

MINUTES

STATE BOARD OF EDUCATION

JANUARY 2026

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, Fairview
Vice Chair of the State Board of Education
District 12

WILL HICKMAN, Houston
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

January 30, 2026

Minutes
State Board of Education
Friday, January 30, 2026

The State Board of Education met at 8:45 a.m. on Friday, January 30, 2026, in room #2.034 of the Barbara Jordan Building, 1601 N. Congress Avenue, Austin, Texas.

Dr. Ellis introduced a student performance by the Lufkin High School Panther Band, Panther Choir, and Panther Pride Drill.

The Invocation, Pledge of Allegiance to the Flag of the United States of America, and Salute to the Texas Flag were led by Ms. Childs.

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

Items were discussed in the following order: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 9, 13, 14, 15, 16, 17, 18, 19, 20

Approval of Minutes

State Board of Education, November 21, 2025

MOTION AND VOTE: *The State Board of Education approved the minutes of the November 21, 2025, meetings of the State Board of Education.*

1. Resolutions and Presentation

The following resolutions were considered and adopted:

- Resolution honoring the winners of the Lonestar Ribbon Schools.
(ATTACHMENT 1, page 10)
- Resolution honoring Career and Technical Education Month, read by Lyli Quintanilla-State Vice President of FFA Area 12.
(ATTACHMENT 2, page 11)

The following resolution was presented by Member Francis, although no vote was taken:

- Resolution honoring 2026 Rio Grande Valley Linking Economic & Academic Development (RGV LEAD) Youth Leadership Summit.
(ATTACHMENT 3, page 12)

Public Testimony

No members of the public provided testimony.

2. Approval of Consent Agenda

Without objection, the State Board of Education approved the following items on the consent agenda.

C1. Proposed Repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards (First Reading and Filing Authorization)

Agenda Page II-11

ADOPTED RECOMMENDATION: To 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 repeal of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.4, English Language Proficiency Standards.

C2. Recommendation for One Appointment and One Reappointment to the Boys Ranch Independent School District Board of Trustees

Agenda Page IV-1

ADOPTED RECOMMENDATION: Based on Mr. Richard Nedelkoff's recommendation, approve the reappointment of Mr. Joshua Sprock and approve the appointment of Mrs. Kimberly Reeves to serve two-year terms of office from January 30, 2026, to January 29, 2028, on the Boys Ranch ISD Board of Trustees.

COMMITTEE OF THE FULL BOARD

3. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum.

(First Reading and Filing Authorization)

(Board agenda page I-1)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.3, Description of a Required Secondary Curriculum, *as amended*.

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, and Subchapter N, Law and Public Service

(Second Reading and Final Adoption)

(Board agenda page I-5)

RECOMMENDATION: 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, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757; *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, §127.16, and Subchapter N, Law and Public Service, §§127.752, 127.753, 127.756, and 127.757, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted 13-1.

(ATTACHMENT 4, page 13)

5. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program (First Reading and Filing Authorization)**
(Board agenda page I-33)

RECOMMENDATION: That the State Board of Education:
Approve for first reading and filing authorization the proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.11, High School Graduation Requirements, and §74.12, Foundation High School Program, *as amended*.

The recommendation was adopted 12-1.

6. **IMRA Cycle 2025 After-Action Report and Approval of Proposed Amendments to the IMRA Process**
(Board agenda page I-39)

RECOMMENDATION: That the State Board of Education:

Adopt the Proposed Amendments to the IMRA Process, as presented by staff.

MOTION: Member Little moved to adopt the staff changes as presented. The amendment was adopted.

The recommendation was adopted as amended 11-0.

MOTION: Member Ellis moved to make the changes in the IMRA Process effective with the IMRA 2026 cycle.

The motion was adopted 13-0.

(ATTACHMENT 5, page 36)

7. **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**
(Second Reading and Final Adoption)
(Board agenda page I-56)

RECOMMENDATION: That the State Board of Education:
Approve for second reading and final adoption the 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; and

Make an affirmative finding that immediate adoption of the 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, is necessary and shall have an effective date of 20 days after filing with the Texas Register.

The recommendation was adopted as amended 11-1.

(ATTACHMENT 6, page 53)

8. Consideration of IMRA Cycle 2025 Proposed Rejected List and Existing List of Rejected Instructional Materials
(Board agenda page I-62)

RECOMMENDATION: That the State Board of Education:

Add instructional materials from publishers who failed to submit revisions by the proclamation deadline to the official List of Rejected Instructional Materials as required by TEC 31.022(a), and identified with the language “No cure period revisions submitted” on the submitted list.

The recommendation was adopted 10-4.

9. Instructional Materials Review and Approval Cycle 2026 Update
(Board agenda page I-64)

Chairman Kinsey read the following statement:

Upon reviewing this list during the Tuesday presentation, I discovered that I have a non-financial personal interest that is in this measure. For that reason, I am making this disclosure and will not vote or otherwise participate in the decision. Please enter this disclosure in the minutes of this meeting.

Chairman Kinsey passed the gavel to Member Hickman, and departed the meeting.

Member Hickman assumed the Chair.

RECOMMENDATION: That the State Board of Education:

Approve to include the IMRA Cycle 2026 Proposed List of Instructional Materials for Review as a required instructional material to be reviewed per Texas Education Code, §31.023.(a)(1)(B), *as amended*.

The recommendation was adopted 9-1.

10. **Proposed New 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter A, Elementary, §110.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §110.30, Literary Works Lists, Grades 6-8, Adopted 2026; and Subchapter C, High School, §110.70, Literary Works Lists, High School, Adopted 2026; and Proposed New 19 TAC Chapter 128, Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language, Subchapter A, Elementary, §128.10, Literary Works Lists, Kindergarten-Grade 5, Adopted 2026; Subchapter B, Middle School, §128.30, Literary Works Lists, Grade 6 and English Learners Language Arts (ELLA), Grades 7 and 8, Adopted 2026; and Subchapter C, High School, §128.70, Literary Works Lists, High School, Adopted 2026 (First Reading and Filing Authorization)**
(Board agenda page I-69)

RECOMMENDATION: That the State Board of Education:

Postpone the item, with its pending amendment, to the April meeting.

MOTION: Member Hickman moved to amend the motion by striking out “next” and inserting “April.”

The amendment was adopted.

The recommendation was adopted *as amended* 10-1.

11. **Consideration of K – 12 Social Studies Texas Essential Knowledge and Skills Key Topics and Subtopics**
(Board agenda page I-202)

RECOMMENDATION: That the State Board of Education:

Approve the Social Studies K–12 TEKS Review and Revision Process Content Advisor Recommendations: Key Topics and Subtopics, *as amended*.

The recommendation was adopted 11-0.

12. **Approval of State Library Collection Development Standards in Compliance with Senate Bill 13**
(Board agenda page I-202)

RECOMMENDATION: That the State Board of Education:

Approve the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff. Approve the State Library Collection Development Standards, as presented by Texas State Library and Archives Commission staff.

MOTION: Member Hickman moved to amend the motion by striking out “striking out the “State Library Collection Development Standards” and inserting the “State Library Collection Development Standards Rev 1.”

The amendment was adopted.

The recommendation was adopted 10-0.

(ATTACHMENT 7, page 56)

COMMITTEE ON INSTRUCTION

- 13. Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs**
(First Reading and Filing Authorization)
(Board agenda page II-4)

Staff note: Due to a clerical error, the incorrect motion was made for this item at the January meeting, and the item was brought back for the correct motion to be noted.

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.27, Innovative Courses and Programs, *as amended*.

The recommendation was adopted.

- 14. Approval of Updates and Substitutions to Adopted or Approved Instructional Materials**
(Board agenda page II-15)

RECOMMENDATION: That the State Board of Education:

Approve requests to update content previously approved through the IMRA process from:

- Agile Mind, Inc. to update content in their *Texas Algebra I* and *Texas Algebra II* materials;
- Just Right Reader, Inc., in their *Decodables Plus de Tercer Grado* materials for grade 3 Spanish phonics materials;
- OpenStax, Rice University in their *Algebra I* materials;
- Really Great Reading Company in their K–2 phonics materials, *Countdown Texas Edition Blast Foundations Texas Edition*, and *HD Word Texas Edition*; and
- The Texas Education Agency in their materials for Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics, Bluebonnet Learning Mathematics for grades K–5 English and Spanish mathematics, and Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading;

with the requirement that all approved changes be reflected in the digital formats of the materials within 30 days of approval by the SBOE, and that identical updates to print formats be incorporated into the publisher's or manufacturer's next press run.

Member Hickman requested separate consideration of the materials from Bluebonnet Learning.

Member Brooks requested separate consideration of the materials from OpenStax.

The request to update content for The Texas Education Agency in their materials for Bluebonnet Learning Secondary Mathematics for grades 6–8, Algebra I, Geometry, Algebra II and grade 6 Spanish mathematics, Bluebonnet Learning Mathematics for grades

K–5 English and Spanish mathematics, and Bluebonnet Learning Reading Language Arts for grades K–5 English and Spanish language arts and reading was taken up first:

MOTION: Member Hickman moved to postpone further consideration of this item (*Bluebonnet*) to the next meeting.

The motion to postpone was adopted.

The request to update content for OpenStax, Rice University in their Algebra I materials was taken up:

MOTION: The motion to approve requests to update content from OpenStax previously approved through the IMRA process was adopted.

The remaining items in the Recommendation, Agile Mind, Just Right Reader, and Really Great Reading Company in their K–2 phonics materials, Countdown Texas Edition were taken up. The motion to approve requests to update content previously approved through the IMRA process was adopted.

15. **Proposed Amendment to Instructional Materials Contract Between the Texas State Board of Education and William Marsh Rice University (Db a OpenStax)**
(Board agenda page II-17)

RECOMMENDATION: That the State Board of Education:

Approve an amendment to Attachment A in the instructional materials contract with William Marsh Rice University, doing business as OpenStax, to add a printed format of the *Algebra I* program approved in IMRA Cycle 2024.

The recommendation was adopted.

16. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments (First Reading and Filing Authorization)**
(Board agenda page II-19)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter B, Graduation Requirements, §74.14, Performance Acknowledgments, *as amended*.

The recommendation was adopted 9-4.

COMMITTEE ON SCHOOL FINANCE/ PERMANENT SCHOOL FUND

17. **Proposed Amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide**
(Board agenda page III-1)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter C, Adoptions By Reference, §109.41, Financial Accountability System Resource Guide.

The recommendation was adopted 10-0.

18. **Proposed Revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract**
(Board agenda page III-7)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization proposed revisions to 19 TAC Chapter 109, Budgeting, Accounting, and Auditing, Subchapter B, Texas Education Agency Audit Functions, §109.25, State Compensatory Education Program Reporting and Auditing System, and Subchapter D, Uniform Bank Bid or Request for Proposal and Depository Contract.

The recommendation was adopted 9-1.

COMMITTEE ON SCHOOL INITIATIVES

19. **Review of Adoption of Proposed Revisions to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments**
(Board agenda page IV-11)

RECOMMENDATION: That the State Board of Education:

Take no action on the proposed amendments to 19 TAC Chapter 231, Requirements for Public School Personnel Assignments, Subchapter A, Criteria for Assignment of Public School Personnel, Subchapter B, Prekindergarten-Grade 6 Assignments, Subchapter C, Grades 6-8 Assignments, Subchapter D, Electives, Disciplinary Courses, Local Credit Courses, and Innovative Courses, Grades 6-12, Subchapter E, Grades 9-12 Assignments, and Subchapter G, Paraprofessional Personnel, Administrators, and Other Instructional and Professional Support Assignments

The recommendation was adopted 11-0.

20. **Proposed New 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members**
(Board agenda page IV-165)

RECOMMENDATION: That the State Board of Education:

Approve for first reading and filing authorization proposed new 19 TAC Chapter 61, School Districts, Subchapter A, Board of Trustees Relationship, §61.4, Parental Rights Training for School Board Members.

The recommendation was adopted 8-4 on a roll call vote:

In favor: Francis, Pickren, Young, Ellis, Maynard, Hall, Little, Kinsey

Opposed: Reveles, Perez-Diaz, Clark, Brooks

Absent: Childs, Bell-Metereau, Hickman

The meeting adjourned at 2:30 p.m.

A handwritten signature in black ink, appearing to read 'Will Hickman', is written over a horizontal line.

Will Hickman, Secretary

RESOLUTION

WHEREAS the *Lone Star Ribbon Schools* program recognizes elementary, middle, and high schools where educational excellence is achieved;

WHEREAS in 2025, Texas nominated twenty-six public schools to be recognized for their students' achievement; and

WHEREAS Twenty-six Texas public schools were named 2025 *Lone Star Ribbon Schools* by the Governor of Texas and provided with a certificate of award as such; now, therefore, be it

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing and Achievement Gap Closing Schools to Delia Gonzalez Garcia Elementary in Roma Independent School District (ISD); R.T. Barrera Elementary in Roma ISD; Harmony Science Academy – Sugar Land in Harmony Public Schools – Houston West; Harmony Science Academy – Euless in Harmony Public Schools – North Texas; Rosemeade Elementary in Carrollton-Farmers Branch ISD; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary High-Performing Schools to Markham Elementary in Tidehaven ISD; George West Primary in George West ISD; Carnegie Vanguard High School in Houston ISD; Project Chrysalis Middle in Houston ISD; Barbers Hill Elementary North in Barbers Hill ISD; Harmony Science Academy – Katy in Harmony Public Schools – Houston West; Stanton-Smith Elementary in Whitehouse ISD; Tyler ISD Early College High School in Tyler ISD; Mumford Elementary in Mumford ISD; Dodd Elementary in Wylie ISD; Kent Elementary in Carrollton-Farmers Branch ISD; Palo Pinto Elementary in Palo Pinto ISD; and be it further

RESOLVED, That the State Board of Education does hereby extend its congratulations as Exemplary Achievement Gap Closing Schools to D.D. Hachar Elementary in Laredo ISD; Daiches Elementary in Laredo ISD; Macdonell Elementary in Laredo ISD; Diaz-Villareal Elementary in La Joya ISD; Harry Shimotsu Elementary in Sharyland ISD; PSJA Thomas Jefferson T-STEM Early College High School in Pharr-San Juan-Alamo ISD; Thompson Elementary in Houston ISD; Meyer Elementary in Lamar Consolidated ISD; Hunt School in Hunt ISD; and be it further

RESOLVED, That this resolution be presented to the principals of the aforementioned schools for being recognized for excellence through the *Lone Star Ribbon Schools* program and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this thirtieth day of January two thousand twenty-six in Austin, Texas.

Aaron Kinsey, Chairman
State Board of Education

Will Hickman, Secretary
State Board of Education

RESOLUTION

WHEREAS February 1-28, 2026, has been designated National Career and Technical Education Month; and

WHEREAS about 1.5 million Texas secondary students are enrolled in one or more career and technical education (CTE) courses in over 1,200 school districts and charter schools throughout the state; and

WHEREAS CTE offers students the opportunity to gain the academic, technical and employability skills necessary for career readiness; and

WHEREAS students in CTE programs participate in authentic, meaningful experiences and apply academic knowledge and skills from across the curriculum which improve the quality of their overall education; and

WHEREAS CTE is a vital and integral part of the Foundation High School Program, offering students pathways to earn endorsements, performance acknowledgements, and industry-validated credentials; and

WHEREAS Texas is proud to support thirteen CTE student organizations – Business Professionals of America; DECA Texas Association; Future Business Leaders of America; Family, Career and Community Leaders of America; Future Coaches of Texas Association; Future Hotels and Tourism Professionals; Health Occupations Students of America; SkillsUSA Texas; Texas Association of Future Educators; Texas FFA Association; Texas Restaurant and Foodservice Management Student Organization; Texas Technology Student Association; and Young Billionaires Club.

WHEREAS CTE programs prepare students for a variety of careers by offering integrated programs of study that link secondary and postsecondary education and significantly contribute to college readiness; and

WHEREAS ensuring that employers have access to a qualified workforce is crucial to the Texas economy; now, therefore, be it

RESOLVED, That the State Board of Education, which has been designated by the Texas Legislature as the State Board for Career and Technical Education, does hereby proclaim February 1-28, 2026 as Career and Technical Education Month in Texas, and does hereby urge all Texans to become familiar with the outstanding programs delivered by exceptional CTE teachers in communities across the state, and to support these programs to enhance college and career readiness for all Texas students.

WITNESS our signatures this thirtieth day of January, two thousand and twenty-six, in Austin, Texas.

Aaron Kinsey, Chairman
State Board of Education

Will Hickman, Secretary
State Board of Education

PROCLAMATION

WHEREAS the 2026 Rio Grande Valley Linking Economic & Academic Development (RGV LEAD) Youth Leadership Summit convenes outstanding leadership ambassador students from regional member districts across the Rio Grande Valley, uniting emerging student leaders committed to academic excellence, civic responsibility, and workforce readiness; and

WHEREAS these student ambassadors have demonstrated exemplary leadership, collaboration, and service within their schools and communities, representing the diverse talents, voices, and aspirations of the Rio Grande Valley's next generation of leaders; and

WHEREAS the summit serves as a premier regional platform to cultivate leadership skills, expose students to postsecondary and career pathways, and foster meaningful engagement with education, industry, government, and community stakeholders; and

WHEREAS the collective participation of RGV LEAD member districts reflects a shared commitment to intentional leadership development, regional alignment, and the preparation of students to lead with integrity, purpose, and vision; and

WHEREAS the success of the Youth Leadership Summit is made possible through the dedication of educators, district leaders, families, partners, and supporters who invest in empowering students to become informed, confident, and engaged contributors to their communities; and

WHEREAS the Youth Leadership Ambassador Students serve as role models and ambassadors for their districts, inspiring their peers and exemplifying the values of service, collaboration, and lifelong learning; and now, therefore; be it

RESOLVED, that this proclamation be presented to celebrate the 2026 RGV LEAD Youth Leadership Summit and the Youth Leadership Ambassador Students, whose leadership and commitment strengthen the future of the Rio Grande Valley and the State of Texas.

IN RECOGNITION WHEREOF, I hereby affix my signature this thirtieth day of January, two thousand and twenty-six, in Austin, Texas.

LJ Francis, Member
State Board of Education

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

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

- (a) Implementation. The provisions of this section may be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12 as a corequisite course for students participating in a coherent sequence of career and technical education (CTE) courses. This course must be taken concurrently with a corequisite Level 2 or Level 3 CTE course and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. 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 goal of the Occupational Safety and Compliance Lab is to provide an opportunity for students to develop safety awareness in conjunction with occupation-specific coursework. Students build a strong foundation in the occupational safety and compliance concepts that are critical to protecting individuals in the workplace, increasing safety and health, and reducing the occurrence of job-related injuries and fatalities.
 - (3) In Occupational Safety and Compliance Lab, 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) Successful completion of the standards may lead to a student earning a 10-hour or 30-hour general industry OSHA card. To earn the OSHA card, the content must be taught by an authorized OSHA outreach training program trainer.
 - (5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations that foster leadership and career development in the profession such as student chapters of related professional associations .
 - (6) 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 SDS 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 ~~[from industrial hazards]~~, including eyes, face, head, feet, arms, hands, ears, and torso ~~, from industrial hazards~~ ;
 - (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 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 various 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, and physical;
- (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 Occupational Safety Health Administration (OSHA) Hazard Communication Standard, including standards for hazard classification;
 - (B) interpret and analyze 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 ~~controlled by various~~ ~~[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 in fire suppression systems;
 - (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 working at unsafe speeds or 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.

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

§127.752. Foundations 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) Foundations 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 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, achievable, realistic, time-bound (SMART) goals and action plans that are aligned with 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 achievable 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, fire protection engineers, refinery firefighters, and industrial firefighters;
 - (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 firefighter, wildland firefighter, heavy equipment operator, fire and explosion investigator, and education specialist; 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 service, 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, and criminal history on employability in fire science careers;
 - (B) identify and analyze the role of each of the four Texas State Fire Service agencies: Texas Commission on Fire Protection (TCFP); Texas State Fire Marshal's Office (SFMO); Texas A & M Forest Service (TFS); and Texas ~~A&M~~ ~~[A & M]~~ Engineering Extension Service (TEEX);
 - (C) identify and compare professional codes 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;
 - (D) discuss how the legal concept of "Duty to Act" is applied in Texas and impacts fire service professionals; and
 - (E) 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~~ ~~[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, and 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) Crisis Care 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 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), 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 ~~after exposure to trauma~~, 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 ~~after exposure to trauma~~, 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 challenges. The student is expected to:
 - (A) explain the concept of resilience and its role in coping with stress, trauma, and challenges in public safety professions;
 - (B) describe common characteristics of resilient individuals and evaluate the benefits of resilience for professional performance;
 - (C) identify internal factors, including mindset and self-awareness, that contribute to resilience;
 - (D) identify strategies to overcome challenges, including creating a support system, focusing on setting goals, and adapting to change;
 - (E) discuss how experiencing a crisis can **build resiliency and** present opportunities to problem-solve, 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 arrives. 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 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 meaning of different hazardous material placard 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 responses 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; and
 - (B) 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, ~~or~~ 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 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, 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 (relating to Emergency Medical Care) 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 (relating to Out-of-Hospital Do Not Resuscitate (OOH-DNR) Order), 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, vomit [vomit], 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 ongoing 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) list common ~~[pre-delivery pregnancy]~~ signs and symptoms ~~during pregnancy that can indicate a medical complication requiring~~ ~~[related to medical complications that require]~~ immediate attention by a physician; and
- (Y) identify ~~procedures~~ ~~[practical steps]~~ to stabilize a pregnant ~~female exhibiting~~ ~~[patient who exhibits]~~ signs and symptoms ~~of~~ ~~[related to]~~ medical complications ~~requiring~~ ~~[that require]~~ immediate attention by a physician.
- (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.

Proposed Instructional Materials Review and Approval (IMRA) Process

0: IMRA Rubrics | Steps 1–12

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
1	Adopt a multi-year plan that considers future standards revisions, informing the next IMRA quality rubric subject areas and grade level/courses.				
2		Convene internal subject-area working groups to develop draft quality rubrics.			
3		Seek internal feedback from larger group of subject-area staff.			
4		- Post initial quality rubric draft(s), public comment forms, and focus group announcement online. - Share information via listservs, direct emails to known stakeholders (e.g., SBOE members, ESCs, TEKS working group members).			
5		Present draft rubric to SBOE for discussion.			
6	- Share focus group opportunities with constituents, promote public comment submission, and review and provide feedback to TEA on draft quality rubric(s). - Speak to trusted advisors about the quality rubric. - Share feedback with TEA.	If time allows, facilitate a mock review using draft quality rubric to identify areas of ambiguity and/or duplication and to provide overall feedback on the usability of the quality rubric.	Coordinate and facilitate focus groups and collect regional feedback on draft quality rubric(s).	Participate in focus groups or provide public comment.	Participate in focus groups or provide public comment.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
7		Synthesize feedback from focus groups and public comment to create and post a second draft and a memo of changes.			
8		Survey individuals who provided public comments on the impact of changes made to the second draft. Survey mock review participants on the impact of changes made to the second draft.	Survey focus group participants on the impact of changes made to the second draft.	Provide feedback on revisions.	Provide feedback on revisions.
9		Finalize quality rubric draft and submit to SBOE for approval.			
10	BOARD ACTION: Approve quality rubric or provide guidance to TEA for revisions.				
11.A		- If approved in Step 10, post final quality rubric and move to Step 12. - If not approved, move to Step 11.B.			
11.B		Revise quality rubric based on SBOE guidance and submit to SBOE for approval. (Return to Step 10 and repeat until quality rubric is approved.)			
12		Develop quality rubric evidence guides.			Develop or revise instructional materials to align with the quality rubric in preparation for future review.

1: Publisher Applications and Materials Selection ~~Application Phase~~ | Steps 13–1820

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
13	Issue a proclamation, if appropriate. See 19 TAC §67.21(b) .	Issue the annual request for instructional materials (RFIM). See 19 TAC §§67.21(c)–(d) .			
14	Encourage publisher participation and consider which materials might be required to participate.	• Post RFIM and advertise opportunity online and via listservs, direct emails to known stakeholders (e.g., publishers, SBOE members, ESCs). • Host publisher webinars to share the opportunity, discuss requirements, and answer questions.			• Review requirements in the RFIM (e.g., deadlines, quality and suitability rubric-alignment, etc.) and in 19 TAC §67.23. • Attend office hours to deepen understanding of requirements for participation. • If appropriate, apply to participate using the method outlined in the RFIM. • Respond to RFIM with submissions. See 19 TAC §67.23.
15		Conduct market share analysis for the subject area(s) and grade level(s)/course(s) included in the RFIM. Review applications for compliance with minimum requirements, provide feedback on readiness, and remove from consideration incomplete applications.			May withdraw RFIM application.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
16		If needed, produce a list for the SBOE of materials recommended for review using prioritization protocol: - Any materials required to be reviewed by the SBOE. - Materials related to the most recently revised TEKS for which a Proclamation was issued. - Open Education Resource (OER) instructional materials - Highest market share based on the most recent TEKS Certification and allotment spend data. - Voluntary publisher submissions - First year for IMRA rubric in a subject/grade level - Materials related to recently-revised TEKS - District-created submissions			
17	BOARD ACTION: SBOE may, by majority vote, request that materials be added to the list of materials to be included in the review cycle.	Present the market share analysis and a list of materials for review using steps 2–6 of the prioritization protocol to the SBOE.			Publishers who were not selected must reapply to be considered for future review cycles. Return to Step 14 in a future cycle.
18		Notify publishers of selection and communicate next steps for participation.			Finalize submission packet for IMRA review.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
<u>19</u>			<u>Upon finalization and publication of the list of instructional materials selected for review, each ESC shall identify and disclose to TEA any actual, potential, or perceived conflicts of interest related to the IMRA cycle.</u> <u>This requirement includes, but is not limited to, contractual, financial, advisory, or partnership relationships with any publisher whose materials are included on the finalized review list for this cycle.</u>		
<u>20</u>		<u>Post any reported conflicts to the SBOE website and notify members.</u>			

2: IMRA Reviewer Application and Selection | Steps ~~19–30~~ 21–30

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
19 <u>21</u>	Affirm participation in Fast Pass quality reviewer selection. See 19 TAC §67.27 (e) .	Provide SBOE members with the database of individuals who have served on an IMRA review panel (only reviewers from the previous two cycles are eligible for the Fast Pass).			
20 <u>22</u>		- Open reviewer application - Post on SBOE website			
21 <u>23</u>	Share the quality reviewer application and promote with constituents.	Share information via listservs, direct emails to known stakeholders (e.g., SBOE members, ESCs, TEKS working group members), and at subject-related conferences.	Share the application with regional educators and promote participation.	Submit quality and/or suitability reviewer applications.	
22 <u>24</u>	Submit suitability reviewer appointment nominees. See 19 TAC §67.27 .				
23 <u>25</u>		Contact suitability reviewer appointment nominees and request a completed application.			
24 <u>26</u>		- Confirm suitability reviewer appointment nominee eligibility and prepare a dashboard for ranking. - Confirm quality reviewer applicant eligibility, apply initial staff rating for all quality reviewer applications, and prepare a dashboard with results.			

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
25 <u>27</u>	BOARD ACTION: - SBOE member may adjust quality reviewer rankings, veto applicants, and/or identify top candidates within the two-week selection time period for quality reviewer selection. See 19 TAC §67.27 (d). - Rank all suitability reviewer appointment nominees from most preferred to least preferred.	Share quality and suitability reviewer dashboards with the SBOE.			
	Repeat steps 18<u>21</u>–24<u>27</u> as needed.				
26 <u>28</u>		Form teams using the SBOE-approved quality and suitability reviewers using rules outlined in 19 TAC §67.27 (d)(10) .			
27 <u>29</u>		- Notify individuals of their appointment and execute reviewer contract. - Notify individuals not selected. - Update SBOE member dashboard with reviewer status. If reviewer declines, see step 27.			Begin “no contact period,” during which IMRA reviewers may not interact or communicate with publishers participating in the IMRA cycle.
	See 19 TAC §67.29 limitations on contact with IMRA reviewers now in effect.				

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
28 <u>30</u>		- If an individual invited to serve on a quality review panel declines the invitation, TEA will notify the relevant SBOE member. Notify SBOE member(s) of need for replacement(s) as needed. - If an individual invited to serve on a suitability review panel declines the invitation, TEA will then invite the next eligible reviewer from the SBOE member's list.			
29 <u>31</u>	PLACEHOLDER — board decision pending on 19 TAC §67.27 regarding language on reviewer replacement. Upon notification from TEA that a quality review declined their invitation to serve, the relevant SBOE member will select an alternate from the list of candidates and notify TEA within one week.	- To the extent an SBOE member fails to select an alternate quality reviewer within one week, TEA will select the top-ranked applicant from the member's reviewer dashboard. - If an individual invited to serve on a suitability review panel declines the invitation, <u>TEA will then invite the next eligible reviewer from the SBOE member's list.</u>			
30 <u>32</u>		- Update reviewer status in the selection dashboards. - Inform board members of teaming completion.			

3: Instructional Materials Reviews | Steps ~~31-33~~ 33-36

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
31 <u>33</u>		- Notify SBOE Members of the training schedule. - Train review teams on standards alignment process, application of the IMRA Quality and laws and rules through the Suitability rubric, and identification of factual errors. - Post instructional materials being reviewed (or access information) and public comment form to TEA and SBOE website.			
	Public comment opens.				
32 <u>34</u>	- Promote public review of materials during the public comment period. BOARD ACTION: conduct individual review or coordinate reviews with trusted advisors/content experts during the public comment period. - Submit formal feedback using the public comment form.	Promote public review of materials via listservs and subject-related conferences.	Promote public review of materials in region.	Review materials and provide public comment	Monitor IMRA review dashboard to view and respond to feedback.
33 <u>35</u>		- Facilitate reviews on behalf of the SBOE. - Regularly conduct cross-alignment checks across product offerings.			Monitor IMRA review dashboard to view and respond to reviewer feedback.

Review Step	SBOE	TEA	ESCs	Stakeholders	Publishers
34 <u>36</u>	Host public hearing to hear public oral testimony regarding materials being reviewed in the current cycle. BOARD ACTION: State for the record any specific feedback for publishers before the final vote.	Provide an update on the review.		Register to give public oral testimony.	Respond to public testimony in their list of corrections and editorial changes before SBOE meeting.
	Public comment closes.				

4: Appeals and Proposed Changes | Steps ~~34-46~~ 37-49

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
35 <u>37</u>		Release standards alignment results to publishers, including reviewer-identified errors and feedback.			Eligible publishers submit appeals for standards alignment based on findings of the SBOE’s reviewers. To be eligible to have content added, the material must, upon its initial review, be identified as meeting: • at least 75% of the TEKS or TPG coverage percentage required for approval; • and at least 75% of the ELPS required for approval.

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
36 <u>38</u>		Release quality and suitability review findings to publishers.			• If applicable, submit quality and suitability review findings by providing new content. • All publishers are eligible for quality review appeals. They may appeal the scores and evidence for up to 25% of the quality rubric indicators. Publishers of full-subject, Tier one English or Spanish language arts and partial-subject, Tier one phonics may also appeal scores and evidence for quality rubric section 4. Phonics Rule Compliance. • All publishers are also eligible for suitability review appeals and may supply new content or revisions for all section 1 flags and for the absence of section 2 flags. • Submit publisher-initiated changes and respond to all reviewer and public errors and feedback.
37 <u>39</u>		• Facilitate publisher appeals. • Release publisher appeals submissions to review teams.		• Regularly conduct cross alignment checks across product offerings. • Reviewers consider publisher evidence, corrections, and changes.	

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
38 <u>40</u>		- Communicate final appeals decisions to publishers and prepare final reports for SBOE. <u>Reports from suitability reviews will include all flags submitted by reviewers and responses received from publishers.</u>			
39 <u>41</u>		Share Commissioner’s recommendations and submit final review reports as attachments for the final SBOE vote agenda item.			- Submit publisher statement in response to the final report. - Validate the final report and confirm that there are no technical errors or inconsistencies.
40 <u>42</u>		Publish reports to IM internet website.			

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
41 <u>43</u>	BOARD ACTION: COFB (Tuesday): Recommend to - place IM on the list of approved materials pending proposed revisions; - place IM on the list of proposed rejected materials; or - take no action. Full Board (Friday): Vote to - place IM on the list of approved materials pending proposed revisions; - place IM on the list of proposed rejected materials, and issue proclamation for cure period; - or, take no action.	Present final review reports and recommendations to the SBOE.			
42 <u>44</u>		Publish approved and proposed rejected list on the SBOE website and advertise via listservs and at subject-related conferences.			Begin to complete proposed revisions and corrections.
43 <u>45</u>					Submit finalized revisions and corrections.

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
44 <u>46</u>		- Agency verifies content revisions or factual error corrections are complete. - In addition, re-certifies compliance with accessibility, manufacturing standards, interoperability, and parent portal requirements.			
45 <u>47</u>					Submit instructional materials to the National Institute Materials Access Center (NIMAC)
46 <u>48</u>		Execute and present to SBOE a final after-action review on the current year’s cycle.			
49 <u>49</u>	BOARD ACTION: Vote to affirm the verification and act on any changes not completed by publishers.	Present verification of changes from approved programs to the SBOE.			

5: Cure Period | Steps ~~47–55~~ 50–58

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
47 <u>50</u>		Post the <i>Proclamation for Proposed Rejected Instructional Materials</i> and notify publishers.			
48 <u>51</u>		Establish reviewer teams using any reviewers who opt to extend their review contracts and assign teams to programs following steps for team building in administrative code.			Respond to the proclamation and submit required revisions to address identified deficiencies in proposed rejected programs.
49 <u>52</u>	BOARD ACTION: If a publisher does not respond to the proclamation with required revisions, then board acts to place those publisher programs on the List of Rejected Instructional Materials <u>with a defined effective date before the start of the next school year.</u> (January/February SBOE Meeting)				
50 <u>53</u>				Conduct re-review of revised materials.	
51 <u>54</u>		Release review findings to publishers.			- Submit publisher statement in response to the final cure-period report. - Validate the final cure period report and confirm that there are no technical errors or inconsistencies.
52 <u>55</u>		Release cure-period review findings to the SBOE.			

Review Step	SBOE	TEA	ESCs	Reviewers	Publishers
53 <u>56</u>	BOARD ACTION: Board takes final vote on instructional materials that were part of the cure period. <u>The Board takes a final vote on the instructional materials submitted during the cure period. If the Board votes to place any materials on the List of Rejected Instructional Materials, the action will include a specified effective date that occurs before the start of the next school year.</u> (April SBOE Meeting)				
54 <u>57</u>	BOARD ACTION: If a program was previously on the List of Rejected Instructional Materials, and the most recent vote places the materials in the “no action” status, then SBOE may vote to remove the program from the List of Rejected Instructional Materials per 19 TAC, §67.43(h).				
55 <u>58</u>		Publish updated approved and rejected lists on the SBOE website and advertise via listservs and at subject-related conferences.			• If approved, go to Step 42 <u>45</u> of the process. • If rejected, publishers may submit materials to a future review cycle. • If SBOE takes no action, publishers may submit materials to a future review cycle.

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) Only if the SBOE member responds affirmatively to a request from TEA will an applicant be exempt from subsection (a) of this section, and only if the applicant has previously served as an IMRA quality reviewer in at least one of the prior two IMRA cycles and received an acceptable performance rating.~~
- ~~[(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.]~~
- (e) Suitability reviewers.
- (1) Texas residency is a minimum requirement for any IMRA suitability reviewer.
 - (2) Each SBOE member may ~~[shall]~~ annually nominate a minimum of 40 ~~[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 may [must] each nominate and rank 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 then 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 of being notified by TEA , candidates from other SBOE member districts may be considered.
- (9) If TEA still requires additional suitability candidates to complete the review after notifying SBOE members of the need for more nominations and fewer than 14 calendar days remain before the review begins, final reviewer selections shall be made in consultation with the SBOE chair to preserve SBOE authority.
- (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.

TEXAS ADMINISTRATIVE CODE: As in effect on 3/12/2026.

TITLE 13. CULTURAL RESOURCES

PART 1. TEXAS STATE LIBRARY AND ARCHIVES COMMISSION

CHAPTER 4. SCHOOL LIBRARY PROGRAMS

SUBCHAPTER A. STANDARDS AND GUIDELINES

§4.2. School Library Programs: Collection Development Standards.

(a) Each Texas public school district board or governing body must approve and institute a collection development policy that describes the processes and standards by which a school library acquires, maintains, and withdraws library materials as defined by Education Code, §33.020(3).

(b) A school library collection should include materials that are age appropriate and suitable to the campus and students it serves and include a range of materials. A school library collection should:

(1) Enrich and support the Texas Essential Knowledge and Skills (TEKS) and curriculum established by Education Code, §28.002 (relating to Required Curriculum), while taking into consideration students' varied interests, maturity levels, abilities, and learning styles;

(2) Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;

(3) Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis; and

(4) Represent the ethnic, religious, and cultural groups of the state and their contribution to Texas, the nation, and the world.

(c) A school library collection development policy must:

(1) Describe the purpose and collection development goals;

(2) Designate the responsibility for collection development;

(3) Establish procedures for the evaluation, selection, acquisition, reconsideration, and deselection of materials;

(4) Consider the distinct age groups, grade levels, and possible access to materials by all students within a campus;

(5) Include a process to determine and administer student access to material rated by library material vendors as "sexually relevant" as defined by Education Code, §35.001 consistent with any policies adopted by the Texas Education Agency and local school board requirements;

(6) Include an access plan that, at a minimum, allows efficient parental access to the school district's physical library catalog and online library catalog; and

(7) Comply with all applicable local, state, and federal laws and regulations. Specifically, a collection development policy must:

(A) Recognize that parents are the primary decision makers regarding their student's access to library material;

(B) Prohibit the possession, acquisition, and purchase of:

(i) harmful material, as defined by Education Code, §33.020(1);

(ii) library material rated sexually explicit material by the selling library material vendor under Education Code, §35.002;

(iii) library material that is pervasively vulgar or educationally unsuitable as referenced in Board of Education v. Pico, 457 U.S. 853 (1982);

(iv) library material containing indecent content as defined by Education Code, §33.020(2) or profane content as defined by Education Code, §33.020(4);

(v) or library material that refers a person to an Internet website containing content prohibited under this subsection, including by use of a link or QR code, as defined by Health and Safety Code, §443.001;

(C) Recognize that obscene content is not protected by the First Amendment to the United States Constitution;

(D) Be required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;

(E) Ensure schools provide library catalog transparency, including, but not limited to:

(i) Online catalogs that are publicly available; and

(ii) Information about titles and how and where material can be accessed;

(F) Recommend schools communicate effectively with parents regarding collection development, including, but not limited to:

(i) Access to district/campus policies relating to school libraries;

(ii) Consistent access to library resources; and

(iii) Opportunities for students, parents, educators, and community members to provide feedback on library materials and services;

(G) Prohibit the removal of material based solely on the ideas contained in the material or the personal background of the author of the material or characters in the material; and

(H) Demonstrates a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. 106-554), including through the use of technology protection measures, as defined by that Act.

(d) Evaluation of materials as referenced in this section includes a consideration of the factors described in subsection (b) of this section, consideration of local priorities and school district standards, including recommendations of a local school library advisory council if the district has established one under Education Code, §33.025, and at least two of the following:

(1) Consideration of recommendations from parents, guardians, and local community members;

(2) Consultation with the school district's educators and library staff and/or consultation with library staff of similarly situated school districts and their collections and collection development policies;

(3) An extensive review of the text of item;

(4) The context of a work, including consideration of the contextual characteristics, overall fit within existing school library collection, and potential support of the school curriculum; or

(5) Consideration of authoritative reviews of the items from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.

(e) A reconsideration process as referenced in this section should ensure that any parent or person standing in parental relation to a student enrolled in the school district, a person employed by the district, or a person residing in the district may request the reconsideration of a specific item in their school district's library catalog. A reconsideration process should:

(1) Establish a uniform procedure an individual must follow when filing a request;

(2) Require a school district to include a form adopted by the Texas Education Agency to request a reconsideration of an item on the school's public internet website if the school has a public internet website or ensure the form is publicly available at a school district administrative office;

(3) Require that the completed form be distributed to the superintendent or superintendent designee, school librarian, school district board of trustees or governing body at the time of submission;

(4) Include a reasonable timeframe, approved by the school board, for the review and recommendation by a committee charged with the review of the item in its entirety. A district should convene a review committee in accordance with criteria established by the district to ensure a thorough and fair process. A reasonable timeframe should take no longer than 90 days after the date the request for reconsideration is received and take into account:

(A) The time necessary to convene a committee to meet and review the item;

(B) Flexibility that may be necessary depending on the number of pending reconsideration requests; and

(C) Other factors relevant to a fair and consistent process, including informing the requester on the progress of the review in a timely fashion;

(5) Prohibit students enrolled in the district from accessing the material until the district takes action in response to the request for reconsideration;

(6) Include a review and appeal process approved by the school district board of trustees or governing body; and

(7) Provide that if an item has gone through the reconsideration process and remains in the collection, a school district may not be required to reconsider an item within two calendar years of the final decision.

(f) School districts should ensure a professional librarian certified by the State Board for Educator Certification or other dedicated professional library staff trained on proper collection development standards is responsible for the selection and acquisition of library materials.

(g) A school district must develop collection assessment and evaluation procedures to periodically appraise the quality of library materials in the school library to ensure the library's goals, objectives, and information needs are serving its school community and should stipulate the means to weed or update the collection.

(h) A school district's collection development policy should be reviewed at least every three years and updated as necessary.

(i) School districts may add procedures to these minimum requirements to satisfy local needs so long as the added procedures do not conflict with these minimum requirements.

(j) School districts are responsible for ensuring their school libraries implement and adhere to these collection development standards.