3) made publicly available in a searchable format on

1 the agency's Internet website.

2 SECTION 3. (a) Not later than January 1, 2026, the Texas
3 Education Agency shall create the parental rights in education
4 handbook required by Section 26.0025, Education Code, as added by
5 this Act.

6 (b) Not later than April 1, 2026, the State Board of
7 Education shall develop and make available the training required by
8 Section 11.159(b-2), Education Code, as added by this Act.

9 (c) Not later than September 1, 2026, a member of the board
10 of trustees of a school district who takes the oath of office before
11 January 1, 2026, shall complete the training on parental rights in
12 education required by Section 11.159(b-2), Education Code, as added
13 by this Act.

14 SECTION 4. This Act takes effect September 1, 2025.

Required Continuing Education for Trustees

September 2025

Required Continuing Education ¹	First Year in Office	Subsequent Years
1) Local District Orientation	Three hours within the first 120 days in office	N/A
2) Orientation to the Texas Education Code	Three hours within the first 120 days in office	N/A
3) Update to the Texas Education Code ²	Following each legislative session and of sufficient length to address major changes and other relevant legal obligations	Following each legislative session and of sufficient length to address major changes and other relevant legal obligations
4) Team Building (Team-of-Eight)	Three hours	Three hours each year
5) Additional Education based on the Framework for School Board Development	Ten hours	Five hours each year
6) Evaluating and Improving Student Outcomes	Three hours within the first 120 days in office	Three hours every two years
7) Sexual Abuse, Human Trafficking, and Other Maltreatment of Children	One hour within the first 120 days in office	One hour every two years
8) School Safety Training	Within the first 120 days in office	Every two years
9) Open Meetings Act (OMA)	One hour within the first 90 days in office	N/A
10) Public Information Act (PIA)	One hour within the first 90 days in office	N/A
11) Cybersecurity	Varies by provider	Each year

1. Items 1 through 8 are described in TEC, §11.159, 19 TAC §61.1, and 19 TAC §61.3. Items 9 through 11 are described in other sections of statute.

2. A board member whose first year in office coincides with the end of a legislative session and whose Orientation to the Texas Education Code (#2 above) includes major changes to the Texas Education Code, is not required to attend the Updated to the Texas Education Code (#3 above) [19 TAC §61.1(b)(3)(C)].

**Recommendation for One Reappointment to the
Fort Sam Houston Independent School District Board of Trustees**

September 12, 2025

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

SUMMARY: This item provides an opportunity for the board to consider one reappointment to the board of trustees of Fort Sam Houston Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#).

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The State Board of Education is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs, the base commander notifies the commissioner of education, in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the term of office of one board member ISD is expiring. Brigadier General Oakland recommends the reappointment of Mr. Aaron Braxton II to the Fort Sam Houston ISD Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Aaron Braxton II, to serve a term of office from September 12, 2025, to September 11, 2027, on the Fort Sam Houston Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance

Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting materials for the nominee



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



MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION
AGENCY

FROM: 502 ABW/CC
2080 Wilson Way
JBSA-Ft Sam Houston TX 78234-2362

SUBJECT: Reappointment of Mr. Aaron Braxton II to the Fort Sam Houston Independent
School District (FSHISD) Board of Trustees

1. Please consider this my formal request to reappoint Mr. Aaron Braxton II to the FSHISD Board of Trustees. Enclosed are his resume, as required by Texas Administrative Code Section 61.2a (1), along with his signed statement expressing his willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. Mr. Aaron Braxton II is eligible for reappointment under the general school laws of Texas and lives or works on Joint Base San Antonio-Fort Sam Houston. The nominee is highly qualified and in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool with seven candidates submitting packages. The membership composition of the board of trustees follows the provisions of Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the FSHISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process of appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions please contact, Ms. Andrea Black at (210) 823-6500 or andrea.black@us.af.mil.

OAKLAND.RANDY.P.1137600540
Y.P.1137600540
Digitally signed by
OAKLAND.RANDY.P.1137600540
Date: 2025.05.19 14:31:48 -05'00'
RANDY P. OAKLAND
Brigadier General, USAF
Commander

Attachment:
Mr. Aaron Braxton II Resume and Eligibility Statement



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: COL(Ret) Aaron Braxton II

Residential Address: 461 Pike Road

San Antonio

Texas

78209

Physical Address of Employer: 2450 Connell Road

San Antonio

Texas

78234

Board of Trustees Location Applying For: JBSA Fort Sam / FSHISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

Signature of Applicant

Aaron J. Braxton II

Printed Name of Applicant

January 29, 2025

Date

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

COL(R) Aaron J. Braxton II, LCDC, MSWAC, CPC

P.O. Box 340984

JBSA Fort Sam Houston, TX 78234

202.486.1515

E-mail: aaron.braxtonii@gmail.com

Integrity-driven and highly-organized change agent offering extensive experience in leading teams that emphasizes choice, independence, and dignity for each other. Extensive background in conceptualization and qualitative modeling with a wealth of practical experience in the fields of healthcare and education via process development and improvements.

EDUCATION:

Texas A&M University-Commerce – Commerce Texas

Doctoral Degree, 2024 to Present

Major: Educational Administration (K-12)

U.S. Army War College, Senior Service College - Carlisle, Pennsylvania

Master of Science Degree, 07/2022

Major: Strategic Studies (Army Strategist)

University of Pittsburgh - Pittsburgh, Pennsylvania

Master of Science Degree, 07/2010

Major: Health Information Systems

-US Army Long-Term Health Education and Training Program

Mississippi State University - Starkville, Mississippi

Educational Specialist Degree 06/2002

Major: School Counseling (CACREP Accredited)

-Aberdeen School System and Region III Mental Health Internships, Tupelo, MS

Alcorn State University - Lorman, Mississippi

Master of Science Degree, 06/2000

Major: School Counseling

-G.V. (Sonny) Montgomery VA Medical Center Internship, Jackson, MS

Austin Peay State University - Clarksville, Tennessee

Bachelors of Science Degree, 12/1997

Major: Healthcare Administration

-Gateway Medical Center Internship

WORK EXPERIENCE:

United States Medical Command & Office of the Army Surgeon General - 2450 Connell Road, Bldg 2264; JBSA Fort Sam Houston, TX

4/2024 – Present

Health Insurance Portability and Accountability Act Privacy and Compliance Officer

Duties, Accomplishments and Related Skills:

-Oversee the delivery of initial privacy training and orientation to all employees, volunteers, clinical staff, business associates, and other appropriate third parties

-Ensure a mechanism is in place for investigation and recommending actions on all complaints concerning the organization's privacy policies and procedures in coordination with other similar functions and, when necessary, legal counsel

G.W. Brackenridge High School; 400 Eagleland Drive; San Antonio, TX

5/2023 – 4/2024

Senior Army Instructor (Cadet Command)

Duties, Accomplishments and Related Skills:

- Instruct and direct all instructional and operational activities of the high school Junior Reserve Officer Training Corps (JROTC) Department
- Serve as the Department Chair and Chief Instructor of the JROTC unit
- Responsible for planning, organizing and directing military training, which involves curriculum review, determining requirements for facilities, training, equipment and supplies, planning the training phases, student flow and monitoring the overall program

Office of the Army Surgeon General; 2450 Connell Road, Bldg 2264; JBSA Fort Sam Houston, TX

07/2021 – 07/2023

Chief, Patient Administration Division (PAD) and Adviser

Duties, Accomplishments and Related Skills:

- Experience in managing personnel and special projects, to include staff synchronization for the Army's largest Direct Reporting Unit, a complex, integrated Army wide health service system dispersed across five continents with over 65,000 employees, serving over 1.5 million beneficiaries in 23 hospitals and medical centers, and numerous primary/dental care clinics
- Led and supervised 167+ personnel as the Senior PAD staff officer for OTSG and MEDCOM while advising the Army Surgeon General and other senior leaders on all matters related to PAD impacting Soldier readiness and health

McAfee U.S. Army Health Facility; 1363 Aberdeen Ave; White Sands Missile Range, NM

06/2019 – 07/2021

Chief Executive Officer / Battalion Commander

Duties, Accomplishments and Related Skills:

- Provided, trained, and maintained the only Nuclear Accident and Incident Response and Assistance emergency medical team supporting the Departments of Defense only Nuclear Surety Program and Fast- Burst Reactor
- Led the McAfee Clinic in providing primary care, behavioral health, and ancillary medical services to over 1,800 Tricare Beneficiaries, and occupational medicine to more than 7,000 personnel working across 3.2 million acres with a \$6M budget

U.S. Army Medical Command; 2748 Worth Road, Bldg. 21; JBSA Fort Sam Houston, TX

06/2018 – 07/2019

Executive Officer to the Deputy Commanding General (Operations)

Duties, Accomplishments and Related Skills:

- Executive Officer and Principal Advisor to the Deputy Commanding General for Operations (DCG-O) for US Army Medical Command on unit readiness, healthcare delivery and business operations (Quadruple Aim)
- Directly supported the DCG-O with the management and oversight to the Medical Readiness Commands the delivery of healthcare across five continents to 3.8M beneficiaries in over 450 facilities

Director, Patient Administration Systems and Biostatistics Activity; U.S. Army Medical Command; JBSA; Fort Sam Houston, TX 06/2016 – 07/2018
Executive Officer, Brooke Army Medical Center; Fort Sam Houston, TX 06/2015 – 06/2016
Chief, Clinical Operations, Kosovo (Deployed), Operation Joint Guardian; 56th Multifunctional Medical Battalion 06/2014 – 06/2015
Chief, Patient Administrative Officer, William Beaumont Army Medical Center, El Paso, Texas, 2012 – 2014
Army Student, US Army Command and General Staff College (USACGSC), Ft Leavenworth, Kansas, 2011-2012.
Chief, Patient Administrative Officer, 121st Combat Support Hospital, Seoul Korea, 2010-2011
US Army Long-Term Health Education and Training Program (LTHET), University of Pittsburgh, Master of Science, Health Information Systems, Pittsburgh Pennsylvania, 2008-2010
Chief, Patient Administrative Officer, 86th Combat Support Hospital, Mosul Iraq (Deployed), 2007-2008
Wounded Warrior Company Commander, Medical Center Brigade, Walter Reed Army Medical Center, Washington, DC, 2006-2007.
Chief, Patient Administration, Hurricane Katrina (Deployed), 21st Combat Support Hospital, 2005
Chief, Patient Administration Division, DeWitt Army Community Hospital, FT Belvoir, VA, 2003-2006
Medical Platoon Leader, 2/72 Armor Battalion, The Republic of Korea, 2002-2003.
Battalion S1, 3297th Combat Support Hospital, Fort McPherson, GA, 2000-2002 (Army Reserve)
School Counselor and Therapist, Region III Mental Health, Aberdeen Elementary School - Tupelo, Mississippi, 2000-2002

SCHOOL BOARD TRUSTEE:

-Fort Sam Houston Independent School District – Vice President

BOARD CERTIFICATION AND CLEARANCE:

Lean Six Sigma, Green Belt Recipient (2012)
 National Association of Forensic Counselors (active)
 -Certified Chemical Dependency Counselor; # 23916
 -Certified Master Social Work Addictions Counselor; # 23916
 American Academy of Professional Coders
 -Medical Coder Certified
 Top Secret / Sensitive Compartmented Information Clearance (TS/SCI)

LICENSE:

Texas Department of State Health Services
 -Licensed Chemical Dependency Counselor (LCDC); # 14075
 Louisiana Department of Education
 -School Counseling; AN 509856

NCAA Division 1 Athlete (Tennis) - Southwestern Athletic Conference

Alcorn State University from 1992-1995
 Earned athletic scholarship each year
 1993-1994 All Conference 2nd Team Doubles

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

September 12, 2025

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

SUMMARY: This item provides an opportunity for the board to consider one reappointment and one appointment to the board of trustees of Randolph Field Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member. The appointment is necessary due to the resignation of one board member.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#).

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs, the base commander notifies the commissioner of education in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the term of office of one board member of Randolph Field ISD has expired and one board member has resigned. Brigadier General Oakland recommends the reappointment of Mr. Peter Duffy and the appointment of Mr. David Megeath to the Randolph Field ISD Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointment of Mr. Peter Duffy and the appointment of Mr. David Megeath to serve terms of office from September 12, 2025, to September 11, 2027, on the Randolph Field Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance
Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting materials for the nominees



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



MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION
AGENCY

FROM: 502 ABW/CC
2080 Wilson Way
JBSA-Ft Sam Houston TX 78234-2362

SUBJECT: Reappointment of Mr. Peter Duffy and Appointment of Mr. David Megeath to the
Randolph Field Independent School District (RFISD) Board of Trustees

1. Please consider this my formal request to reappoint Mr. Peter Duffy and appoint Mr. David Megeath to the RFISD Board of Trustees. Enclosed are their resumes, as required by Texas Administrative Code Section 61.2a (1), along with their signed statement expressing their willingness to accept the appointments and serve in full adherence to the established state standards for school board members.
2. Mr. Peter Duffy is eligible for reappointment and Mr. David Megeath is eligible for appointment under the general school laws of Texas and lives or works on Joint Base San Antonio-Randolph. The nominees are highly qualified and would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool with 5 candidates submitting packages. The membership composition of the board of trustees is in compliance with the provisions of the Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the RFISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process for appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions, please contact Ms. Angela Green at (210) 219-8025 or angela.green.8@us.af.mil.

OAKLAND.RAND
Y.P.1137600540

Digitally signed by
OAKLAND.RANDY.P.113760054
0
Date: 2025.05.19 14:31:07 -05'00'

RANDY P. OAKLAND
Brigadier General, USAF
Commander

2 Attachments:

1. Mr. Peter Duffy, Resume and Eligibility Statement
2. Mr. David Megeath, Resume and Eligibility Statement



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: **Peter J. Duffy**

Residential Address: **11904 Trail Hollow**

Schertz

TX

78154

Physical Address of Employer: **1050 5th Street E**

TX

TX

78150

Board of Trustees Location Applying For: **Randolph Field ISD**

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- e I am qualified under the general school laws of Texas and live or am employed one JBSA.e
- e I attest the contents of my resume.e
- e I am a qualified voter.e
- e I willingly accept the appointment to the Board of Trustees and will serve in this capacitye with full adherence to the state established standards on the duties and responsibilities ofe school board members.e


Signature of Applicant

9 April 2025
Date

Peter J. Duffy
Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

RFISD SCHOOL BOARD TRUSTEE APPLICATION

1. Personal Data

- a. Name/rank: **Peter J. Duffy/Lt Col O-5, retired/GS-13**
- b. Address: **11904 Trail Hollow, Schertz, TX 78154**
- c. Phone: **Work (210) 565-7104; Cell (662) 352-4328**
- d. If military, date assigned to Randolph AFB: **Mar 2016-Jan 21. TAFMSD: 21 years**
- e. Qualification: **Military retired/Civilian instructor pilot, 435th FTS, JBSA-RND: Lt Col Ret., GS-13/Date: 19 Feb 2021-Current.**
- f. Children in RFISD: **Since Mar 16 my son, Aiden Duffy, has been enrolled in RFISD and is currently a 12th grade high schooler at RHS. Since Aug 17-present my youngest daughter, Emma Duffy, has been enrolled in RMS and is currently a 7th grader.**

2. Status

- a. Education: **Bachelors of Science in Geography; Masters of Political Science and International Relations; Masters of Military Art/Operational Science**

- b. Professional or personal experience that would be an asset to you as a school board trustee:

I am a Randolph High School graduate, class of '95. I attended RES, RMS, and RHS, so am well versed in the outstanding education RFISD provides. I was a student council member as a student as well as a multi-sport athlete including football, baseball, basketball, and tennis. I was humbled and privileged to have been inducted into the Ro-Hawk Hall of Fame. Twenty-one years after graduating and leaving for college, fate brought me back to Randolph AFB as part of my military career. I knew from the instant I was notified of the assignment that I wanted my kids to go to school there so they would be afforded all the wonderful opportunities I was lucky enough to have had. The opportunity to help ensure Randolph stays at the pinnacle of education is my motivation to apply for School Board membership.

In my career experiences, I have been the director in charge of operations for a fighter squadron consisting of over 50 members as well as 50+ aircraft. I have had to work under pressure flying in combat operations in Operations Iraqi Freedom and Operation Enduring Freedom. I was a liaison embedded with the US Embassy to a Gulf Partner nation during Operation Inherent Resolve helping to fight against ISIS. I served as the 12th Flying Training Wing Director of Staff and directly supervised over 20 personnel as well as oversaw the day to day activities and requirement of a Wing consisting of over 1500 personnel, spanning across four different geographic locations from Colorado to Florida. My last military assignment was as the Commander of the 12th Training Squadron, overseeing over 7,000 personnel spanning from west to east coast. The 12 TRS was the only undergraduate and graduate combined flying training squadron with administrative

control over flying training pipelines inclusive of navigators, remotely piloted aircraft pilots and sensor operators, pilot instructor trainees and fighter candidate trainees, as well as international partner students.

As an alumni, I enjoy taking my family to Ro-Hawk events when the opportunity presents itself. My family and I attend Impact Church Schertz where we actively participate in a Life Group class. Much of my life has revolved around RFISD and RAFB both personally and professionally and I believe I can continue to be a beneficial member to the team if re-elected to be a School Board Trustee of RFISD in which I have served since 2019.

3. Supervisor/reference:

a. Name/rank: John Lowe, Lt Col

**b. Address: 1150 5th Street East
JBSA-Randolph TX 78150**

c. Phone: (210) 565-0435

4. Why do you want to serve as a school board member? To continue to help make RFISD the best possible district it can be. Quality education for the children is the driving motivational factor for all of this. Over the years RFISD has set a very high educational and moral standard. I want to help continue this noble tradition. Our children have been in five different school districts in three states. With the experiences I've gained with the Air Force and the different schools our children have encountered, I feel I can bring a wide variety of experience and knowledge to the table. We live behind the base. This is our home and as such I will be a stable member. I attended the school in the 1990s with positive results and I believe I can continue to do the same if I'm re-elected to be a school board member of RFISD.



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: David Joe Megeath

Residential Address: 46 Outer Octagon

Randolph AFB

78150

Physical Address of Employer:

46 Outer Octagon

Randolph AFB

78150

Board of Trustees Location Applying For: RFISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

David J. Megeath

Digitally signed by David J.
Megeath
Date: 2024.05.29 08:38:01 -06'00'

Signature of Applicant

29 May 2024

Date

David J. Megeath

Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

David Megeath
46 Outer Octagon
Universal City, Tx. 78148
210-273-9357
davemegeath@outlook.com

27 May 2024

Dear, RFISD School Liaison Program Manager:

I am contacting you regarding the upcoming openings on the RFISD Board of Trustee. I currently reside on base and have had 3 Children graduate from Randolph and 2 currently enrolled in RFISD. My background in supervising, managing, and coordinating maintenance Training System Requirements Analysis for many customers within the Air Force, along with my professional experience as a Training Program Manager and Continuous Process Improvement, makes me an excellent candidate for this position.

As you will see from the enclosed resume, I have vast experience in Training System Requirement Analysis. My resume shows that I have been consistently rewarded for hard work with promotions and increased responsibilities. These rewards are a direct result of my expertise as a training system requirements analyst, my commitment to personal and professional excellence, and my excellent written and oral communication skills.

If you have questions, or if you want to schedule an interview, please contact me at 210-273-9357. *I look forward to meeting you to further discuss this opportunity.*

Sincerely,

David Megeath

David Megeath

Mobile: 2102739357

Email: davemegeath@outlook.com

HIGHLIGHTS OF QUALIFICATIONS:

Military trained maintenance professional with 20 years of maintenance operations combined with 8 years of maintenance training experience. Conducted Training Needs Assessment for Air Mobility Command (AMC) aircrew training, spanning 7 airframes and 13 crew positions. Identified commonalities to implement fleet wide to standardize aircrew training. Built training plans and conducted classroom training for over 600 tasks ranging from simple maintenance practices to advanced troubleshooting on complex aircraft communication, electrical, hydraulic, bleed air, and engine systems. Well-rounded maintenance background. In-depth experience with preventative maintenance, root-cause analysis/failure analysis and process improvement implementation. Qualified mechanic spanning C-5, C-17, and C-130 airframes. Amassed over 2500 hours as a flying crew chief demonstrating vital system knowledge and mechanical experience. Experienced interpreting and implementing human resource policies. Exceptional organizational and time management skills; able to multi-task and work in a fast-paced, high-volume environment. Able to work effectively with all levels of management and people of various cultural backgrounds. Excellent verbal, written/interpersonal communication skills; experience providing elevated levels of internal and external customer service. Proficient with Microsoft Office applications. Innovative and Continuous Process Improvement (CPI) trained.

Experienced in facilities maintenance and upkeep to include HVAC, electrical, communications and plumbing systems. Maintained grounds to include irrigation systems, snow removal plans and equipment. Well versed as a transmission rebuilder specializing in hydrostatic automatic transmissions.

Work Experience:**Science Applications International Corp. (SAIC)**

Universal City, TX 78148 United States

1/2022 - Present

Hours per week: 40

Training Analyst Senior Principal**Duties, Accomplishments and Related Skills:**

Support the US Air Force Agency for Modeling and Simulation (AFMS) program conducting Training Needs Assessments (TNA) and Training System Requirement Analysis (TSRA). Build and conduct surveys to select appropriate instructional media based on desired training objectives. Validate new media and training operating systems for compatibility with current trainers and operating systems. Validate instructional methods and alternatives to support the development of training system implementation and development plans. Work with instructional system developers to analyze instructional strategies. Assists in the sequencing and development of training system assets to include software and hardware.

TEPA LLC

Randolph AFB, TX 78150 United States

11/2022 – 1/2022

Hours per week: 40

Training Program Manager**Duties, Accomplishments and Related Skills:**

Qatar F-15 Maintenance Training Program Manager. Manage aircraft maintenance training of foreign military students as they train in the USA and Qatar. Develop training paths that will be followed by the Qatar Emiri Air Force (QEAF). Conduct training needs assessments to determine training deficiencies. Implement procedures and practices to fix and improve training deficiencies. Review and approve lesson plans provided by contractor validating data rights, foreign disclosure, relevancy, test, answers, and accuracy of the lesson data. Well versed and trained in the Instructional System Design (ISD) process. Manage Mobile Training Teams (MTT) that will train students in Qatar. Provides training instruction as required. Ensure all training material follows the ISD process and is taught accordingly.

Head Quarters Air Education and Training Command Studies and Analysis Squadron
Randolph AFB, TX 78150 United States

08/2016 – 10/2020

Hours per week: 40

Maintenance Training Requirements Section Chief

Duties, Accomplishments and Related Skills:

Lead analyst assigned to Air Education Training Commands aircraft training acquisition design and development team. Managed JSTARS, T-X, GBSD and KC-46 acquisition and training requirement analysis. Analyzed over 150,000 tasks providing framework for maintenance training requirements of 4 new multimillion-dollar programs. Developed maintenance training documents and procedures to be used in the instruction and maintenance training for 4 newly acquired airframe. Authored reports advising major command senior leadership of acquisition training and production requirements to include type of instruction and how the instruction should be presented. Continuous Process Improvement oriented. Drove CPI event on the TSRA process, revamped Access database and internal process cut 4 months off overall TRSA timeline.

27 Special Operations Wing Maintenance Group

Cannon Air Force Base

Cannon AFB, NM 88101 United States

06/2013 - 08/2016

Hours per week: 40

Maintenance Operations Center Senior Controller

Duties, Accomplishments and Related Skills:

Directed daily operations of the Maintenance operations Center synchronizing scheduled and unscheduled maintenance efforts for the maintenance group. Tracked resources consisting of 100 assigned aircraft valued at \$4.3 billion. Produced daily aircraft summary reports for wing and headquarter leadership to assess combat capabilities. Managed 12-person team that ensures daily flying and maintenance scheduling deviations are documented in accordance with Air Force and

Local policies. Conducted initial and upgrade training for all assigned personal. Emergency response liaison with responding agencies and senior leadership for mishaps and incidents affecting groups assets.

27 Special Operations Aircraft Maintenance Squadron

Cannon Air Force Base

Cannon AFB, NM 88101 United States

01/2012 - 06/2013

Hours per week: 40

Flight line Expeditor

Duties, Accomplishments and Related Skills:

Supervised and controlled flight line maintenance operations for 200 maintainers spanning eight different career fields and 12 aircraft worth \$1.7 billion. Conducted on the job Training of newly assigned personal. Determined and reported aircraft status changes to the Maintenance Operation center and ensured scheduled and unscheduled maintenance actions are accomplished.

Coordinated with other agencies for repair actions and set priorities for completion. Directed all ramp housekeeping, security, refuel, and fleet service actions. Deployed in support of worldwide taskings. Performed in process inspections of maintenance being performed.

27 Special Operations Wing Aircraft Maintenance Squadron

Cannon Air Force Base

Cannon AFB, NM 88101 United States

05/2010 - 12/2012

Hours per week: 40

First Sergeant

Duties, Accomplishments and Related Skills:

Responsible for the health, morale, and welfare of 690 enlisted personnel spanning five diverse aircraft maintenance units. Counseled members on personal, financial, domestic, and duty related issues, worked to achieve resolution and improvement in each area. Managed professional Education selections and oversaw the squadron dormitories. Prepared packages involving separations, reenlistment, promotion, demotion, judicial and non-judicial punishments.

27 Special Operation Aircraft Maintenance Squadron

Cannon Air Force Base

Cannon AFB, NM 88101 United States

06/2009 - 05/2010

Hours per week: 40

Flight Chief

Duties, Accomplishments and Related Skills:

Directed and managed 66 aircraft technicians that maintained assigned aircraft. Provided quality maintenance production in support of 12 MC-130 W dragon spear aircraft valued at \$762 Million. Established priorities for training and ensured deployment and combat readiness of assigned personnel. Maintained maintenance qualifications to include engine run and other special certification tasks. Supplied mission capable aircraft tasked to conduct special operations in support of Air Force Special Operations Command directives.

436 Maintenance Operations Squadron

Dover Air Force Base

Dover, DE 19901 United States

05/2005 - 06/2009

Hours per week: 40

Maintenance Training Instructor

Duties, Accomplishments and Related Skills:

Primary airframe and powerplant instructor. Provided classroom training on 615 core and duty position tasks to over 1,000 members. wrote and validated plans of instructions and lesson plans. Ensured technical accuracy and that interim changes were updated in all teaching material. Trained in and applied Instructional System Development (ISD) process in building and maintaining course material. Determined and evaluated training resource constraints. Implemented computer-based training and testing program. Key consultant and proctor for 13 wing aircraft maintenance courses.

436 Aircraft Generation Squadron

Dover Air Force Base

Dover, DE 19901 United States

01/2000 - 05/2005

Hours per week: 40

Aircraft Crew Chief

Duties, Accomplishments and Related Skills:

Provided en-route and home station maintenance support for assigned aircraft. Regularly accompanied assigned aircraft on home station missions, often to locations where little to no maintenance support is available. Directed launch, recovery, servicing, and repairs for wartime,

contingency, and training missions. supervised and or preformed inspection, functional checks, troubleshooting and removal and replacement of aircraft components. practiced supply discipline and ensured accountability for tools and recoverable supplies. Maintained housekeeping, safety, security, and environmental control standards.

Evanston Regional Hospital

190 Arrowhead Drive

Evanston, WY 82930 United States

05/1996 - 09/1999

Hours per week: 40

Maintenance Technician

Duties, Accomplishments and Related Skills:

Maintained grounds of hospital to include sprinkler /irrigation system. Maintained lawn and snow removal equipment. Helped with minor construction and repairs needed, to include heating and cooling. Changed filters on heating and cooling systems. Performed preventive maintenance and safety inspections.

AAMCO Transmissions

270 W 600 S

Salt Lake City, UT 84101 United States

01/1995 – 04/1996

Hours per week: 40

Technician

Duties, Accomplishments and Related Skills:

Diagnosed, removed, and repaired, replaced transmissions. Mainly worked on automatic hydrostatic transmissions but did venture into manual transmissions as well. Proficient with shop tools and equipment. Trained in safety procedures in shop environment.

**Recommendation for Two Reappointments and One Appointment to the
Lackland Independent School District Board of Trustees**

September 12, 2025

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

SUMMARY: This item provides an opportunity for the board to consider two reappointments and one appointment to the board of trustees of Lackland Independent School District (ISD). The reappointments are necessary due to the expiration of the terms of office of two board members. The appointment is necessary due to the resignation of one board member.

STATUTORY AUTHORITY: Texas Education Code (TEC), [§11.352](#).

TEC, §11.352 authorizes the State Board of Education (SBOE) to appoint school board members in special purpose school districts.

The full text of statutory citations can be found in the link above.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBOE is statutorily authorized to appoint board members for military reservation independent school districts. Trustees so appointed hold office for two years and until their successors are appointed and qualified. Enlisted military personnel may be appointed to the board; however, a majority must be civilians, and all may be civilians. When a vacancy occurs, the base commander notifies the commissioner of education, in compliance with TEC, §11.352, and recommends candidates for appointment.

Brigadier General, United States Air Force, Randy P. Oakland, has notified the commissioner that the terms of office of two board members of Lackland ISD have expired and one board member has resigned. Brigadier General Oakland recommends the reappointment of Mrs. Jere M. Pace and Mr. John A. Sheehan and the appointment of Mr. Zachary S. Dean to the Lackland ISD Board of Trustees.

MOTION TO BE CONSIDERED: The State Board of Education:

Based on Brigadier General Oakland's recommendation, approve the reappointments of Mrs. Jere M. Pace and Mr. John A. Sheehan and the appointment of Mr. Zachary S. Dean to serve terms of office from September 12, 2025, to September 11, 2027, on the Lackland Independent School District Board of Trustees.

Staff Members Responsible:

Steve Lecholop, Deputy Commissioner, Office of Governance
Christopher Lucas, Director, Research and Policy, Office of Governance

[Attachment:](#)

Correspondence from Brigadier General Oakland that includes biographical information and supporting materials for the nominees



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



MEMORANDUM FOR MR. MIKE MORATH, COMMISSIONER, TEXAS EDUCATION
AGENCY

FROM: 502 ABW/CC
2080 Wilson Way
JBSA-Ft Sam Houston TX 78234-2362

SUBJECT: Reappointment of Mrs. Jere M. Pace and Mr. John A. Sheehan plus Appointment of Mr.
Zachary S. Dean to the Lackland Independent School District (LAKISD) Board of Trustees

1. Please consider this my formal request to reappoint Mrs. Jere M. Pace and Mr. John A. Sheehan, and appoint Mr. Zachary S. Dean to the LAKISD Board of Trustees. Enclosed are their resumes, as required by Texas Administrative Code Section 61.2a (1), along with their signed statement expressing their willingness to accept the appointments and serve in full adherence to the established state standards for school board members.
2. Ms. Jere M. Pace and Mr. John A. Sheehan are eligible for reappointment and Mr. Zachary S. Dean is eligible for appointment under the general school laws of Texas and lives or works on Joint Base San Antonio-Lackland. The nominees are highly qualified and would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool with 5 candidates submitting packages. The membership composition of the board of trustees is in compliance with the provisions of the Texas Education Code 11.352.
3. I recognize the power of the Board of Trustees to govern and manage the operations of the LAKISD and recognize that my role as the commanding officer of the 502d Air Base Wing, in the process for appointing the Board of Trustees, is limited to the duty defined by statute.
4. Thank you for your support of our school district. If you have any questions, please contact Ms. Sherrie Walker at (210) 671-8388 or sherrie.walker@us.af.mil.

OAKLAND.RAND
Y.P.1137600540
Digitally signed by
OAKLAND.RANDY.P.113760054
0
Date: 2025.05.19 14:32:26 -05'00'

RANDY P. OAKLAND
Brigadier General, USAF
Commander

3 Attachments:

1. Mrs. Jere M. Pace, Eligibility Statement and Resume
2. Mr. John A. Sheehan, Eligibility Statement and Resume
3. Mr. Zachary S. Dean, Eligibility Statement and Resume



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Jere Madeline Pace

Residential Address: 7914 Milton Favor, San Antonio TX 78254

Physical Address of Employer: 102 Hall Blvd, Suite 119, Joint Base San Antonio-Lackland,
TX 78243

Board of Trustees Location Applying For: Lackland Independent School District

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

PACE.JERE.MADELIN
E.1241380269

Digitally signed by
PACE.JERE.MADELINE.1241380269
Date: 2025.04.17 11:33:23 -05'00'

Signature of Applicant

17 Apr 25

Date

Jere Madeline Pace
Printed Name of Applicant

***Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly.
Form must be completed prior to setting up your interview with the selection board.***

Jere M. Pace

7914 Milton Favor, San Antonio, TX 78254

Office: COMM (210) 977-6092, DSN 969-6092; Home: (210) 589-3566

Work E-mail: jere.pace.1@us.af.mil; Home E-mail: jerelazard@yahoo.com

**Manpower & Personnel Professional / Leadership & Execution / Strategic Development /
Program Management / Organizational Design / Continuous Improvement/ Total Force Integration**

PROFILE

Strategic, results-oriented manpower and personnel professional with 23 years of experience. Proven leader with the ability to identify and capitalize on individual strengths, motivate teams, and implement visions to achieve desired goals. Core competencies include:

**Leading People
Leading Change
Personnel Management**

**Delivering Results
Senior Leader Management
Cross-functional Engagement**

**Building Coalitions
Managing AF & Intel Funding
Budget Management**

CURRENT POSITION

Chief, Manpower and Reserve Affairs Division, GG-0343-14

September 2021 to Present

Employer: Headquarters 16th Air Force (Air Forces Cyber), Directorate of Manpower and Personnel (A1)

102 Hall Blvd, Suite 119, San Antonio, TX 78243

Supervisor: Lt Col Richelle N.J. Hill, COMM (210) 977-3511 or DSN 969-3511, may be contacted

Serves as the Air Force Service Cryptologic Element (AF/SCE), Intelligence Community (IC) and Air Forces Cyber (AFCYBER) expert in manpower requirements management and reserve affairs to include requirements development, measurement, validation, and utilization. Represents 16 AF in meetings and negotiations with senior decisions makers and planners from other MAJCOMs, Air Staff, Combatant Commands, DoD, National Security Agency (NSA), Defense Intelligence Agency (DIA), National Reconnaissance Office (NRO), National Geospatial Intelligence Agency (NGA), other governmental agencies, and congressional staff members. Oversees 16 AF's Servicing Manpower Office (organization, resources and requirements capability, etc.) responsible for supporting the NAF's global staff and enterprise comprised of >49K Total Force billets (e.g., Regular Air Force (RegAF), Reserve, Guard, Civilian (CES, DCIPS and GS), and Contractors). Leverages technical expertise to formulate recommendations for 16 AF Senior military (3 2, and 1-star General Officers) and civilian (Senior Executive Service) leadership's consideration and execution. Ensures the proper utilization of manpower resources funded by Air Force POM, Military Intelligence Program (MIP), Consolidated Cryptologic Program (CCP), General Defense Intelligence Program (GDIP) and the National Geospatial Program (NGP). Functional and central manager for 16 AF's Individual Mobilization Augmentee (IMA) program and manages all IMA manpower and assignment actions and tracks the status of IMAs assigned across the enterprise to ensure effective active force support in peacetime and mobilization readiness in wartime. Manages the NAF staff's diverse Military Personnel Appropriations (MPA) program and man-day programming process. Member of 16 AF/CA's Civilian Personnel Advisory Team, attending weekly meetings to develop COAs and business rules impacting NAF-wide civilian positions and personnel. Supervises a division comprised of 2 lower-graded Management Analysts (GG-13 and GG-12), a Reserve Affairs Specialist (GG-12) and a Personnelist (MSgt, IMA). Promotes a productive environment centered on clear, timely communication and trusted products and counsel.

***Notable: Served as Acting 16 AF/A1 Deputy Director from February 2022 to July 2022**

Key Accomplishments:

- Expertly built FOC UMDs for six 16 AF Directorates--vital in the normalization of the AF's first-ever Information Warfare (IW) NAF. Co-authored first of two 16 AF FOC OCRs; secured HAF approval ahead of schedule--ensured the proper organizational alignment of manpower and personnel based on 16 AF/CC direction.
- Flawlessly executed mission realignment involving 16 AF/A6, 616 OC, 616 ACOMS, and 690 ISS; authored OCR and actioned approved MCR impacting more than 150 funded billets--16 AF/CC vision realized.
- Lead 16 AF IMA Manpower Analyst; reviewed/processed MCRs approved by AFRC--led to immediate funding of 16G shortfalls in 16 AF/CS and 16 AF/A3.
- Analyzed NSA/CSS's proposal to establish new CSG operation; analysis and course of action accepted by 70 ISRW leadership--strengthened AF SCC partnership with key IC Partner
- Realigned scarce Lt Col grade from HQ 16 AF to IW enterprise; updated 690 ISS/CC billet from Maj to Lt Col--created commensurate leadership representation for a growing unit with expanded mission areas
- Defended 20 NSA-funded CIV billets targeted for reinvestment; analysis ID'd flaws in NSA's selection criteria--zero HQ impact.
- Expertly advised HQ ACC and Air Force Cryptologic Office on how to implement the 2022 Joint Duty Assignment Listing (JDAL) Revalidation and Certification Board Results; ensured results did not adversely impact incumbents and inbound officers.
- Analyzed and commented on numerous manpower proposals impacting over 200 organizations NAF wide; resulted in strong partnerships with mission and support program managers.
- Manpower resources expertise. Guided/directed HQ manpower document review to re-baseline for accuracy.
- Led manpower billet review. Reallocated to address emerging leadership high priority mission requirements.
- Oversaw multiple reorganizations of HQ 16 AF (AFCYBER) and subordinate units. Aligned HQ structure and manning with current mission requirements.
- Routinely interpret AF, Joint Staff, OSD, and NSA policies and business rules. Provided subordinate units direction and ensures compliance.
- Quickly actioned all civilian billet vacancies in 16 AF/A1M. All recruitment and hiring actions completed in less than 45 days.
- Optimized use of resources. Led reorganization of 616th Operations Center. Streamlined the organization by flattening the organization structure creating clearer lines of control and communication. Improved production and morale.
- A1M team reviewed and coordinated on 200+ Local Coordination Sheets for civilian hiring actions--ensured all billets and organizational details were correct ahead of release to AFPC.
- With NAF Staff Unit Reserve Coordinator role assigned to A1M, ensured the 2-member team provided superior support to 100+ ARC personnel assigned CONUS and OCONUS units.
- As Health Protection Condition (HPCON) levels in the JBSA-Lackland area improved, leaned forward, and established a predictable blended in-person/telework schedule for A1M that allowed personnel to manage personal and professional obligations.
- Established Division-level battle rhyme events to synchronize the manpower and reserve affairs teams; created a collaborative environment between two distinct teams--yielded tangible gains in the handling of IMA-related manpower and personnel actions.
- Ensured all A1M civilians created or updated their Individual Development Plans; encouraged members to identify short and long-term development/training opportunities.
- Provided subordinate/workforce oversight—team, supervise, mentor, and provide feedback. Rate, approve timekeeping, leave, overtime, and recommend/approve monetary and time-off awards.
- Routinely created briefings, information papers, etc. for internal and external General Officer/Flag Officer consumption. Effective speaker and careful listener. Routinely discussed/briefed issues at the 1, 2, 3, and 4-star and SES level.

OTHER PROFESSIONAL EXPERIENCE

Individual Mobilization Augmentee (IMA) to 16th Air Force Section Commander

May 2020 to Present

Employers: HQ 16th Air Force (Air Forces Cyber) and Air Force Reserves (assigned to RIO Det 6)

Rank & AFSC: Capt, 038F4 (Force Support Officer)

Supervisor: Maj Jalcesa T. Tachic, DSN: 969-6889/COMM: (210) 977-6889, may be contacted

Serves as IMA to Numbered Air Force (NAF) Section Commander. Strategic advisor to the NAF Commander on any personnel-related tasks, policies, and/or procedure in accordance with Air Force Instruction 1-2, and assist the NAF Commander in improve the unit and complete the mission responsibilities. Provides oversight to CSS personnel and ensures the execution of daily operations to include unit personnel and other commander directed programs.

Senior Manpower Analyst, GG-0343-13

December 2013 to September 2021

Employer: HQ 16th Air Force (Air Forces Cyber), Directorate of Manpower and Personnel (A1)

102 Hall Blvd, Suite 249, San Antonio, TX 78243

Supervisor: Mr. Renato Queza (retired)

Served as the Air Force Service Cryptologic Component (AF/SCC) senior advisor regarding manpower requirements and organization management. When required, served as 16 AF Manpower and Reserve Affairs Division Chief, and oversaw the Division's functions and staff. The lead manpower expert on requirements management to include requirements development, measurement, validation, and utilization. Utilizes Air Force and commercial qualitative and quantitative techniques to apply principles, concepts, methodologies, and procedures of managing manpower resources, requirements, and organizational constructs. Conducted commander-directed manpower assessments to ensure the most efficient and effective utilization of scarce manpower resources. Formulated recommendations on manpower requirements processes, manpower utilization, and manpower programmatic for the IC, ACC, other MAJCOMs, and 16 AF Staff and subordinate units. Represented 16 AF/A1 while attending high-level planning and decision meetings held locally, at designated locations, or via secure video teleconferences. Tracked changes to >49K Total Force enterprise comprised of military (e.g., RegAF, Reserve, and Guard), civilian, and contractor billets. Resolved a full range of complex manpower initiatives using knowledge of manpower policies and directives. Ensured all assigned MCRs and OCRs are completed in accordance with AF instructions and policies. 16 AF Reserve Affairs duties included IMA manpower change requests, Colonel and Chief billet and grade management, and MPA manpower requirements validations. Provided 16 AF with short term, skilled manpower when RegAF components were not available or insufficient. To complete queries, thoroughly researched and coordinated assigned special projects and taskers to meet designated commitments and suspenses. Delivered findings and recommendations to taskers by formulating reports, position papers, and briefings. Organized, built, and leveraged organizationally appropriate collaborative networks of coworkers, peers, customers, stakeholders, and teams within organizations across the Air Force and Defense Intelligence Components. Trained and advised functional area managers and program managers on UMD management, manpower policies, and functions. Maintained a working knowledge of personnel management, EEO, safety, and security regulations, practices, and procedures. Coordinated on resolution of AFPOM, MIP, and NIP manpower issues and initiatives. Enabled 16 AF/A1's mission to deliver Manpower and Personnel services to organize, train, and equip global 16 AF Airmen across nine wings and two centers.

Lead Consolidated Cryptologic Program (CCP) Manpower Analyst, GG-343-12, June 2011 to December 2013
Employer: HQ AF Intelligence, Surveillance, and Reconnaissance Agency (AFISRA), Directorate of Manpower and Personnel (A1)
248 Kirknewton, Suite 317, San Antonio, TX 78243
Supervisor: Mr. Renato Queza (Retired)

NCOIC, Requirements Branch, MSgt/3F371, March 2008 to June 2011
Employer: HQ AF Intelligence, Surveillance, and Reconnaissance Agency (AFISRA), Directorate of Manpower and Personnel (A1)
248 Kirknewton, Suite 317, San Antonio, TX 78243
Supervisor: Mr. Renato Queza (Retired)

SECURITY CLEARANCE: TS/SCI with current Counterintelligence (CI) Polygraph

EDUCATION:

Webster University, June 2017
M.A. Degree. Management and Leadership

Park University, October 2012
B.S. Degree, Human Resource Management

Community College of the Air Force, April 2008 Associate
Degree. Human Resource Management

PROFESSIONAL MILITARY EDUCATION/TRAINING:

- Initial Force Support Officer Course (IFSOC), 335th Training Squadron, 8 weeks, Feb 2021
- Total Force Officer Training (Commissioning Program), 12 weeks, Commissioned 22 May 2020
- Air Command and Staff College (ACSC) Distance Learning (DL) 6.0., 249 hrs, May 2019

PROFESSIONAL MEMBERSHIPS:

- Rotary Club of San Antonio Mission Trail, 2010 to Present
- Board Secretary, Lackland ISD (LISD) Board of Trustees, 14 Jun 2019 to Present
- Charter President, LISD Education Foundation, June 2020 to Present
- Alumni Association, Leadership Federal Executive Board (FEB), Class of 2018



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: John A. Sheehan

Residential Address: 333 Sweet Rose

Castroville

TX

78009

Physical Address of Employer: AFIMSC, 3515 S. Gen McM

JBSA-Lackland, TX

JBSA-Lack 78226

Board of Trustees Location Applying For: Lackland ISD

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBSA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

SHEEHAN.JOHN.ANT
HONY.1235335880

Digitally signed by
SHEEHAN JOHN ANTHONY 1235335880
Date: 2025 04 17 11:17:59 -05'00'

Signature of Applicant

John A. Sheehan

Printed Name of Applicant

17 Apr 25

Date

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

JOHN A. SHEEHAN JR.

Joint Base San Antonio – Lackland, Texas

(302) 222-7309 | john.a.sheehan.25@gmail.com | www.linkedin.com/in/johnsheehan25

OBJECTIVE: Seeking a term on the Lackland Independent School District Board of Trustees.

Energetic leader with 25 years of experience managing cross-functional programs in diverse environments. Adept at building strong relationships with a proven record of achieving key objectives and mitigating risks through strategic thinking, focused planning and execution, and effective team deployment. Accomplished mentor and coach who has built high performance cross-functional teams overcoming functional stovepipes to achieve project or program goals.

Leadership | Program/Project Management | Requirement Development | Strategic Planning
Change Management | Problem Solving | Communication | Process Improvement

PROFESSIONAL EXPERIENCE

DEPARTMENT of the AIR FORCE, April 2021 – Current

Capability Portfolio Manager, Jan 2024 – Current

- Serves as the sole Security Forces (SF) technical and policy advisor to the Integrated Base Defense Security Systems (IBDSS) Lead Command System OPR; apply extensive knowledge and experience of DoD and AF security policies to ensure legal and regulatory requirements and customer requirements are met, while ensuring appropriate internal and external stakeholders are effectively integrated, and program cost, schedule, and performance objectives are defined.
- Routinely engages Senior Leaders and Program Managers from higher HQ, MAJCOMs, and Functional Centers to overcome organizational barriers and implement controls for requirements development and acquisition processes to support life-cycle management of a \$730M portfolio.

Protection Service Integration Program Manager, Jan 2023 – Jan 2024

- Managed the integration of SF equities, such as, Land Mobile Radio Refresh, Command & Control systems, Utility Small Un-Manned Aircraft Systems, Integrated Base Defense Security Systems, and emerging technologies, where cross-functional impacts occur with Communications, Civil Engineer, Emergency Management, Explosive Ordnance Disposal, and Fire & Emergency Services.
- Developed risk-based analysis and Courses of Action (COAs) for SF equities across the AF enterprise that inform Planning, Programming, and Budgeting decisions in support of the FY2025-2029 FYDP, ~\$1.7B per year.
- Integrated and analyzed data from multi-functional program management sources to provide COA recommendations with indirect or direct impacts to installation Integrated Defense decision spaces informing Small Arms Working Group, I-WEPTAC Mission Assurance Working Groups, and SF Integrated Leadership Team.

Security Forces (SF) AFIS Program Manager, April 2021 – December 2022

JOHN A. SHEEHAN JR.

Joint Base San Antonio – Lackland, Texas

(302) 222-7309 | john.a.sheehan.25@gmail.com | www.linkedin.com/in/johnsheehan25

- Managed the SF Air Force Inspection System program and supported the continual evaluation process of Antiterrorism (AT) Program Implementation, Integrated Defense, Integrated Defense Planning, Physical Security of Sensitive Conventional AA&E, Installation Perimeter Access Control, Law & Order Operations, DAF Corrections Systems, Arming Use of Force by AF personnel, Security Forces Standards and Procedures, Military Working Dog Program, USAF SA/LW Handling Procedures, SF Training & Standardization Evaluation, Combat Arms Program, and USAF SA/LW Qualification Program.
- Performed risk analysis of all SF programs for 125 SF units semi-annually and provided monthly reports/feedback to SF commanders and MAJCOM/FIELDCOM SF staff of the findings, strengths, and overall performance. Advised SF Commanders and Senior Enlisted Leaders across 1 FIELDCOM, 8 MAJCOMs, and 2 DRUs of 23 SF enterprise-wide findings and course of actions to mitigate deficiencies, a 50% reduction from previous year.
- Developed a report for 125 units of 14 SF programs resulting in the management of 41.5K data points. Analyzed data points to produce metrics identifying trends of leading and lagging performance indicators for the SF enterprise to inform senior leaders planning, programming, and budgeting decisions and the health of the SF enterprise; as well as areas to improve/streamline policy development, and recommended COA to AFIMSC leaders and program managers.

U.S. GOVERNMENT CONTRACTOR, October 2019 – February 2021

Defense Consulting Services: Force Protection Business Consultant, June 2020 – February 2021

- Provided higher headquarter strategy, governance, and future planning synchronization and integration within AFSFC lines of effort, objectives and processes. Supported the continual development and planning of the AFSFC Campaign Plan and execution of metrics development and analytics that informed AFSFC leadership planning, programming, and budgeting decisions.
- Utilized knowledge of Security Forces programs to analyze, articulate and advise capability improvements across the Integrated Defense portfolio to include: Operational Risk Management pertaining to security of installation PL resources, planning security operations, deviation program, conducting training and exercises, installation and internal control procedures, Security Forces supporting equipment requirements, installation security program facilities, intrusion detection systems, and standards for various ID programs such as Arms, Ammunition and Explosive storage facilities, airfield and mission support aircraft criteria, and other resources.
- Provided Security Forces (unit, HQ AFIMSC, AF/A4S, MAJCOM A4S) innovation integration through representation and advocacy by engagement in AF-level innovation efforts supporting HAF/A4S, AFMC, and AFIMSC initiatives.
- Consulted as an Integrated Defense SME, analyzed Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) activities for opportunities to implement enterprise-wide

JOHN A. SHEEHAN JR.

Joint Base San Antonio – Lackland, Texas

(302) 222-7309 | john.a.sheehan.25@gmail.com | www.linkedin.com/in/johnsheehan25

solutions for Integrated Base Defense Security Systems, Installation Perimeter Access Control, Military Working Dog, and Counter-small Unmanned Aircraft Systems.

Cherokee Federal: Action Officer, Combat Arms and Munitions, October 2019 – June 2020

- Managed USAF Small Arms Range Program, monitored 217 small arms ranges across the Installation and Mission Support (I&MS) enterprise. Utilized metric/statistical analysis to prepare data and briefings for the Small Arms Working Group/Board informing HAF, AF Installation and Mission Support Center (AFIMSC), AF Civil Engineer Center (AFCEC) and AF Security Forces Center (AFSFC) senior leaders to make key decision on investing, divesting and community partnering small arms ranges.
- Consulted as a Combat Arms SME, reviewed six SF Small Arms/Light Weapon discharge incidents in support of SF Lesson Learned. Analyzed trends and employed interpersonal work relationships to recommend policy and training changes to improve mission effectiveness and close performance gaps.

UNITED STATES AIR FORCE, September 1999 – October 2019

Training Program Manager, October 2017 – October 2019

- Managed 11K training seats and \$19.25M training budget; analyzed and distributed seats to over 120 local/global departments supporting 70K employees across 24 career fields ensuring 103% utilization rate.

Career Field Deployment Program Analyst, April 2017 – October 2017

- Analyzed FY19 Agile Combat Support review; identified 533 unsourced requirements for 3K employees verifying 100% accuracy for 77 departments to support global operations and special mission taskings.

Publication Program Manager, August 2015 – April 2017

- Managed the initial genesis of Security Forces installation health metrics development; identified five critical areas to analyze affording senior leaders an accurate assessment of 77 departments to make risk-based decisions shaping \$96M in base operating support requirements.

Policy Senior Analyst, August 2014 – August 2015

- Oversaw three publications' revisions directing Air Force weapons qualifications and maintenance policies for fourteen weapon systems serving 500K employees annually. Analyzed and identified 2,800 compliance statements and reduced redundancies by 81%.

Front-Line Supervisor and Weapons Instructor, July 2013 – August 2014

- Led a seven-employee shop providing weapons training/qualification on six weapons systems for 1K personnel annually and managed an ammo and weapon \$1.7M account. Managed 23 programs in coordination with Civil Engineer, Ground Safety, and Bio-Environmental; oversaw inspections of 130K weapons, identifying 297 deficiencies ensuring only operational weapons deployed.

JOHN A. SHEEHAN JR.

Joint Base San Antonio – Lackland, Texas

(302) 222-7309 | John.a.sheehan.25@gmail.com | www.linkedin.com/in/johnsheehan25

Law Enforcement Team Chief, May 2011 – July 2013

- Led 73 employee team securing \$3.2B in DoD assets; oversaw security and law enforcement operations providing immediate response for over 500 incidents annually. Managed section training program certifying 73 employees with a 92% overall average score.

Threat Analyst, April 2010 – May 2011

- Analyzed security requirements for over 300 missions a week, adjudicated 2K overseas airfield assessments annually, and brief 34 airfield assessments to threat working group principals. Tasked aircraft security teams to support over 1K global mission and 5K sorties with zero security incidents.

Integrated Defense Security System Program Manager, June 2009 – April 2010

- Managed headquarters security equipment database tracking five departments' force protection capabilities; oversaw critical author Vindicator security system documents shaping memorandum of agreement supporting three security enhancement and force protection projects.

EDUCATION and TRAINING

Masters of Science, Organizational Development and Leadership, University of Incarnate Word, 2020

Bachelor of Arts, Education Studies, Ashford University, 2016 (Cum Laude)

Associates Applied Science, Criminal Justice Community College of the Air Force-Air University, 2004

Leader Development Course, Air University, 2025

Requirements Management, Level B, Defense Acquisition University, 2024

Lean Six Sigma Green Belt Certification, Advance Innovation Group Pro Excellence, 2022

Professional Manager Certification, Community College of the Air Force-Air University, 2017

LACKLAND INDEPENDENT SCHOOL DISTRICT INVOLVEMENT

Board of Trustees Member, July 2021 – Current

Student Health Advisory Committee Co-Chair, August 2020 – May 2021

Student Health Advisory Committee Member, August 2019 – August 2020

District Education Improvement Committee Member, August 2018 – May 2019

Parent, Teacher, Student Organization Member, August 2016 – August 2017



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Zachary S. Dean, P.E.

Residential Address: 314 Orchard Willow

San Antonio,

Texas

78245

Physical Address of Employer: 3515 S. General McMullen

San Antonio TX 78226

San Antonio

Board of Trustees Location Applying For: JBASA-Lackland

I hereby make a formal application for the above indicated Board of Trustees. In doing so, I confirm that:

- I am qualified under the general school laws of Texas and live or am employed on JBASA.
- I attest the contents of my resume.
- I am a qualified voter.
- I willingly accept the appointment to the Board of Trustees and will serve in this capacity with full adherence to the state established standards on the duties and responsibilities of school board members.

DEAN.ZACHARY.S.10
82953708

Digitally signed by
DEAN ZACHARY.S.1082953708
Date: 2025.04.20 17:20:33 -05'00'

4/20/2025

Signature of Applicant

Date

Zachary S. Dean, P.E.

Printed Name of Applicant

Digital Signatures are authorized. If using a wet signature, please sign, date and print legibly. Form must be completed prior to setting up your interview with the selection board.

ZACHARY S. DEAN, TEXAS P.E. #130330

314 Orchard Willow, San Antonio, Texas 78245 | Cell: (210) 464-3313 | zacharydean14@yahoo.com

PROFESSIONAL OBJECTIVE

To serve as a Licensed Professional Engineer, providing engineering, supervision, planning, programming, design, asset management, program management, and project management for the United States Government.

EDUCATION

TEXAS A&M UNIVERSITY - KINGSVILLE (TAMUK)

MASTER OF SCIENCE

DECEMBER 2017

- Major: Civil Engineering with a concentration in Structural Engineering
- Awarded DoD SMART Scholarship for Service: United States Air Force Sponsor, JBSA-Lackland 502d CES
- Thesis Title: Deflection of a Concrete T-Beam with Prestressed and Non-Prestressed Fiber Reinforcing Polymers at Elevated Temperatures: Published in the "Recent Progress in Materials," Academic Journal

UNIVERSITY OF TEXAS AT SAN ANTONIO (UTSA)

BACHELOR OF SCIENCE

DECEMBER 2014

- Major: Civil Engineering with a concentration in Structural Engineering
- Graduated High School: John Jay Science and Engineering Academy (NISD), San Antonio, Texas

EXPERIENCE & WORK HISTORY

LOCATION: JOINT BASE SAN ANTONIO - AIR FORCE CIVIL ENGINEER CENTER/INSTALLATIONS

DIRECTORATE: PLANNING AND ANALYSIS BRANCH

TITLE: CIVIL ENGINEER, GS-0810-13

DATES: OCTOBER 2023 TO PRESENT

Supervisor: Major Christopher D. J. Post, AFCEC/CIPA, Branch Chief, Planning and Analysis Branch

- Team Member of a NEW Branch focused on Real Estate Development & Strategies: geared towards Air Force Plant Replacement Value (PRV) Divestment and Enhanced Use Leases (EUL). The Branch Leverages Building Condition & Facility Space Data to develop tableau tools to inform Leadership and Installations of opportunities. The goal of this branch is to generate Consolidation/Demolition (Cons/Demo) Requirements for the Air Force - helping to comply with OSD Utilization Rate Policy.

LOCATION: JOINT BASE SAN ANTONIO - AIR FORCE CIVIL ENGINEER CENTER/PLANNING &

INTEGRATION: REQUIREMENTS IDENTIFICATION BRANCH

TITLE: CIVIL ENGINEER, GS-0810-13

DATES: JULY 2020 TO SEPTEMBER 2023

Supervisor: Mr. Steven Howsmon, P.E., AFCEC/CPRI, Branch Chief, Requirements Identification Branch

- Enrolled in Air University, Maxwell AFB: Air Command and Staff College - Distance Learning
- Speaker for 2022 Planning & Programming (P&P) Workshop: I provided briefings for three presentations: Road from the Comprehensive Planning Platform (CPP) to the Planning Task Order (PTO), Requirements Identification, and Comprehensive Planning Platform Process. 500+ attendees including in-person and virtual audience. Conducted Question & Answer sessions, providing expert advice for enterprise-wide planning and programming of Air Force built infrastructure.

Contributed to the By-Annual Asset Management Summit held in San Antonio, TX between AFCEC Planning & Integration, Asset Visibility, and AFIMSC Enterprise AMP Managers. High level briefings and discussion about Air Force Asset Management principles, Asset Management Training, and the Future of Asset Management for the Air Force. Provided and supported, cataloging of 30+ Built Infrastructure Dashboards and Tools to support the visualization of Air Force Built Infrastructure Data to include Geospatial (GI&S) Dashboards.

Serves as leader for Comprehensive Planning Platform (CPP): including coordination of Planning Vector Check and Scope Vector Check (PVC & SVC) in the CPP to support 300+ Planning Actions across the Air Force Enterprise. I provided planning action preliminary review and bypass for \$5M+ Air Force built infrastructure requirement for 80+ Installations to include FSRM, UMMC and MILCON centralized funding programs. I provided CPP platform training to Installations and working alongside the Assets Management Team (AMT). Working with installations one-on one from around the world to support planning and programming (P&P) of built infrastructure requirements. I reached out to support enterprise reviews to achieve a timely enterprise review and provide for less backlog in PVC & SVC. Enterprise review is coordinated between AFCEC/CP, AFCEC/CZ, AFCEC/CO, AFCEC/CF, AFIMSC/IZ. I hand delivered reports and conducting meetings to grow AFCEC's understanding of CPP. Author of Bullet Background Papers (BBPs) on the enterprise P&P requirements for AFCEC/CC staff visits. The Requirements Identification and Development Branch, AFCEC/CPR is dedicated to serve the Air Force and provided best practice for P&P requirement scoping, cost estimating, and scheduling. Resulting in an Air Force Civil Engineering Community that is lean, mean, and fit to fight on a power projection platform - resilient with an infrastructure mindset.

Lead Civil Engineer serving with the Installation Planning Team (IPT) in developing a Logistics Readiness Squadron (LRS) Campus Plan. The 6th LRS, MacDill AFB facilities are dispersed across the installation. Building 500, Vehicle Maintenance is over 40 years old, inadequately sized to serve the Government Owned Vehicle (GOV) fleet and located away from other LRS functions and Leadership Headquarters, Building 49. The IPT analyzed available space to construct a new Vehicle Maintenance Facility, consolidate, and connect 6th LRS facilities. I provided built infrastructure data for Facilities and TNAP Assets (AMP) (Building Condition Index, BCI and Pavement Condition Index, PCI) including comparisons to the Component Replacement Value (CRV) and Plant Replacement Value (PRV) - supporting base community planning efforts. I supported in civil engineering solutions to site/flood plain built infrastructure criteria, UFC 3-201-01. I provided professional engineering support with the AFCEC's Reach Back Center on behalf of MacDill AFB to incorporate Air Force Infrastructure Policies. I introduced asset management principles with the application of PRV to CRV Ratios to inform civil engineering leadership for decision making of proposed course of action (COAs). I was a key member as a licensed engineer: identifying infrastructure constraints, P&P policy, and leveraging real property data.

Planning and Integration Asset Management Team (AMT) member for JB-Andrews and JB-Anacostia-Bolling TDY. Provided Requirements Identification and Development Briefings as part of the AMT Visit: working with Community Planners, Programmers, and Requirements & Optimization Shop members. This TDY visit was to Train, Calibrate, and Validate Asset Management principles at the Civil Engineering Squadron level, between both the Operations and Engineering Flight.

Enrolled in eLearning - Yellow Belt Training, Continued Process Improvement (CPI). Training is to provide Air Force total force military and civilian members with knowledge on Lean, Six Sigma, Theory of Constraints, facilitation techniques, and practical problem solving to facilitate CPI development and future Green/Black Belt certification. Completion September 2022, as well as active CPI Team member for Air Force Civil Engineering, Asset Management, Planning and Programming improvements.

Coordinate with Planning Task Order (PTO), Program Manager for A-E Concept Charrette Reports (CCR) and Planning Charrette Reports (PCR) for \$5M Built Infrastructure Requirement for 80+ Installations to include FSRM and MILCON Funding Program. Expert with Requirement Identification, Development and Timelines to support: A-E Charrettes, Design-Bid-Build Requirements, Design-Build Requirements. Knowledgeable on standard charrette templates supporting installation planning and programming functions.

Leader for gap analysis effort for Air Force Bridge Assets and Geospatial Integration. Mapping and Reconciliation effort for Real Property Authoritative Data (RPAD), Federal Highway Administration

(FHWA), and Air Force GeoBase Data. Encompassing asset location on 325+ Federally Reportable Bridge Assets in Air Force inventory. Great use of GI&S potential to support the Air Force Civil Engineering Community.

- Participated in Utilities Summit for Geospatial Data Requirements for Air Force Utilities Infrastructure. Workshop included key stakeholders for data and utility engineering requirements to support OSD Mandate for reconciliation Air Force Real Property Linear Asset Data to Air Force Geospatial Data. Forming partnerships between Engineers and GI&S Professionals in a collaborative setting supporting Air Force infrastructure.
- Delivered Immersion Briefings to NEW Requirements Identification Division & Branch Chiefs. Provide information and Knowledge of Requirements Identification and Development to NEW Leaders
- Served on weekly Sustainment Management System (SMS) Data Confidence Working Group as well collaboration meetings with the Comprehensive Planning Platform and Enterprise AMP Managers. Provided Engineering technical advice and support to improve Built Infrastructure Requirements Identification and Development for the United States Air Force.
- Requirements Identification & Development: Continued Process Improvement (CPI) Event. Participated and provided technical input in a cross-functional process improvement event on June 2021 to improve Air Force Comprehensive Asset Management Plan (AFCAMP) Business Rules, Programming Documentation and FSRM Project Validation processes with AFIMSC/IZ, AFCEC/CP, and AFCEC/CO. Results included reduction in manhours and documentation required for AFCAMP Annual Requirement Submissions.
- Gained knowledge in the Tactical Mission Dependency Index (T-MDI) Scenario for Utilities and TNAP Assets providing a risk-based metrics that links facilities and various assets to installation missions, adapting a true operational need. Resulted in a working GI&S Model displaying Asset Management principles that visualized risk to Air Force Linear Infrastructure.
- Participated in Technical Exchanges with Enterprise AMP Managers and Sub-AMP Managers for Air Force Built Infrastructure Assets. Provided Technical Engineering Support to Chief of Portfolio Optimization, Osan AB, South Korea for Airfield Pavements and TNAP Assets. Provided knowledge of Infrastructure Asset Management of Osan AB to Squadron Leadership.
- Acted as Approving Official for GPC cardholder purchases for approximately \$45K in supplies and technology equipment to support AFCEC/CP and AFCEC Geospatial Integration Office in FY21, FY22, and FY23. Supporting the Mighty Planning and Integration Directorate.

LOCATION: JOINT BASE SAN ANTONIO – 502D CIVIL ENGINEERING SQUADRON CES/CEOERL
TITLE: LEAD CIVIL ENGINEER GS-0810-12 (SUPERVISORY: LEADER)
DATES: OCTOBER 2018 TO JULY 2020

Supervisor: Ms. Erin Manning, 502d CES/CEOERL, Chief Operations Engineering

- Lead Engineer for technical requirements to support relocation and transport of a B-52 (Static Display) on JBSA Linear Built infrastructure. Including structural load evaluation of a prestressed/precast concrete structures and axil configuration of B-52 (90,000 Pounds). This B-52 static display was relocated to support a NEW \$100+ Million Airman Training Campus, MILCON. I was the Subject Matter Expert for this requirement.
- Lead Engineer for Airman Training Campus planning for haul routes including my coordination with the City of San Antonio and Local Government to gain Right of Way (ROW) Access to build \$100M+ MILCON Airman Training Campus to support Air Force Basic Military Training (BMT) and the 37th Training Wing.
- Authored the JBSA Comprehensive Traffic Engineering Study Requirements for JBSA-Lackland, Randolph, Sam Houston to support traffic engineering data at Entry Control Points (ECP/ACP), and future transportation planning & programming. Coordinated with Army Military Surface Deployment and Distribution Command - Transportation Engineering Agency (SDDCTEA). Resulted in better Transportation Infrastructure, and Traffic Safety on JBSA installations.

- Developed the construction and design requirements for JBSA infrastructure to including Transportation Networks and Airfield Pavements (TNAP). Requirements development based on AFI 32-1032 Planning and Programming Appropriated Fund Maintenance, Repair, and Construction Projects. Planning and Programming included projects for Architect-Engineer (A-E) Title I, II, and Other Engineering Services as well as Planning Charrette Report (PCR) per fiscal year. I provided elite professional engineering to the Premier Joint Base in the Department of Defense (DoD).
- Authored Project Scoring Worksheets (PSW) for JBSA TNAP Assets utilizing Asset Management Data, Pavement Condition Index and PACES Cost Estimation Modeling. Provide the Requirement Development Documentation for AFCAMP submission and project validation to gain centralized funding to support the Transportation Networks a JBSA. I have also preformed Multi-Activity Management PSW to support cross fictional built infrastructure requirements.
- Evaluated flexible and ridge pavement condition indexes (PCI) for the purpose of planning and programming infrastructure projects for the largest transportation network in the DoD. This work included road project for Inter-Governmental Service Agreement (IGSA). Scoped and awarded JBSA Bridge Safety Inspections including asset management requirements for Inventory and Condition/Structural Index/GI&S Data/Real Property Data. Resulting in safe and resilient Air Force infrastructure.
- Project Manager and Lead Civil Engineer for emergency requirements for bridge diaphragm repair including coordination of Right of Way Access on Texas Loop 13 (TxDOT). I provided the technical requirements and specifications for repair to the Truemper Street Bridge, JBSA- Lackland. Major built infrastructure emergency that was immediately corrected under my supervision and leadership as a Licensed Professional Engineer.
- Project Manager and Lead Civil Engineer for Emergency Requirement to repair Cross bracing at Skylark Aquatics Center. I provided the technical requirements to repair steel cable system providing lateral structural support of an indoor pool enclosure. Major Built Infrastructure Emergency that was immediately corrected under my supervision as a Licensed Professional Engineer. Resulted in structural sound facility for the Air Force Special Force Indoctrination Technical School for Pararescue, Combat Control, Survival, Evasion, Resistance, and Escape (SERE) Training. Supporting the 342nd Training Squadron and Technical School Pipeline.
- Participated in the JBSA Traffic Safety Working Group. Identifying transportation safety concerns and working with wing safety for Risk Assessment Codes (RAC). Report finds to JBSA Executive Agent and provide for engineering recommendations and solutions. Providing engineering requirement for Bridges and suicide prevention.
- Completed AFIT Course: WMGT SMS BUILDER Level 1, 2 & 3 (Data Manager Rights) to assist with Builder data input to support BCAMP program for JBSA.

LOCATION: JOINT BASE SAN ANTONIO – 502D CIVIL ENGINEERING SQUADRON CES/CENMP/CENML

TITLE: CIVIL ENGINEER PROJECT MANAGER, GS-0810-7/9/11

DATES: JANUARY 2015 TO SEPTEMBER 2018

Supervisor: Mr. Camilo Morales, R.A., 502d CES/CENMLZ, Chief Project Management Team Z.

- Project Manager for 250,000 Gallon Water Tower to support the JBSA-Chapman Annex. I awarded project for \$3.1M as a design-build though USACE-Huntsville. The design and construction qualified for Texas Commission on Environmental Quality (TCEQ) Permits under my engineering supervision. This infrastructure supported drinking water, firefighting, aquatic training tanks, and Air Force BMT/Technical school. This project eliminated Notice of Violation (NOV) with the State of Texas as well as increased water distribution utility reliability.
- Project Manager for JBSA Military Entry Control Point. (ECP) requirements. Design included geometric design of six Anti-Terrorism/Force Projection (AT/FP) compliant gates. \$1.5M in design requirements including plane survey, utility survey, and geotechnical investigations. I coordinated design with Operations and Engineering Flight, Craftsman (Shops), and Security Forces Group. This requirement

supported the “Year of the Defender” and our Security Forces Mission for the Air Force. Providing resilience to the installation from attack and upgrade to failing infrastructure.

- Project Manager and Civil Engineer for airfield pavement on Taxiway Kilo, JBSA-Lackland. I coordinated Entry Access List (EAL) with Airfield Management for night work on a 24-hour operated airfield, including restricted C-5 apron. Supported the 433rd Airlift Wing, 149th Air National Guard, and 502d Airfield Management to provide the best airfield pavements and pavement joint patterns in the Air Force. Reviewed contract submittals for mix design, geometrics, joint pattern, and materials testing.
- Coordinating Design with 12 FTW/MX Maintenance Squadron to support Corrosion Control and NEW Aircraft Paint Booth. This was a \$1M requirement. Design and Construction included Permitted Air Quality Requirements and TCEQ inspection of exhaust stacks. This requirement supported Aircraft Maintenance for Undergraduate and Graduate pilot training/pipeline for the Air Force.
- Project Manager for Telephone Maintenance Building to support 502d Communication Squadron. Project awarded for \$4.5M, Unspecified Minor Military Construction (UMMC) to USACE-FWD. Coordinated design, survey, fire flow testing. Design Review Comments in Design Review and Checking System (DrChecks). Resulting in a brand-new building for COMM Squadron Project Managers to operate.
- Developed the engineering requirements for the 16th Air Force Headquarters repair project at JBSA-Lackland, authored the statement of work regarding structural foundation design to support a critical Cyber Warfare mission. Gathered existing building construction documents (As-Builts) and geotechnical engineering data to interpret existing site conditions and recommend applicable engineering technologies to restore structural stability to the foundation. I supported a critical and sensitive Top-Secret SCI Mission for the United States Air Force.
- Acted as lead engineering designer for an 8,000 SF structural foundation to support a \$2M Exercise Science Unit Complex for the Air Force Personnel Center (AFPC) on JBSA-Randolph. Foundation supported dynamic loading and secondary mezzanine structure. Coordinated the foundation design with the lead architect and other engineering disciplines. Supporting Air Force Exercise Science to develop Airman and physical fitness requirements.
- Coordinated with AFCEC A-E Contractor for Deficiency Reporting/Surveying (Phase 1). This professional report identified the design/construction requirement for JBSA-Randolph, 502d Logistic Readiness Squadron: to include the Defense Logistics Agency planning and programming for Petroleum, Oil, and Lubricants (POL) Requirements. This requirement supported fuel tank upgrades and resulted in a more resilient 12th FTW mission increasing Undergraduate and Graduate pilot training/pipeline for the Air Force.
- Developed programming, planning, and project scope for the J85 Jet Engine Test Cell: including real property requirements for utilities, foundation, and fuel systems (POL) to support T-38 Aircraft Maintenance and future planning for the T-X Aircraft. I coordinated with the 502d Communications Squadron to develop a \$2.2M Independent Government Estimate (IGE) to relocate weather equipment and other real property utilities. I was the Subject Matter Expert for this requirement.
- Expertly developed engineering and construction requirements for a \$2.7M design-build upgrade to the Centralized Aircraft Start System, successfully increased the number of T-38C Aircraft sorties for the 12th Fighter Training Wing (FTW) and significantly increased the efficiency of the J85 Engine Maintenance. Providing for less utilization of Aerospace Ground Equipment (AGE) with centralized utility network supporting the Aircraft Maintainer. I awarded and provided bleed air for T-38C Aircraft to meet T-38C and J85 Technical Orders.
- I meticulously evaluated the design and construction submittals for the JBSA-Randolph Taxiway A/G/G1 projects in support of airfield pavement replacement efforts. I successfully awarded \$12M in construction and repair projects to airfield pavement assets. Evaluated project design submittals from the 35% through 100% phases. Resulting in the best airfield pavement and airfield drainage in the Air Force.
- Project Manager for T-1/T-6/T-38 Wash Rack: Requirements included Water Resource upgrades to support Aircraft Corrosion Control. Scope provided for Oil-Water Separator, Lift Station, Water softeners, Water Recycling, and other chemical storage. Permitted connections to the Sanitary Sewer and coordination with San Antonio River Authority (SARA). Fire Protection commissioning with JBSA Fire

Department with waterproof upgrades. Adding Real Property Installed Equipment (RPIE) to DD 1354. Published project in the Wingspread Newspaper, JBSA-Randolph. Supporting 12th FTW Aircraft Maintainer.

- Evaluated and researched engineering requirements to design and construct a concrete trim pad for the T-6 aircraft engine test center to support the 12th FTW Engine Maintenance. Managed the construction of the engine test pad to guarantee structural integrity. Relocated Compass Rose Instrument Testing Pad and provided recalibration for true north and magnetic north from a Texas Registered Professional Land Survey (RPLS). Supporting 12th FTW Aircraft Maintainer and Air Force Maintenance Resilience.

LOCATION: JOINT BASE SAN ANTONIO – LACKLAND, AIR FORCE CIVIL ENGINEER CENTER

TITLE: PATHWAYS CIVIL ENGINEER INTERN, GS-0899-04

DATES: JULY 2012 – DECEMBER 2014

Supervisor: Mr. Benjamin Kindt, P.E., AFCEC/CFTP, Branch Chief, Facilities Engineering, Technical Service Division.

- Completion of the Pathways Internship Program formally the Student Career Experience Program (SCEP). Meticulously evaluated, revised, and commented on Air Force Dynamic Prototype Facility Design Standards for Level One Confinement Facilities. I collaborated with the Architect of The Air Force, Subject Matter Expert. Successfully approved and published to the Whole Building Design Guide (Facilities Criteria), Entry Control Points, and Aircraft Engine Maintenance Facilities. Resulting in Professional A-E Guidance to the Air Force Civil Engineering and Contractor Community.
- Organized monitoring water well inventory database for the Environmental Restoration (TDV) Technical Division, Air Force Center for Engineering and the Environment (AFCEE). I linked inventory data to ground water contamination and plumes for water treatment and restoration. Data linked the Enterprise Environmental Safety & Occupational Health (EESOH-MIS) system to Environmental Resources Program Info Management System (ERPIMS). Resulting in data science and environmental recommendations for the Air Force Enterprise.

LOCATION: TEXAS DEPARTMENT OF TRANSPORTATION – BEXAR METRO ENGINEER AND MAINTENANCE FACILITY

TITLE: FIELD ENGINEER

DATES: JUNE TO AUGUST 2014

Supervisor: Mr. Arnold Ramirez, P.E., Texas Department of Transportation, Bexar County Metropolitan, Area Engineer

- Performed field engineering, quality control, and material testing for the structural bridge, and traffic configuration project at Fredericksburg Road and Medical Drive, the project sharply alleviated traffic congestion in the intersection and streamlined traffic access for emergency vehicles to the San Antonio Medical Center.
- Judiciously conducted concrete testing and material strength reporting for over 250 concrete cylinder samples for a \$15M structural bridge, including structural foundation elements for strength integrity. This supported engineering specifications for TxDOT.
- Inspected, observed, and documented all daily Contractor and construction activities, verified all cut & fill requirements to Designer of Record Engineering specifications for 50+ deep foundation drill shafts with an average depth of 50 feet into the strata. Engineering inspection and quantity verification of Steel Reinforcement. Supporting construction operations for a slide deck bridge.

LOCATION: JOINT BASE SAN ANTONIO – LACKLAND, 37th MISSION SUPPORT SQUADRON (SERVICES)

TITLE: RECREATION TECH (LIFEGUARD), GS-0189-02

DATES: MAY 2008 TO OCTOBER 2011

Supervisor: Mr. David Greene, Supervisor of Pools: JBSA-Lackland Aquatics

- Graduate of the Student Temporary Employment Program (STEP)
- American Red Cross – Lifeguarding/First Aid, CPR/AED for the Professional Rescuer
- Life/Safety oversight for Air Force Pilot Survival, Evasion, Resistance, and Escape (SERE) and Water Survival courses. Supporting 12th FTW and the 433rd Airlift Wing, 149th Air National Guard, and Undergraduate and Graduate pilot training/pipeline for the Air Force.
- Familiar with Air Force Special Force Indoctrination Technical School for Pararescue, Combat Control, Survival, Evasion, Resistance, and Escape (SERE) Training. Supporting the 342nd Training Squadron and Technical School Pipeline.
- Responsible as a swimming pool lifeguard to perform rescue work, promptly renders CPR or emergency first aid, and calls for medical assistance as necessary. Supervises swimmers for safety and crowd control. Enforces safety and pool regulations. Conduct registration of swimming lessons and cashier duties. Supporting outdoor recreation of JBSA MWR Functions.
- Responsible for vacuuming, skimming, and routine pool maintenance as well as outdoor recreation equipment cleanings. Responsible for operating water pumps and control chemical additives to ensure pool water meets specified standards. Perform disinfectant to showers, floors, and decks. Check I.D. cards for authorized patrons and collect usage fees. Submitted Base Civil Engineer Work Request (AF IMT form 332) for sustainment and repair to Aquatic Facilities.

ENGINEERING CERTIFICATIONS & LICENSURES

- Air Force Institute of Technology (AFIT): WENG 519 Installation Planning Principles, April 2024
- Civilian Development: Supervisor as leader (In-Residence, Maxwell AFB), March 2024
- Leadership Assessment Program Training (360 Leadership Assessment), Personal Development in Technical Management, November 2023
- Coaching and Mentoring for Excellence: Personal Development in Technical Management, August 2023
- Air Force Institute of Technology (AFIT): IPM 350 Industry Project Management, July 2023
- Air Force Institute of Technology (AFIT) WMG 423 Project Programming, April 2023
- RENEWED Contracting Officer Representative (QAPC Led) Training Defense Acquisition University
- Government Purchase Card (GPC) Training on Defense Acquisition University, June 2021
- Pavement Transportation Computer Aided Structural Engineering (PCASE) Course November 2019
- Air Force Institute of Technology (AFIT) WENG 400 Cost Engineering Course, July 2019
- Federal Highway Administration (FHWA) Bridge Safety Inspection Online Course, December 2018
- Texas Board of Professional Engineer · Professional Engineer License #130330, 02 May 2018
- Contracting Officer's Representative (COR): Defense Acquisition University DAU CLC 106, 222, 206, DAU CLM 003 and QAPC Led Training, 2016
- Air Force Institute of Technology (AFIT) WENG 555, Airfield Pavement Construction Inspection, 2016
- Air Force Institute of Technology (AFIT) WMGT 421 Contracting for Civil Engineering, 2015
- Texas Board of Professional Engineer · Engineer In Training Certificate #51582, 29 January 2015

BOARDS & COMMITTEES

CITY OF SAN ANTONIO (COSA) – ZONING BOARD OF ADJUSTMENTS (ZBOA) COSA DISTRICT 4 COMMISSIONER/OFFICER MAY 2023 -MAY 2025 (2 YEAR TERM)

Appointed by Dr. Adriana Rocha Garcia, Councilwomen District 4; City of San Antonio

Board of Adjustment is comprised of 18 members: 11 are District Representatives

Board of Adjustment (BOA) holds quasi judicial public hearings to determine requests made by property owners in the City of San Antonio for special exceptions, variances and appeals of administrative interpretations or decisions, as authorized by state law and local ordinance.

Serving as a member of the Board of Directors for the Kriewald Place Homeowners Association (HOA) Managed by Spectrum Association Management. Community Size of 815 Homes

CANDIDATE - FORT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT(FSHISD) BOARD OF TURSTEEES JANUARY 2024 - JANUARY 2026 (2 YEAR TERM)

SKILLS & ABILITIES

Proficient in Texas Instruments and Casio devices Auto CAD, Structural Software SAP 2000, Finite Element Modeling Software ANSYS, SolidWorks Texas Department of Transportation Site Manager, Civil Engineering Squadron GeoBase (SharePoint), SharePoint e4Clicks Estimation Software.

Proficient with Department of Defense Information Systems such as Defense Enterprise Accounting Management System (DEAMS), Upward Obligation Adjustment (UOA) Requests (FMSuite) Obligation Adjustment Reporting System (OARS) Automated Civil Engineer System (ACES). Production of Statements of Works (SOW) in SpecsIntact Software for engineering acquisitions. A-E Design Review Comments in Design Review and Checking System (DrChecks).

Proficient in Texas DoT and ACI concrete field-testing methods, such as: sampling, cylinders, beams, slump, reporting, geotechnical, and job site mixtures evaluation. Skilled at steel reinforcement inspection, such as: development length of reinforcement concrete cover, and pre-tensioned and post-tension reinforcement.

Proficient with Civil Engineering NEXGEN IT (TRIRIGA): Submit Service Request and Requirement Work Tasks to support JBSA Asset Management for the Transportation Network and Airfield Pavement program. Bridge program requirements enter into NEXGEN IT.

Experienced with industry engineering code regulations and applications:

DAFI 32 1015 Integrated Installation Planning

American Concrete Institute ACI 318 11, 318 14, 30 & 530.1

American Society for Testing and Material (ASTM): Ridge and Flexible Pavement Condition Index

American Society of Civil Engineers 7-10

American Steel Construction Manual AISC 14 and 15th Edition

American Water Works Association AWWA for Domestic Water

DAFI 32 1020 Planning and Programming of Built Infrastructure Projects

International Building Code 2015

Military Surface Deployment and Distribution Command Transportation Engineering Agency (SDDCTEA) Panels, United States Army

National Design Specification for Wood NDS 2011, 2015

Precast & Prestressed Concrete Institute (PCI) Code

Texas Department of Transportation Standard Specification

Tops in Blue performance at Lackland Air Force Base Texas

Unified Facilities Criteria 3-310 08 Non Expeditionary Bridge Inspection, Maintenance and Repair. Federal Highway Administration (FHWA) Bridge Safety Inspection Regulation

United States Air Force Instruction (AFI) Civil Engineering, Wing Safety

Whole Building Design Guide: Unified Facilities Criteria (UFC), Unified Facilities Guide Spec (UFGS)

HONORS

- April 22, 2023 - AIR FORCE EXEMPLARY CIVILIAN SERVICE AWARD MEDAL
- July-September 2022 AFCEC Planning and Integration Directorate – Civilian of the Quarter
- January-March 2022 AFCEC Team Award Planning and Integration Directorate – Builder Data Confidence Team
- JBSA-Randolph 502d CES Black Knight Work Horse Award, 2015.
- Lackland Air Force Base, 802d Mission Support Group: Unsung Hero Award, 2010.
- Boy Scouts of America: Eagle Scout of Troop 100, Eagle Scout project consisted of re-establishing historical data for the oldest Lutheran Cemetery in San Antonio.

Other License and Certifications

- Texas - License to Carry Handgun (LTC) and Joint Base San Antonio – Firearm Concealed Carry
- Motorcycle Operator Training Course – Motorcycle Safety Foundation: Basic Riders Course, Texas Motorcycle Endorsement
- Texas Parks and Wildlife Department - Boater Education Certificate, Crt. #: 2013234
- Texas Parks and Wildlife Department - Hunter Education Certificate, Crt. #: 2019809
- Texas Parks and Wildlife Department - Bow Hunter Education Certificate, Crt. #: 2029621

INFORMATION MATERIALS

Information Materials

1. **State Board of Education Operating Rules (amended January 28, 2025)**
[Operating Rules | State Board of Education](#)

2. **2025-2029 Rule Review Plan for State Board of Education Rules**
[2025-2029 Rule Review Plan for State Board of Education Rules | State Board of Education](#)

MINUTES

STATE BOARD OF EDUCATION

JUNE 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

AUDREY YOUNG, Trinity
District 8

LJ FRANCIS, Corpus Christi
District 2

KEVEN ELLIS, Lufkin
District 9

MARISA PEREZ-DIAZ, San Antonio
District 3

TOM MAYNARD, Florence
District 10

STACI CHILDS, Houston
District 4

BRANDON HALL, Aledo
District 11

REBECCA BELL-METEREAU
San Marcos, District 5

TIFFANY CLARK, DeSoto
District 13

JULIE PICKREN, Pearland
District 7

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

June 27, 2025

Minutes
State Board of Education
Friday, June 27, 2025

The State Board of Education met at 9:00 a.m. on Friday, June 27, 2025, in room, #2.035 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Pledge

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Member Hall. Staff called the roll.

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

NOTE: The Board took up items in the following order: 1, 2, 3 4, 5, 6, 7, Consent 2, Consent 3, 8, 9

Approval of Minutes

State Board of Education, April 11, 2025

MOTION AND VOTE: *Without objection, the State Board of Education approved the minutes of the April 11, 2025, meetings of the State Board of Education, as printed.*

1. Resolutions and Presentation

The following resolutions were considered and adopted:

- Resolution honoring the 2025 Student Heroes Award Recipients
(ATTACHMENT 1, page 10)
- Resolution honoring the 2025 Presidential Awards Excellence in Mathematics and Science Teaching (PAEMST) State Finalists
(ATTACHMENT 2, page 11)
- Resolution honoring the Presidential Awards Excellence in Mathematics and Science Teaching Awardees
(ATTACHMENT 3, page 12)
- Presentation of the Milken Educator Awardees
- 2025 Texas Teacher of the Year
- 2025 Texas Elementary Teacher of the Year

Public Testimony

Public Testimony was provided.

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.

Items C2 and C3 were removed from the Consent Agenda.

Without objection, the State Board of Education approved the following items on the consent agenda.

C1. 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)

ADOPTED RECOMMENDATION: That 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 *as amended*; 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.

(ATTACHMENT 4, page 13)

C4. Selection of State Board Member Nominees for Statewide Board Positions

ADOPTED RECOMMENDATION: That the State Board of Education that the following list of nominees be submitted to the governor for consideration for appointment to the School Land Board:

List 1 nominee (SBOE member)

Cason Beckham (Keven Ellis)
Rebecca Berger (Tom Maynard)
Jackie Besinger (Evelyn Brooks)
Davies Crasta (Brandon Hall)
David Eyler (Aaron Kinsey)
Tonnyre Thomas Joe (LJ Francis)

List 2 nominee (SBOE member)

J. Brad Curlee (Tom Maynard)
Rick Fletcher (Aaron Kinsey)
Craig LeTulle (Julie Pickren)
Patti McKee (Pam Little)
Aaron Strassner (Audrey Young)
Lance Tolson (Will Hickman)

And further, that the State Board of Education submit the following list of nominees to the governor for consideration for appointment to the Teacher Retirement System of Texas Board of Trustees:

Nominee (SBOE member)

Douglas Angstrom (Tom Maynard)
Alonzo Cantu (LJ Francis)
Christopher "Grant" Coates (Brandon Hall)
Henry Lessner (Pam Little)
Ramon Manning (Staci Childs)
J. Aaron Pierce (Aaron Kinsey)
Clayton Ripley (Keven Ellis)
Daniel West (Audrey Young)

C5. Recommendation for One Reappointment and One Appointment to the Boys Ranch Independent School District Board of Trustees

ADOPTED RECOMMENDATION: That the State Board of Education, based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. James Taylor and approve the appointment of Mr. Leon Hollis to serve two-year terms of office from June 27, 2025, to June 26, 2027, on the Boys Ranch ISD Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. **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; Subchapter J, Health Science; Subchapter O, Manufacturing (First Reading and Filing Authorization)**
(Board agenda page I-1)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they 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 F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing as amended.

Following further amendments by the Board, the recommendation was adopted, 9-0.

4. **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 (Second Reading and Final Adoption)**
(Board agenda page I-29)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they 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 B, High School, §127.15, Career and Technical Education Employability Skills as amended; 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 B, High School, §127.15, Career and Technical Education Employability Skills, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted 11-0.

(ATTACHMENT 5, page 27)

5. **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-14)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they adopt the review of 19 TAC Chapter 101, Assessment, Subchapter A, General Provisions, Subchapter B, Implementation of Assessments, and Subchapter C, Local Option.

The motion was adopted 12-1.

6. Consideration of the Commissioner of Education's Generation 30 Open-Enrollment Charter School Proposals
(Board agenda page I-32)

Arcadia High School (Houston)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Arcadia High School (Houston) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 11-3.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	YES
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	NO		District 11: Brandon Hall	YES
District 4: Staci Childs	YES		District 12: Pam Little	NO
District 5: Rebecca Bell-Metereau	NO		District 13: Tiffany Clark	NO
District 6: Will Hickman	ABSTAIN		District 14: Evelyn Brooks	NO
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	YES			

Fort Worth STEAM Academy (Fort Worth)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Fort Worth STEAM Academy (Fort Worth) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 10-4.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	YES
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	YES		District 11: Brandon Hall	YES
District 4: Staci Childs	YES		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	NO		District 13: Tiffany Clark	NO
District 6: Will Hickman	YES		District 14: Evelyn Brooks	NO
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	YES			

Frank Liu Jr. Academy for Music and Arts (Houston)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Frank Liu Jr. Academy for Music and Arts (Houston) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 11-3.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	YES
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	YES		District 11: Brandon Hall	YES
District 4: Staci Childs	YES		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	YES		District 13: Tiffany Clark	NO
District 6: Will Hickman	YES		District 14: Evelyn Brooks	NO
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	YES			

The Museum School of East Dallas (Dallas)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School The Museum School of East Dallas (Dallas) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 9-5.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	YES
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	NO		District 11: Brandon Hall	YES
District 4: Staci Childs	YES		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	NO		District 13: Tiffany Clark	NO
District 6: Will Hickman	YES		District 14: Evelyn Brooks	NO
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	YES			

Unidos Soccer Leadership Academy (San Antonio)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they veto the proposed Generation 30 Subchapter D Open-Enrollment Charter School Unidos Soccer Leadership Academy (San Antonio) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 9-4-1.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	YES
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	NO		District 11: Brandon Hall	YES
District 4: Staci Childs	NO		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	YES		District 13: Tiffany Clark	NO
District 6: Will Hickman	YES		District 14: Evelyn Brooks	YES
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	ABSTAIN			

Valenta Academy (Bastrop)

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they veto the proposed Generation 30 Subchapter D Open-Enrollment Charter School Valenta Academy (Bastrop) as recommended by the Commissioner.

ADOPTED RECOMMENDATION: A roll call vote was taken on the recommendation, which was adopted 10-3-1

District 1: Gustavo Reveles	YES		District 9: Keven Ellis	YES
District 2: L. J. Francis	NO		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	YES		District 11: Brandon Hall	NO
District 4: Staci Childs	YES		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	YES		District 13: Tiffany Clark	YES
District 6: Will Hickman	YES		District 14: Evelyn Brooks	YES
District 7: Julie Pickren	NO		District 15: Aaron Kinsey	
District 8: Audrey Young	ABSTAIN			

COMMITTEE ON INSTRUCTION

7. Consideration of Renewal of Currently Approved Innovative Courses (Board agenda page II-47)

RECOMMENDATION: On behalf of the Committee on Instruction, Member Young moved to recommend that the State Board of Education approve the MAPS course, contingent on the removal of links to websites in the recommended resources.

The recommendation was adopted 12-0.

RECOMMENDATION: On behalf of the Committee on Instruction, Member Young moved to recommend that the State Board of Education approve the Pathways to College and Career Courses 1, 2, 3, and 4 contingent on the removal of links to websites in the recommended resources and subject to the SHAC approval of instruction materials.

The recommendation was adopted 12-0.

RECOMMENDATION: On behalf of the Committee on Instruction, Member Young moved to recommend that the State Board of Education not approve the Teen and Police Service Course.

The recommendation was adopted 9-1.

Consent 2

Proposed Amendments 19 TAC Chapter 127, Texas Essential Knowledge and Skills in Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52

(First Reading and Filing Authorization)

(Agenda Exhibit) II-20

RECOMMENDATION: On behalf of the Committee on Instruction, Dr. Young recommended to the State Board of Education that they suspend the board operating procedures in accordance with §5.2(a) to allow consideration at first reading and filing authorization; and

Approve for first reading and filing authorization proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52.

The recommendation was adopted without objection.

Consent 3

Approval of Updates and Substitutions to Adopted or Approved Instructional Materials)

RECOMMENDATION: On behalf of the Committee on Instruction, Dr. Young recommended to the State Board of Education that they approve requests from Decker & Associates, Inc., to update content in its Personal Financial Literacy & Economics for Real Life products, adopted under Proclamation 2024.

The Recommendation was adopted 14-0.

RECOMMENDATION: On behalf of the Committee on Instruction, Dr. Young recommended to the State Board of Education that they approve requests from Accelerate Learning Inc. to update content in its STEMscopes Texas Math grades K–8 and Algebra I products approved as part of IMRA Cycle 2024 after the 30 day posting period.

The Recommendation was adopted 14-0.

RECONSIDER: Mr. Maynard moved to reconsider the previously adopted motion regarding Accelerate Learning Inc. The motion to reconsider was adopted.

Reconsider – Maynard/Young

ADOPTED RECOMMENDATION: Member Young moved to amend the Accelerate Learning, Inc., motion to read: Approve the request from Accelerate Learning to update content in STEMscopes Texas Math grades K-8 and Algebra I products approved as part of IMRA Cycle 2024, if after review of public comments and no later than July 18, 2025, the Committee on Instruction votes to approve the update.

The recommendation, as amended, was adopted 14-0

COMMITTEE ON SCHOOL INITIATIVES

8. Proposed Revisions to the Framework for School Board Development (Board agenda page IV-1)

Chairman Kinsey announced that he would form an ad hoc committee to address this issue.

9. Review of Adoption of Proposed Amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes (Board agenda page IV-18)

On behalf of the Committee on School Initiatives, Member Francis recommended to the State Board of Education that they take no action on the proposed amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes.

The motion was adopted 12-0.

COMMITTEE OF THE FULL BOARD

10. Consideration of Renewal of Currently Approved Innovative Courses

RECOMMENDATION: On behalf of the Committee of the Full Board, Mrs. Little recommended to the State Board of Education that they approve the American Indian/Native Studies course.

Member Pickren raised a Point of Order that the materials were not received a week prior to consideration, in violation of Rule 2.5.f. The Chair ruled that the Point of Order was well taken.

Member Pickren moved to postpone further consideration of the item to the September SBOE meeting, which was defeated on a roll call vote.

District 1: Gustavo Reveles	NO		District 9: Keven Ellis	NO
District 2: L. J. Francis	YES		District 10: Tom Maynard	YES
District 3: Marisa Perez-Diaz	NO		District 11: Brandon Hall	YES
District 4: Staci Childs	NO		District 12: Pam Little	NO
District 5: Rebecca Bell-Metereau	NO		District 13: Tiffany Clark	NO
District 6: Will Hickman	NO		District 14: Evelyn Brooks	NO
District 7: Julie Pickren	YES		District 15: Aaron Kinsey	
District 8: Audrey Young	YES			

The motion to postpone was defeated 5-9.

Member Perez-Diaz moved to Suspend the Rules to take up the item; the motion was adopted on a roll call vote.

District 1: Gustavo Reveles	YES		District 9: Keven Ellis	YES
District 2: L. J. Francis	NO		District 10: Tom Maynard	NO
District 3: Marisa Perez-Diaz	YES		District 11: Brandon Hall	NO
District 4: Staci Childs	YES		District 12: Pam Little	YES
District 5: Rebecca Bell-Metereau	YES		District 13: Tiffany Clark	YES

District 6: Will Hickman	YES		District 14: Evelyn Brooks	YES
District 7: Julie Pickren	NO		District 15: Aaron Kinsey	
District 8: Audrey Young	NO			

The motion to suspend the rules and take up the item was adopted 9-5.

Member Ellis moved to add the following to the pending motion: “Contingent upon removal of the ABC-CLIO database instructional material.” The motion to amend was adopted 11-2.

ADOPTED RECOMMENDATION: The recommendation “that the SBOE approve the American Indian/Native Studies course contingent upon removal of the ABC-CLIO database instructional material” was adopted 9-5.

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

No further reports were given.

The meeting adjourned at 2:30 p.m.

Will Hickman, Secretary

RESOLUTION

WHEREAS the State Board of Education’s Student Heroes Award, established in 2015, recognizes Texas public school students who perform selfless acts of kindness and volunteer service, thereby benefiting their fellow students and communities; and

WHEREAS members of the State Board of Education reviewed nominations and selected 15 outstanding students from across the state to receive the 2025 Student Heroes Award; and

WHEREAS Sebastian Garcia, a senior at Franklin High School in El Paso Independent School District (ISD), has worked diligently to bring awareness to the importance of community service and compassion in the medical field through his work with Pathways in Technology Early College (P-TECH); and

WHEREAS Jerry Chien, a junior at Taft High School in Taft ISD, has volunteered over 300 hours as a junior firefighter with the Taft Volunteer Fire Department, demonstrating a spirit of selflessness, hard work and pride; and

WHEREAS Emma Saenz, a junior at John Jay Science and Engineering Academy in Northside ISD, plays a vital role in Northside Rocks, an event that exposes over 800 students to professional musicians. Beyond music, founding a service club leading projects such as donation drives, community health fairs and school garden initiatives; and

WHEREAS Mackenzie Sneed, a 4th grader at Kipp Legacy Preparatory, takes pride in being a leader by creating a path that inspires and motivates others. From reading books to Little Kippster's, "speak up" to bullies, to creating a healthier planet for the community, she is working hard to make the world a better place; and

WHEREAS Samuelle Pierce Jr., a senior at NYOS Charter School, founded the Midday Mixer Project, an initiative that fosters social inclusion and helps students build meaningful connections. An active member of Texas Association of Future Educators (TAFE), works alongside his peers to maintain the “Dignity Locker,” ensuring that students in need have access to essential hygiene products and clothing with dignity and respect; and

WHEREAS Vivian Liu, a sophomore at James E. Taylor High School in Katy ISD, is a passionate changemaker and co-founder of Origami for Good, a global nonprofit dedicated to spreading joy and supporting mental wellness through the art of origami. Her nonprofit organization has expanded to 170+ chapters across 14+ countries, inspiring thousands of volunteers to distribute over 820,000 origami pieces to hospitals, nursing homes and military centers. Her TEDx talk led to official recognition from the City of Houston; and

WHEREAS Addison Landry, a 7th grader at Bridge City Middle School in Bridge City ISD, is a passionate volunteer, contributing her time to Vacation Bible School, Children's Church, Loaves and Fishes soup kitchen, and fundraising events for cancer research. Her dedication to leadership and service makes her a true role model for her peers; and

WHEREAS Scarlett Burket, a senior at Splendora High School in Splendora ISD, dedicated over 200 hours of service by photographing school events, sports and senior portraits for her classmates — completely free of charge. She travels with sports teams to capture moments and prints photos for keepsakes, ensuring her peers can have lasting memories, regardless of financial ability; and

WHEREAS Kairi Bruck, a junior at Hudson High School in Hudson ISD, founded ADHDed Values to amplify the voice of twice-exceptional students and provides support and inspiration to neurodivergent students. She documents her work through social media and national conferences, reaching an audience of over 10,000 people; and

WHEREAS Kelsey Brinkley, a junior at Cedar Ridge High School in Round Rock ISD and founder of the nonprofit initiative "My Positive Body” — a project she launched to support teens and pre-teens experiencing body image issues, is a beacon of positivity for others; and

WHEREAS Daniel Thomas, a junior at Colleyville Heritage High School in Grapevine Colleyville ISD, has been recognized as a young changemaker, launching *LitterScout* at the age of 12, an impactful initiative that has removed over 42,000 pounds of trash from waterways, parks, and public areas; and

WHEREAS Dailey Poland, a senior at McKinney North High School in McKinney ISD, has shown unwavering dedication to serving students of all abilities through his work with HALOS, an all-abilities softball league, mentoring and partnering with athletes who face physical and developmental challenges; and

WHEREAS Aron Handsome, a freshman at DeSoto Early College High School in DeSoto ISD, has served as a camp mentor at Camp Sweeny, guiding and inspiring children with diabetes through encouragement, empathy and leadership. Volunteering with community food drives to help provide essential resources to families in need; and

WHEREAS Liyah Cha, a junior at Argyle High School in Argyle ISD, founded *DearJuvie*, a nonprofit created to bridge the gap between resources and the people who need them most. *DearJuvie* became a court-approved community service site, helping teens move forward and change the course of their lives for the better; and

WHEREAS Bradley Lancaster, a senior at West Plains High School in Canyon ISD, embodies the word volunteer and represents the heart of the Texas panhandle. Serving as the National Teen Kindness board member for the Be A Friend Project, and serves people experiencing homelessness through Faith City Mission, as well as the special needs population through Night to Shine; and

WHEREAS these remarkable students have modeled compassion in their schools and communities; now, therefore be it

RESOLVED, that the State Board of Education extends its heartfelt thanks to each of these kindhearted students and commends them for their selfless volunteerism, good character, and integrity; and be it further

RESOLVED, that this resolution be presented to each of them and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this 27th day of June, two thousand and twenty-five, in Austin, Texas.

Aaron Kinsey, Chair

Will Hickman, Secretary

R E S O L U T I O N

WHEREAS the *Presidential Awards for Excellence in Mathematics and Science Teaching* program identifies outstanding mathematics and science teachers in each state and U.S. jurisdiction; and

WHEREAS through state selection committees, three mathematics applicants and three science applicants were selected as Texas's finalists; and

WHEREAS these teachers are candidates for the *Presidential Awards for Excellence in Mathematics and Science Teaching*; now, therefore, be it

RESOLVED that the State Board of Education does hereby extend its congratulations to Carolyn Hise, Algebra I, Independent Study in Mathematics, and AP Calculus teacher at Georgetown High School in Georgetown ISD, Georgetown, Texas; Tim McMahon, AP Pre-Calculus, AP Calculus AB, and AP Statistics teacher at Kaufman High School in Kaufman ISD, Kaufman, Texas; Sara Stieg, seventh-grade mathematics and eighth-grade Algebra I teacher at North Ridge Middle School in Birdville ISD, North Richland Hills, Texas, for being named State Finalists in the secondary mathematics category for the 2024 Presidential Award; and be it further

RESOLVED that the State Board of Education does hereby extend its congratulations to Jamie Flint, Chemistry and AP Chemistry teacher at Spring Woods High School, in Spring Branch ISD, Houston, Texas, William Howard, AP Biology and dual credit Biology teacher at Tyler Legacy High School, in Tyler ISD, Tyler, Texas, and Tiffany Syfert, Physics, AP Physics, and Engineering and Design teacher at Highland Park High School, in Highland Park ISD, Dallas, Texas; for being named State Finalists in the secondary science category for the 2024 Presidential Award; and be it further

RESOLVED that this resolution be presented to the aforementioned teachers for their identification as Texas's State Finalists for the 2024 *Presidential Awards for Excellence in Mathematics and Science Teaching* and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this 27th day of June 2025, in Austin, Texas.

Mr. Aaron Kinsey, Chair

Mr. Will Hickman, Secretary

R E S O L U T I O N

WHEREAS the *Presidential Awards for Excellence in Mathematics and Science Teaching* program identifies outstanding mathematics and science teachers in each state and U.S. jurisdiction; and

WHEREAS through national selection committees, these teachers have been selected as National Awardees from Texas for the *Presidential Awards for Excellence in Mathematics and Science Teaching*; now, therefore, be it

RESOLVED that the State Board of Education does hereby extend its congratulations to Fatimah Fotouh Aboueisha, from Brandeis High School, in Northside Independent School District, San Antonio, Texas, for being named Texas's National Awardee in the secondary science category for the 2021 Presidential Award; and be it further

RESOLVED that the State Board of Education does hereby extend its congratulations to Sarah DiMaria, from Cedars International Next Generation High School in Austin, Texas, for being named Texas's National Awardee in the secondary mathematics category for the 2021 Presidential Award; and be it further

RESOLVED that the State Board of Education does hereby extend its congratulations to Shatara White, from Tomball Intermediate, in Tomball ISD, Tomball, Texas, for being named Texas's National Awardee in the primary science category for the 2022 Presidential Award; and be it further

RESOLVED that the State Board of Education does hereby extend its congratulations to Voke Ogueh, from Hastings High School, in Alief ISD, Houston, Texas, for being named Texas's National Awardee in the secondary science category for the 2023 Presidential Award; and be it further

RESOLVED that the State Board of Education does hereby extend its congratulations to Michelle Duphorne, from Grand Prairie Collegiate Institute, in Grand Prairie ISD, Grand Prairie, Texas, for being named Texas's National Awardee in the secondary science category for the 2023 Presidential Award; and be it further

RESOLVED that this resolution be presented to the aforementioned teachers for their identification as Texas's 2021, 2022, and 2023 recipients of the *Presidential Awards for Excellence in Mathematics and Science Teaching* and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this 27th day of June 2025, in Austin, Texas.

Mr. Aaron Kinsey, Chair

Mr. Will Hickman, Secretary

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), Adopted 2024, 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), Adopted 2024, 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), Adopted 2024, 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 Local, State, and Federal Government (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

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) demonstrate knowledge of personal and occupational health and safety practices, including first aid, in the workplace;
 - (J) describe the roles and responsibilities of managers;
 - (K) identify career development and entrepreneurship opportunities in the field;
 - (L) identify appropriate training, education, or certification in the field; and
 - (M) identify legal and ethical responsibilities in relation to the field.
- (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;
 - (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) demonstrate knowledge of personal and occupational health and safety, applicable regulations, and first aid in the workplace and discuss why it is critical for employees and employers to maintain a safe work environment;
 - (J) compare skills and characteristics of managers and leaders in the workplace; and
 - (K) identify career development opportunities in the field:
 - (i) education and training;
 - (ii) credentialing;
 - (iii) internships and apprenticeships; and
 - (iv) entrepreneurship opportunities; and
 - (L) demonstrate an understanding of legal and ethical responsibilities in relation to the field.

Minutes

State Board of Education

Committee on Instruction Special Meeting

July 14, 2025

Report of the State Board of Education
Committee on Instruction
Special Meeting
Monday, July 14, 2025

The State Board of Education Committee on Instruction met at 9:06 a.m. on Monday, July 14, 2025, in room, #G.100C of the William Barrett Travis Building, 1701 N. Congress Avenue, Austin, Texas.

Committee Members Present: Audrey Young, chair; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles

Committee Members Absent: Evelyn Brooks

ACTION ITEMS

1. Approval of Updates to Approved Instructional Materials
(Board agenda page II-1)

At the June 27, 2025, meeting of the State Board of Education, the State Board of Education delegated authority for approval of this item to the Committee on Instruction, by adoption of a motion to “approve the request from Accelerate Learning to update content in STEMscopes Texas Math grades K-8 and Algebra I products approved as part of IMRA Cycle 2024, if after review of public comments and no later than July 18, 2025, the Committee on Instruction votes to approve the update.” This Special Meeting of the Committee on Instruction was held for the sole purpose of approving the instructional materials as delegated by the SBOE.

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports, reported that no public comments had been received.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to approve requests from Accelerate Learning Inc. to update content in its STEMscopes Texas Math grades K–8 and Algebra I products approved as part of IMRA Cycle 2024.*

The meeting adjourned at 9:10 a.m.

Minutes

State Board of Education Committees

June 24-26, 2025

**Report of the State Board of Education
Committee of the Full Board
Tuesday, June 24, 2025**

The State Board of Education Committee of the Full Board met at 9:03 a.m. on Tuesday, June 24, 2025, in room, #2.035 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

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

Order:

Items were heard in the following order: 1, 4, 2, 3, 5

ACTION ITEMS

1. **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; Subchapter J, Health Science; and Subchapter O, Manufacturing**
(Board agenda page I-1)
[Official agenda item #3]

Jessica Snyder, Senior Director, Curriculum Standards and Student Support, informed the Committee that the proposed new rules would add new Texas Essential Knowledge and Skills (TEKS) developed by subject matter experts convened by the Texas State Technical College (TSTC) and Education Service Center (ESC) Region 4 that are needed for completion of career and technical education (CTE) programs of study.

Member Brooks asked about using TEKS developed by subject matter experts and requesting greater transparency.

Members of the public provided testimony.

MOTION: *It was moved by Member Little 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 F, Business, Marketing, and Finance; Subchapter J, Health Science; and Subchapter O, Manufacturing.*

Following debate, the motion was adopted as amended and as shown in Attachment 1 (Attachment numbers match the number of the agenda item.)

2. **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, Adopted 2025**
(Second Reading and Final Adoption)
(Board agenda page I-29)
[Official agenda item #4]

Ms. Snyder reported that the proposed new section would 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. No changes are recommended since approved for first reading.

Members of the public provided testimony.

MOTION: *It was moved by Member Little 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 B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025; 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 B, High School, §127.15, Career and Technical Education Employability Skills, Adopted 2025, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

Following debate the motion was adopted as amended and as shown in Attachment 2 (Attachment numbers match the number of the agenda item.) The vote was 12-0. During the course of the debate, an amendment was adopted which struck the language “Adopted 2025” in the title.

DISCUSSION ITEMS

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

(Board agenda page I-35)

Members of the public provided testimony.

Colin Dempsey, Director, District Operations, Technology, and Sustainability Supports, presented drafts of the Instructional Materials Review and Approval (IMRA) quality rubrics for full-subject, tier-one and supplemental K–12 positive character traits and personal skills and supplemental K–5 language arts and reading.

4. Texas Permanent School Fund Corporation Report/Update

(Board agenda page I-37)

Robert Borden, Chief Executive Officer and Chief Investment Officer, Texas Permanent School Fund Corporation summarized the performance of the Permanent School Fund. He noted that the Corporation has two missions: to provide permanent funding to Texas public schools by generating exceptional risk-adjusted investment returns, and to reduce borrowing costs for Texas schools and charter districts through the Bond Guarantee Program. He noted the record high distribution to the Available School Fund, summarizing the PSF performance vs benchmarks, and that PSF has outperformed those benchmarks over time.

He updated the SBOE on the asset allocation, noting that PSF was the 3rd best-performing large endowment last year, and discussing plans to continue to improve the portfolio. Staff updates were shared, along with details of a program to attract interns from universities in Texas.

He provided updates on governance and internal controls and improvements in those areas, concluded his remarks discussing compliance with various adopted statutes and Governor's Letter and Executive Orders, and noted with pride that the PSF continues to have a Moody's Rating Aaa status, with a stable outlook.

Mr. Borden then took questions from SBOE members.

5. Discussion of Pending Litigation
(Board agenda page I-38)

The committee did not discuss pending litigation; therefore, no executive session was held.

Chairman Kinsey adjourned the meeting at 3:03 p.m.

**Report of the State Board of Education
Committee of the Full Board
Wednesday, June 25, 2025**

The State Board of Education Committee of the Full Board met at 9:03 a.m. on Wednesday, June 25, 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

DISCUSSION ITEM

1. Commissioner's Comments
(Board agenda page I-39)

Mike Morath, the Commissioner of Education, discussed the most recent STAAR testing results. He also explained current requirements and the application process for new charter schools. Commissioner Morath also provided a summary of each of the Generation 30 charter applicants to be considered as part of a separate item in this agenda. He then provided an update on the 89th Legislative Session and the SBOE priorities and their progress in the Legislature, along with other legislation passed which had an impact on the SBOE, including changes to school funding formulas.

ACTION ITEMS

2. Adoption 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-40)
[Official agenda item #5]

José Ríos, Associate Commissioner of Assessment and Reporting explained that 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. There was discussion about methods of amending these rules, which was deemed to be beyond the scope of the posting for this item.

MOTION: *It was moved by Member Francis to recommend that 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.*

Member Brooks requested that the vote be taken by roll call.

Member Reveles	Yes
Member Francis	Yes
Member Perez-Diaz	Yes
Member Childs	Absent
Member Bell-Metereau	Yes
Member Hickman	Yes

Member Pickren	Yes
Member Young	Yes
Member Ellis	Yes
Member Maynard	Yes
Member Little	Yes
Member Hall	Yes

Member Clark	Yes
Member Brooks	No

Chair Kinsey	
--------------	--

The motion was adopted 12-1.

3. **Consideration of the Commissioner of Education's Generation 30 Open-Enrollment Charter School Proposals**

(Board agenda page I-21)

[Official agenda item #6]

Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy, noted that this item provides the committee and board an opportunity to review and take action or no action on the commissioner's list of proposed Subchapter D Open-Enrollment Charter Schools scheduled to open in the 2026-2027 school year. If awarded, the charters will have an initial five-year term.

The list of proposed schools is as follows:

- Arcadia High School (Houston)
- Fort Worth STEAM Academy (Fort Worth);
- Frank Liu Jr. Academy for Music and Arts (Houston);
- The Museum School of East Dallas (Dallas);
- Unidos Soccer Leadership Academy (San Antonio); and
- Valenta Academy (Bastrop)

Invited and public testimony was heard.

Arcadia High School (Houston)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Arcadia High School (Houston) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	Yes
Member Perez-Diaz	Abstain
Member Childs	Yes
Member Bell-Metereau	Abstain
Member Hickman	Abstain
Member Pickren	Yes
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	No
Member Hall	Yes
Member Clark	No
Member Brooks	No
Chair Kinsey	

The motion was adopted 7-4, with 3 abstaining.

Fort Worth STEAM Academy (Fort Worth)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Fort Worth STEAM Academy (Fort Worth) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	Yes
Member Perez-Diaz	Yes
Member Childs	Yes
Member Bell-Metereau	No
Member Hickman	Abstain
Member Pickren	Yes
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	Yes
Member Hall	Yes
Member Clark	No
Member Brooks	No
Chair Kinsey	

The motion was adopted 9-4, with 1 abstaining.

Frank Liu Jr. Academy for Music and Arts (Houston)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Frank Liu Jr. Academy for Music and Arts (Houston) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	Yes
Member Perez-Diaz	Yes
Member Childs	Yes
Member Bell-Metereau	No
Member Hickman	Yes
Member Pickren	Yes
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	No
Member Hall	Yes
Member Clark	No
Member Brooks	No
Chair Kinsey	

The motion was adopted 9-5.

The Museum School of East Dallas (Dallas)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School The Museum School of East Dallas (Dallas) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	No
Member Perez-Diaz	No
Member Childs	Abstain
Member Bell-Metereau	No
Member Hickman	Yes
Member Pickren	Yes
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	Yes
Member Hall	Yes
Member Clark	No
Member Brooks	No
Chair Kinsey	

Adopted 7-6 with 1 abstaining.

Unidos Soccer Leadership Academy (San Antonio)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Unidos Soccer Leadership Academy (San Antonio) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	Yes
Member Francis	No
Member Perez-Diaz	Yes
Member Childs	Yes
Member Bell-Metereau	No
Member Hickman	No
Member Pickren	No
Member Young	No

Member Ellis	No
Member Maynard	No
Member Little	No
Member Hall	Yes
Member Clark	Yes
Member Brooks	No
Chair Kinsey	

The motion was defeated 5-9.

MOTION: It was moved by Member Little to recommend that the State Board of Education **veto** the proposed Generation 30 Subchapter D Open-Enrollment Charter School Unidos Soccer Leadership Academy (San Antonio) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	Yes
Member Perez-Diaz	No
Member Childs	No
Member Bell-Metereau	Yes
Member Hickman	Yes
Member Pickren	Yes
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	Yes
Member Hall	No
Member Clark	No
Member Brooks	Yes
Chair Kinsey	

The motion was adopted 9-5.

Valenta Academy (Bastrop)

MOTION: It was moved by Member Little to recommend that the State Board of Education take no action on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Valenta Academy (Bastrop) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	No
Member Francis	Yes
Member Perez-Diaz	No
Member Childs	No
Member Bell-Metereau	No
Member Hickman	No
Member Pickren	Yes
Member Young	No

Member Ellis	No
Member Maynard	No
Member Little	No
Member Hall	Yes
Member Clark	No
Member Brooks	No
Chair Kinsey	

The motion was defeated 3-11.

MOTION: It was moved by Member Little to recommend that the State Board of Education **veto** on the proposed Generation 30 Subchapter D Open-Enrollment Charter School Valenta Academy (Bastrop) as recommended by the Commissioner.

Member Reveles requested that the vote be taken by roll call.

Member Reveles	Yes
Member Francis	No
Member Perez-Diaz	Yes
Member Childs	Absent
Member Bell-Metereau	Yes
Member Hickman	Yes
Member Pickren	No
Member Young	Yes

Member Ellis	Yes
Member Maynard	Yes
Member Little	Yes
Member Hall	No
Member Clark	Yes
Member Brooks	Yes
Chair Kinsey	

The motion was adopted 10-3.

Chairman Kinsey adjourned the meeting at 6:32 p.m.

**Report of the State Board of Education
Committee of the Full Board
Thursday, June 26, 2025**

The State Board of Education Committee of the Full Board met at 1:00 p.m. on Thursday, June 26, 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

Order: Items were covered in the following order: 3, 2, 1

ACTION ITEM

1. Consideration of Renewal for the Ethnic Studies: American Indian/Native Studies Innovative Courses

Public testimony was heard.

This item provides an opportunity for the committee to provide the Committee of the Full Board with updates on the status and progress of committee charges.

MOTION: *It was moved by Member Hickman to recommend that the State Board of Education approve the American Indian/Native Studies course.*

Member Hall requested that the vote be taken by roll call.

Member Reveles	Yes
Member Francis	No
Member Perez-Diaz	Yes
Member Childs	Yes
Member Bell-Metereau	Yes
Member Hickman	Yes
Member Pickren	No
Member Young	No

Member Ellis	Yes
Member Maynard	No
Member Little	Yes
Member Hall	No
Member Clark	Yes
Member Brooks	Yes
Chair Kinsey	

The motion was adopted 9-5.

DISCUSSION ITEMS

2. Math Ad Hoc Committee Update
(Board agenda page I-47)

LJ Francis, Chairman of the Math *ad hoc* Committee, updated the Board on the committee description, membership, meeting dates and goals, and shared the timelines for the framework development.

3. Social Studies Ad Hoc Committee Update

(Board agenda page I-48)

Public testimony was heard.

Aaron Kinsey, Chairman of the Social Studies *ad hoc* Committee, updated the Board on the committee description, membership, meeting dates and goals, and shared their research, and the key components of a framework review.

The next steps in selecting a framework led to three discussion topics:

1. Consider aligning Texas Social Studies Strands with research and current statute.
2. Consider current research when establishing a course sequence.
3. Identify key topics and primary sources within the strands to provide direction when drafting specific TEKS and alignment with statutory requirements.

Chairman Kinsey adjourned the meeting at 6:27 p.m.

**Report of the State Board of Education
Committee on Instruction
Thursday, June 26, 2025**

The State Board of Education Committee on Instruction met at 9:05 a.m. on Thursday, June 26, 2025, in room, #2.029 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Committee Members Present: Audrey Young, chair; Evelyn Brooks; Rebecca Bell-Metereau; Pam Little; and Gustavo Reveles

Order: Items were considered in the following order: 6, 1, 2, 3, 4, 5

ACTION ITEMS

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)
[Consent agenda item #1]

Monica Martinez, Associate Commissioner, Standards and Programs, explained that the proposed rule action 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 reorganize the chapter.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that the State Board of Education accept all amendments as presented.*

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that 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.

2. **Proposed Amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52 (First Reading and Filing Authorization)**
(Board agenda page II-20)
[Consent agenda item #2]

Jessica Snyder, Senior Director, Curriculum Standards and Student Support explained that this item would make a technical adjustment to the prerequisites for §127.49, Livestock and Poultry Production, to align with the career and technical education (CTE) programs of study; update cross references; and update language relating to employability skills to reference new 19 TAC §127.15.

MOTION AND VOTE: *It was moved by Member Brooks and carried unanimously to recommend that the State Board of Education remove this item from the consent agenda and place it on the regular agenda.*

MOTION AND VOTE: *It was moved by Member Brooks and carried unanimously 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 proposed amendments to 19 TAC Chapter 127, Texas Essential Knowledge and Skills for Career Development and Career and Technical Education, Subchapter C, Agriculture, Food, and Natural Resources, §§127.49, 127.51, and 127.52.

DISCUSSION ITEM

- 3. Discussion of Annual Audit Reports for Credit by Examination from Texas Tech University and The University of Texas at Austin**
(Board agenda page II-35)

Ms. Snyder explained that this item provides the opportunity for the committee to discuss the annual audit reports submitted by Texas Tech University and The University of Texas at Austin regarding examinations used for credit by examination.

ACTION ITEMS

- 4. Approval of Updates and Substitutions to Adopted or Approved Instructional Materials**
(Board agenda page II-40)
[Consent agenda item #3]

Amie Phillips, Director, Instructional Materials Review and Approval, District Operations, Technology & Sustainability Supports, explained that this item provides an opportunity for the committee and board to approve update and/or substitution requests received for State Board of Education (SBOE)-adopted or approved products. The updated content has been reviewed by subject-area specialists and determined to address the pertinent student expectations in a manner equal to the content initially reviewed and approved by the state review panel or Instructional Materials Review and Approval (IMRA) reviewers, as applicable.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that the State Board of Education Approve requests from Decker & Associates, Inc to update content in its Personal Financial Literacy & Economics for Real Life products, adopted under Proclamation 2024.*

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that the State Board of Education Approve requests from Accelerate Learning Inc. to update content in its STEMscopes Texas Math grades K–8 and Algebra I products approved as part of IMRA Cycle 2024 after the 30 day posting period.*

DISCUSSION ITEM

- 5. Discussion of the Rule and/or Proposed Amendments to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, §89.1, Student Identification**
(Board agenda page II-45)

Kristin McGuire, Deputy Associate Commissioner, Special Populations Policy, Integration, and Technical Assistance explained that the proposed amendments would ensure that a district's identification of gifted and talented students complies with all legal requirements and federal and state law.

ACTION ITEMS

- 6. Consideration of Renewal of Currently Approved Innovative Courses**
(Board agenda page II-47)
[Official agenda item #7]

Ms. Martinez explained that this item presents for consideration the renewal of currently approved innovative courses that are scheduled to expire.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to consider each item separately.*

Ms. Martinez explained the application for the MAPS Course.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that the State Board of Education approve the MAPS course, contingent on the removal of links to websites in the recommended resources.*

Ms. Martinez explained the application for the Pathways to College and Career Courses 1, 2, 3, and 4.

MOTION AND VOTE: *It was moved by Member Little and carried unanimously to recommend that the State Board of Education approve the Pathways to College and Career Courses 1, 2, 3, and 4 contingent on the removal of links to websites in the recommended resources and subject to the SHAC approval of instruction materials.*

Ms. Martinez explained the application for the Teen and Police Service Course.

MOTION AND VOTE: *It was moved by Member Little to recommend that the State Board of Education **not approve** the Teen and Police Service Course.*

The motion was adopted 3-1.

DISCUSSION ITEM

7. **Discussion of Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C. Other Provisions, §74.27 Innovative Courses and Programs**
(Board agenda page II-51)

Ms. Snyder explained that this item provides an opportunity for the committee to discuss proposed amendments would ensure course curriculum complies with state and federal law.

The meeting adjourned at 11:30 a.m.

**Report of the State Board of Education
Committee on School Finance/Permanent School Fund
Thursday, June 26, 2025**

The State Board of Education Committee on School Finance/Permanent School Fund met at 9:00 a.m. on Thursday, June 26, 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; Keven Ellis; Will Hickman; and Aaron Kinsey

DISCUSSION ITEM

1. Per Capita Apportionment Rate for the 2024-2025 School Year
(Board agenda page III-1)

Amy Copeland, Associate Commissioner for School Finance, at the Texas Education Agency, presented this discussion item. She provided background information on the per capita apportionment rate, and stated that the final 2024–2025 per capita apportionment rate is \$619.868. There was discussion among Mr. Kinsey, Mr. Maynard, Mr. Hickman and Ms. Copeland on how the apportionment rate works within the state’s school finance system, distributions from the Permanent School Fund adopted for the 2026-27 biennium, and the distinction between students counts in average daily attendance vs. enrollment.

ACTION ITEM

2. Selection of State Board Member Nominees for Statewide Board Positions
(Board agenda page III-4)
(Consent agenda item #4)

John McGeady, Director of External Relations, Texas Permanent School Fund (PSF) Corporation described the statutory requirements and the process for reviewing the qualifications of the nominees for the School Land Board and the Teacher Retirement System (TRS) Board of Trustees. The committee discussed the relationship between the State Board of Education, the Texas PSF Corporation, the School Land Board and the Teacher Retirement System.

MOTION: Member Perez-Diaz moved that the Committee on School Finance/Permanent School Fund recommend to the State Board of Education that the following list of nominees be submitted to the governor for consideration for appointment to the School Land Board:

List 1 nominee (SBOE member)

Cason Beckham (Keven Ellis)
Rebecca Berger (Tom Maynard)
Jackie Besinger (Evelyn Brooks)
Davies Crasta (Brandon Hall)
David Eyler (Aaron Kinsey)
Tonnyre Thomas Joe (LJ Francis)

List 2 nominee (SBOE member)

J. Brad Curlee (Tom Maynard)
Rick Fletcher (Aaron Kinsey)
Craig LeTulle (Julie Pickren)
Patti McKee (Pam Little)
Aaron Strassner (Audrey Young)
Lance Tolson (Will Hickman)

The motion was adopted.

MOTION: Member Perez-Diaz moved that the Committee on School Finance/Permanent School Fund recommend to the State Board of Education that the State Board of Education submit the following list of nominees to the governor for consideration for appointment to the Teacher Retirement System of Texas Board of Trustees:

Nominee (SBOE member)

Douglas Angstrom (Tom Maynard)
Alonzo Cantu (LJ Francis)
Christopher "Grant" Coates (Brandon Hall)
Henry Lessner (Pam Little)
Ramon Manning (Staci Childs)
J. Aaron Pierce (Aaron Kinsey)
Clayton Ripley (Keven Ellis)
Daniel West (Audrey Young)

The motion was adopted 5-0 on a roll-call vote.

Member Ellis	Yes
Member Kinsey	Yes
Member Hickman	Yes
Member Perez-Diaz	Yes
Chairman Maynard	Yes

.

The meeting of the Committee on School Finance/Permanent School Fund adjourned at 9:12 a.m.

**Report of the State Board of Education
Committee on School Initiatives
Thursday, June 26, 2025**

The State Board of Education Committee on School Initiatives met at 8:08 a.m. on Thursday, June 26, 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

Non-members Present: Aaron Kinsey; Marisa Perez-Diaz

Order: Items were heard in the following order: 5, 1, 2, 3, 4

DISCUSSION ITEM

1. Proposed Revisions to the Framework for School Board Development

(Board agenda page IV-1)

(Official agenda item #8)

Public testimony was heard. There was no presentation from staff.

MOTION AND VOTE: *It was moved by Member Hall to recommend that the State Board of Education adopt the proposed revisions to the Framework for School Board Development.*

The motion was defeated, with a vote as follows: For: Members Hall, Francis; Against: Members Pickren, Childs, Clark.

A motion was made to reconsider the vote, by Member Pickren, who had voted on the prevailing side. The motion to reconsider was adopted 3-2.

The motion to adopt the proposed revisions to the Framework for School Board Development was adopted 3-2.

2. Recommendation for One Reappointment and One Appointment to the Boys and Independent School District Board of Trustees

(Board agenda page IV-6)

[Consent agenda item #5]

Invited testimony was heard.

Christopher Lucas, Director, Research, Policy, and Information Management, Governance, explained that this item provides an opportunity for the board to consider one reappointment and one appointment to the board of trustees of Boys Ranch Independent School District (ISD). The reappointment is necessary due to the expiration of the term of office of one board member. The appointment is necessary due to the resignation of one board member.

MOTION: *It was moved by Member Hall and carried to recommend that the State Board of Education, Based on Mr. Richard Nedelkoff's recommendation, approve the reappointment*

of Mr. James Taylor and approve the appointment of Mr. Leon Hollis to serve two-year terms of office from June 27, 2025, to June 26, 2027, on the Boys Ranch ISD Board of Trustees.

3. Review of Adoption of Proposed Amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes

(Board agenda page IV-18)

[Official agenda item #9]

Kameryn McCain, Director, EPCE Policy and Planning, introduced the item, which would update the SBEC's petition for adoption of rule change procedures to align with statute.

MOTION AND VOTE: *It was moved by Member Pickren, and carried to recommend that the State Board of Education, take no action on the proposed amendment to 19 TAC Chapter 250, Administration, Subchapter B, Rulemaking Procedures, §250.20, Petition for Adoption of Rules or Rule Changes.*

The motion was adopted without objection.

DISCUSSION ITEMS

4. Discussion of Ongoing State Board for Educator Certification Activities

(Board agenda page IV-22)

Jessica McLoughlin, Associate Commissioner, shared updates on current and upcoming State Board for Educator Certification (SBEC) activities and proposed SBEC rules and amendments, including details on SBEC meeting dates, and discussion items related to 19 TAC Chapters 235 and 229.

5. Open-Enrollment Charter School Generation 31 Application Updates

(Board agenda page IV-24)

Marian Schutte, Deputy Associate Commissioner of the Department of Authorizing and Policy presented information on the Generation 31 Open-Enrollment Charter application process including goals, timeline, summary, and application updates. Ms. Schutte answered questions regarding the application process.

The meeting of the Committee on School Initiatives adjourned at 10:00 a.m.

Minutes

State Board of Education

Ad Hoc Committee on Mathematics

July 25, 2025

SBOE Ad Hoc Committee on Mathematics
Public Hearing
Friday, July 25, 2025

The State Board of Education Ad Hoc Committee on Mathematics met at 9:03 a.m. on Friday, July 25, 2025, in Room G-100C of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: LJ Francis, chair; Staci Childs; Kevin Ellis; Pam Little; Tom Maynard

Public Hearing on Mathematics Education and Texas Essential Knowledge and Skills

Invited Testimony

Invited testimony was provided by the following individuals:

NAME: Kimberly Berens
AFFILIATION: Fit Learning Online

NAME: Joanie Funderburk
AFFILIATION: Texas Instruments Inc.

NAME: Hillary Knudson
AFFILIATION: Whiteboard Advisors

NAME: Po Shen Loh
AFFILIATION: Carnegie Mellon University

NAME: Katelyn Krienke
AFFILIATION: student graduate, Leander ISD

NAME: Destiny Bautista
AFFILIATION: student, Hays CISD

NAME: Eben Sebastian
AFFILIATION: student graduate, Dripping Springs ISD

NAME: Adia Akili Hylton
AFFILIATION: student, SST Hill Country College Prep

NAME: Peyton Morgan
AFFILIATION: student, Austin ISD

NAME: Lory Zimmerman
AFFILIATION: teacher, Knippa ISD

NAME: Carolyn Hise
AFFILIATION: teacher, Georgetown ISD

NAME: Nancy Chavira
AFFILIATION: teacher, Fabens ISD

NAME: Michelle Duphorne
AFFILIATION: teacher, Grand Prairie ISD

NAME: Moises Cortez
AFFILIATION: middle school mathematics coordinator, El Paso ISD

NAME: Kathy Kober
AFFILIATION: academic dean, Del Valle ISD

NAME: Cheryl Kerr
AFFILIATION: Texas Association of Supervisors of Mathematics

NAME: Brandi Simpson
AFFILIATION: Texas Association of Supervisors of Mathematics

NAME: Brenda Mesa
AFFILIATION: Texas Council of Teachers of Mathematics

NAME: Katey Arrington
AFFILIATION: National Council of Supervisors of Math, UT Austin Dana Center

Public testimony was provided by the following individuals:

NAME: Michael Norton
AFFILIATION: Great Minds

The Committee adjourned at 3:26 p.m.