

Minutes

State Board of Education

September 2, 2020

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

KEVEN ELLIS, Lufkin
Chair of the State Board of Education
District 9

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

GEORGINA PÉREZ, El Paso
Secretary of the State Board of
Education
District 1

Board Members

LAWRENCE ALLEN, JR., Houston
District 4

PAM LITTLE, Fairview
District 12

DONNA BAHORICH, Houston
District 6

TOM MAYNARD, Florence
District 10

BARBARA CARGILL, Conroe
District 8

SUE MELTON-MALONE, Robinson
District 14

RUBEN CORTEZ, JR., Brownsville
District 2

KEN MERCER, San Antonio
District 5

AICHA DAVIS, Dallas
District 13

MARISA PEREZ-DIAZ, Converse
District 3

PATRICIA HARDY, Fort Worth
District 11

MATT ROBINSON, Friendswood
District 7

Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, chair
Pam Little, vice chair
Aicha Davis
Georgina C. Pérez
Marty Rowley

SCHOOL FINANCE/PERMANENT SCHOOL FUND

Tom Maynard, chair
Lawrence Allen, Jr., vice chair
Donna Bahorich
Patricia Hardy
Ken Mercer

SCHOOL INITIATIVES

Barbara Cargill, chair
Marisa Perez-Diaz, vice chair
Ruben Cortez, Jr.
Keven Ellis
Matt Robinson

Minutes
State Board of Education
September 2, 2020

The State Board of Education conducted a virtual meeting at 9:04 a.m. on Wednesday, September 2, 2020. Attendance was noted as follows:

Present: Keven Ellis, chair; Lawrence A. Allen, Jr.; Donna Bahorich; Barbara Cargill; Ruben Cortez, Jr.; Aicha Davis; Pat Hardy; Pam Little; Tom Maynard; Sue Melton-Malone; Ken Mercer; Georgina C. Pérez, secretary; Marisa B. Perez-Diaz; Matt Robinson; Marty Rowley, vice chair

Invocation

Pledge of Allegiance

Roll Call

1. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

By unanimous consent, the State Board of Education approved the following items on the consent agenda.

(1) Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of May and June 2020.

(Board agenda III-4)

The State Board of Education ratified the purchases and sales for the months of May and June 2020 in the amounts of \$895,238,762 and \$1,065,447,343 respectively.
(ATTACHMENT 1, page 7).

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

(Board agenda page III-6)

The State Board of Education adopted a distribution to the Available School Fund of approximately \$1.102 billion for fiscal year 2021.

(3) Proposed Amendments to the Investment Procedures Manual

(Board agenda page III-54)

The State Board of Education adopted the amendments to the Investment Procedures Manual as presented by staff.

(4) Review of the Permanent School Fund Real Estate Policy and Tactical Plan
(Board agenda page III-55)

The State Board of Education adopted the proposed Real Estate Annual Tactical Plan as presented.

(5) Authorization to Issue a Request for Proposals for Emerging Manager Investment Management in the Private Equity and Real Estate Asset Classes for the Permanent School Fund
(Board agenda page III-56)

The State Board of Education approved the issuance of the Request for Proposals for Investment Management Services for a Private Equity Emerging Manager program and a Private Real Estate Emerging Manager program for the Texas Permanent School Fund and the State Board of Education.

(6) Recommendation for Appointment to the Randolph Field Independent School District Board of Trustees
(Board agenda page IV-1)

The State Board of Education approved the appointment of Ms. Glenda M. Solomon to serve a term of office, from September 2, 2020 to September 2, 2022, on the Randolph Field Independent School District Board of Trustees.

(ATTACHMENT 2, page 9)

(7) Recommendation for Appointment to the Boys Ranch School Independent School District Board of Trustees
(Board agenda page IV-17)

The State Board of Education approved the reappointment of Mr. Robert Marshall to serve a term of office, from November 16, 2020 to November 16, 2022, on the Boys Ranch Independent School District Board of Trustees.

(ATTACHMENT 3, page 15)

COMMITTEE OF THE FULL BOARD

2. **Proposed New 19 TAC Chapter 61, School Districts, Subchapter B, Special Purpose School Districts, §61.101, Applicability of State Law for Special Purpose School Districts (Second Reading and Final Adoption)**
(Board agenda page I-1)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve for second reading and final adoption new 19 TAC Chapter 61, School Districts, Subchapter B, Special Purpose School Districts, §61.101, Applicability of State Law for Special Purpose School Districts; and make an affirmative finding that immediate adoption of 19 TAC Chapter 61, School Districts, Subchapter B, Special Purpose School Districts, §61.101, Applicability of State Law for Special Purpose School Districts, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.*

(ATTACHMENT 4, page 21)

3. **Approval of *Proclamation 2022 Questions and Answers***
(Board agenda page I-9)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education adopt Proclamation 2022 Questions and Answers.*

COMMITTEE ON INSTRUCTION

1. **Proposed Amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.1, Essential Knowledge and Skills, and §74.3, Description of a Required Secondary Curriculum (Second Reading and Final Adoption)**
(Board agenda page II-I)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for second reading and final adoption proposed amendments to 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.1, Essential Knowledge and Skills, and §74.3, Description of a Required Secondary Curriculum; and make an affirmative finding that immediate adoption of 19 TAC Chapter 74, Curriculum Requirements, Subchapter A, Required Curriculum, §74.1, Essential Knowledge and Skills, and §74.3, Description of a Required Secondary Curriculum, is necessary and shall have an effective date of 20 days after filing as adopted with the Texas Register.*

(ATTACHMENT 5, page 25)

2. **Proposed New 19 TAC Chapter 120, Other Essential Knowledge and Skills, Subchapter A, Character Traits**
(Second Reading and Final Adoption)
(Board agenda page II-9)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for second reading and final adoption new 19 TAC, Chapter 120, Other Essential Knowledge and Skills, Subchapter A, Character Traits, as recommended by the Committee on Instruction; and make an affirmative finding that immediate adoption of 19 TAC Chapter 120, Other Essential Knowledge and Skills, Subchapter A, Character Traits, is necessary and shall have an effective date of August 1, 2021.*

(ATTACHMENT 6, page 29)

3. **Report from the Commissioner of Education Regarding Updated TEKS Alignment for Adopted Instructional Materials**
(Board agenda page II-18)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education require that all publishers make corrections listed in the TEKS Update Report of Required Corrections and the Report of Editorial Changes; approve changes and corrections submitted in response to written comments and public testimony; and update the official TEKS percentage for instructional materials reviewed for TEKS Updates on the Instructional Materials Current Adoption Bulletin.*

4. **Approval of Update to Instructional Materials for Learning A-Z**

(Board agenda page II-21)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve the request from Learning A–Z to update content in three of its adopted products Raz Plus ELL Texas Edition, Kindergarten; Raz Plus ELL Texas Edition, grade 1; and Raz Plus ELL Texas Edition, grade 2.*

5. **Proposed Amendment to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, §66.15, Administrative Penalty**
(First Reading and Filing Authorization)
(Board agenda page II-22)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 66, State Adoption and Distribution of Instructional Materials, Subchapter A, General Provisions, §66.15, Administrative Penalty.*

COMMITTEE ON SCHOOL INITIATIVES

6. **Ad Hoc Committee Recommendations Related to Trustee Team Building Training**
(Board agenda page IV-25)

MOTION: *It was moved by Mrs. Cargill and seconded by Mr. Rowley that the State Board of Education adopt the Recommended Revisions to School Board Member Training – Framework for School Board Development, as amended and recommended by the Committee on School Initiatives.*

MOTION: *It was moved by Mrs. Bahorich, seconded by Mrs. Cargill, and carried to insert, “specific, quantifiable, research-based, and time-bound” into bullet point 4 under I. Vision and Goals to allow the public an opportunity to review the language.*

MOTION AND VOTE: *It was moved by Dr. Robinson and seconded by Mr. Cortez to strike “research-based.” The motion failed.*

MOTION AND VOTE: *It was moved by Dr. Ellis to substitute the following language:*

“Adopts a reasonable number of specific research-based goals that align to the vision to improve student outcomes including the quantifiable goals in TEC §11.185 and §11.186”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz and seconded by Dr. Robinson to amend the amendment to read:*

“Adopts a reasonable number of specific ~~quantifiable, research-based, and time-bound~~ and measurable goals that align with early childhood literacy, mathematics, and CCMR requirements.”

The motion failed.

VOTE: *A vote was taken on the original motion by Mrs. Bahorich to insert, “specific, quantifiable, research-based, and time-bound” into bullet point 4 under I. Vision and Goals to allow the public an opportunity to review the language.*

The motion carried.

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Mrs. Cargill, and carried to restore bullet point 5 under III. Progress and Accountability to read:*

“Differentiates among inputs, outputs, and outcomes, especially when focusing on student outcomes.”

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Dr. Ellis, and carried without objection to amend bullet point 5 under II. Systems and Processes to read:*

“Focuses its action on district-wide policy-making, planning, goal setting, progress monitoring, and evaluation and ~~restricts~~ refrains from its involvement in daily operations and management.

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Dr. Ellis, and carried to amend bullet point 5 under II. Systems and Processes to read:*

“Focuses its actions on providing oversight of management, district-wide policy-making, planning, goal setting, progress monitoring, and evaluation and refrains from involvement in daily operations and management.”

MOTION AND VOTE: *It was moved by Mrs. Bahorich and seconded by Ms. Davis to amend I. Vision and Goals to read:*

“Vision and Goals—The board ensures creation of a shared vision and measurable goals that improve student outcomes and offers opportunities, and experiences.”

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Perez-Diaz, seconded by Ms. Pérez, and carried to amend bullet point 6 under IV. Advocacy and Engagement to read:*

“Promotes school board service by educating the community about the role of a school board and building leadership capacity within the community ~~for potential future school board members.~~

MOTION AND VOTE: *It was moved by Mrs. Bahorich, seconded by Ms. Perez-Diaz, and carried to amend bullet point 6 under IV. Advocacy and Engagement to read:*

“Promotes school board service by educating the community about the role of a school board and encouraging leadership opportunities ~~building leadership capacity~~ within the community.

MOTION AND VOTE: *It was moved by Dr. Ellis, seconded by Ms. Perez-Diaz, and carried to postpone adoption of the Recommended Revisions to School Board Member Training – Framework for School Board Development until the November 2020 SBOE meeting.*

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Mrs. Melton-Malone did not report on the Committee on Instruction.

Committee on School Finance/Permanent School Fund

Mr. Maynard did not report on the Committee on Finance/Permanent School Fund.

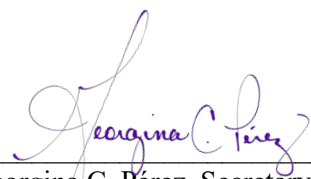
Committee on School Initiatives

Mrs. Cargill did not report on the Committee on School Initiatives.

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

Dr. Ellis gave board members an opportunity to provide information regarding agenda items or other relevant information about public education. Brief reports were made.

The meeting adjourned at 12:30 p.m.



Georgina C. Pérez, Secretary

**TEXAS PERMANENT SCHOOL FUND
SUMMARY OF TRANSACTIONS FOR APPROVAL
(Including External Manager's Trades)
For May 1, 2020 through June 30, 2020**

Purchases/Capital Calls:

Long Term Fixed Income	\$ 336,201,370
Public Market Equities	319,055,015
Alternative Investments	<u>239,982,377</u>
TOTAL	<u>\$ 895,238,762</u>

Sales/Distributions:

Long Term Fixed Income	\$ 82,953,444
Public Market Equities	476,890,991
Alternative Investments	<u>505,602,908</u>
TOTAL	<u>\$ 1,065,447,343</u>

General Land Office Contributions:

FY 2019 Cumulative June 2019	FY 2020 Cumulative June 2020
\$191,250,000	\$7,500,000

Based on the above information provided by staff including a report that deposits to the Permanent School Fund from the General Land Office were \$191,250,000 through June 2019 for fiscal year 2019 versus \$7,500,000 through June 2020 for fiscal year 2020, and the recommendation of the Executive Administrator and Chief Investment Officer and the Commissioner of Education; it is moved by unanimous consent that the Committee on School Finance/Permanent School Fund ratify for the months of May 2020 and June 2020 Permanent School Fund portfolio purchases of \$895,238,762 and sales of \$1,065,447,343.

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



24 July 2020

MEMORANDUM FOR Mr. Mike Morath
Commissioner, Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

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

SUBJECT: Appointment of Ms. Glenda M. Solomon to the Randolph Field Independent School District (RFISD) Board of Trustees.

1. I would like to respectfully request the appointment of Ms. Glenda M. Solomon to the Randolph Field Independent School District (RFISD) Board of Trustees. Enclosed are the resumes of my nominees, as required by Texas Administrative Code Section 61.2a(1), along with a signed statement expressing their willingness to accept the appointment and serve in full adherence to the established state standards for school board members.
2. The remaining nominees, in order of preference are, Mr. John R. Ludington III and Ms. Elizabeth Dahlquist.
3. All nominees are qualified under the general school laws of Texas and either live or work on JBSA-Randolph. Each nominee is well qualified and the appointment of any one of them would be in full compliance with the provisions of the Texas Education Code 11.352. Every avenue was used to reach the widest possible applicant pool. The membership composition of the board of trustees is in compliance with the provisions of Texas Code 11.28.
4. I recognize the power of the Board of Trustees to govern and manage the operations of the RFISD and recognize that my role as the executive agent of JBSA-Randolph is limited only to the duty defined by statute in the process for appointing the Board of Trustees.
5. Thank you and your staff for your support of our school district. If you have any questions, please contact my POC, Ms. Angela Green at (210) 652-3081.

JAMES H. MASONER, Colonel, USAF
Commander, 502d Security Forces Group

3 Attachments:

1. Ms. Glenda M. Solomon's Resume
2. Mr. John R. Ludington III's Resume
3. Ms. Elizabeth Dahlquist's Resume



Joint Base San Antonio Statement of Eligibility

Applicant Full Name: Glenda M. Solomon

Residential Address: 1851 1st Street E., Suite 3

JBSA Randolph

TX

78154

Physical Address of Employer:

1851 1st Street E., Suite 3

JBSA Randolph

TX

78154

Board of Trustees Location Applying For: Randolph FISD

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

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

SOLOMON.GLENDA.M
.1040046492

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SOLOMON.GLENDA.M.1040046492
Date: 2020.06.26 10:20:35 -05'00'

Signature of Applicant

Date

Glenda M. Solomon

Printed Name of Applicant

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

RFISD SCHOOL BOARD TRUSTEE APPLICATION

1. Personal Data

- a. Name/rank: Glenda M. Solomon /GS -12)
- b. Address: 724 Broadleaf Schertz, TX 78154
- c. Phone : (210) 658-7225 home / (210) 652-4881
- d. If military, date assigned to Randolph AFB: N/A; TAFMSD: N/A
- e. Qualification: Military (if retired, grade: CMSgt, USAF Retired /date: 1 Apr 2006), civilian, or ~~dependent~~ (circle one)
- f. Children in RFISD: No; Graduates: Sydney Solomon - 2010 & Leah Solomon - 2007

2. Status: Investigator & Complaints Resolution Specialist, HQ Air Education and Training Command, Office of the Inspector General, JBSA Randolph

- a. Education: BS Corporate Education & Training and BS in Business Management
- b. Professional or personal experience that would be an asset to you as a school board trustee:
 - 1) Four years previous experience as RFISD School Board Trustee (2010-2014). I am very familiar with various Randolph School activities and organizations. I have participated in various Randolph Field ISD activities during my daughters' attendance as students. I was an active member of PTO, President of the Athletic Booster Club for four years, a member of the Band Booster Club and the Randolph Elementary School Campus Improvement Committee from 2001-2003.
 - 2) I spent over 27 years on active duty in the Air Force and can appreciate the dynamics of balancing military and family life. Outside the normal mundane details of everyday military life, I've had to adjust to new environments, leadership and organizations all while supporting and keeping focus on the mission, goals and objectives.
 - 3) I currently work in the office of the AETC Inspector General (May 2006 – Present) and a significant portion of my job is to ensure problems/issues are resolved by the most appropriate agencies within our Air Force bases nation-wide. I deal with matters that are sent through congressional channels as well as the concerns of the everyday laborer who walks in off the street. I have over 16 years of experience with the Inspector General (includes both Complaint Resolution Process and Air Force Inspection Processes).
 - 4) Director of Education - Robins (AF) NCO Leadership Academy (8 years - 1992-2000): duties included – curriculum development, resource advisor - 5.4 M annual budget, 12 member faculty/staff; platform instructor, supervisor – hiring authority

3. Supervisor/reference:

- a. Name/rank: Mr. Ronald L. Hatfield (Lt Col - USAF Retired/ GS -13)
- b. Address: HQ AETC/ IG, 1851 1st Street East, Suite 3, JBSA Randolph TX 78150
- c. Phone: 210 652-2175

4. Why do you want to serve as a school board member?

I am applying for a position with the Randolph Field ISD School because I want to serve. My previous years (2010-2014) serving on the school board were very rewarding and productive. The knowledge and experience I have gained during my tenure have enabled me to not only understand the massive role the school board but has equipped me to better serve and support the districts efforts in providing the best educational experience for Randolph students. I understand

the comprehensive undertaking of managing funds and resources that will enable to district continue to function, as well as challenges faces the district in the years to come. As an advocate for education, our goal has been to create the best possible opportunities for our children to reach their full potential and succeed. The success of a strong and successful educational system is vested in its citizens- school board, parents, teachers, administrators and community.

My children attended and received a sound education at Randolph Field and have since graduated, completed college and moved on to great careers. I still have a vested interest and want to contribute towards education and success of Randolph Field ISD and I am willing to offer my time and experience to continue to work with a team that has helped our students learn and grow to be successful in life. One thing that I keep in mind, and have reminded others is a school board member not only serves the students, parents and administration (to include the staff), but every entity that makes the school district function. I'd like to think, during my tenure as a school board member, we were able to make things a little better and I'd like to offer my leadership as the district breaks ground on even bigger challenges. My time and service on the board was and always will be an investment in Randolph FISD's future! Support for our school system is not limited to only current parents but our community as a whole.

STATEMENT TO ACCOMPANY RFISD SCHOOL BOARD TRUSTEE APPLICATION

I verify that I work/live on JBSA Randolph TX, a military reservation. I am qualified under the general school laws of Texas to be a RFISD School Board Trustee. I certify that the biographical information on me contained in or attached to my school board application is true and correct. I am willing to accept the appointment as RFISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.

Glenda M. Solomon

26 June 2020

SIGNATURE

DATE

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July 10, 2020

Mr. Mike Morath
Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Morath:

In my current capacity as President and Chief Executive Officer of Cal Farley's Boys Ranch, I request that the State Board of Education, at its September 2020 meeting, reappoint **Mr. Robert Marshall** to the Boys Ranch Independent School District (BRISD) Board of Trustees. Mr. Marshall is qualified under Texas law and meets all requirements.

Mr. Marshall's resume is enclosed, along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the state-established standards for school board members and certifying that the biographical information is true and correct. Current background check information is also enclosed.

I understand the BRISD Board of Trustees has the power to govern and oversee management of the district, and my power is limited to duty as defined by statutes relating to the process of appointing members to the BRISD Board of Trustees. I also certify that the membership composition of the BRISD Board of Trustees is in full compliance with the provisions of the Texas Education Code, section 11.352. I further certify that the role of the BRISD superintendent is in full compliance with the provisions of the Texas Education Code, section 11.201.

Should you have any questions, please contact me at 806-322-2609 or via e-mail at danadams@calfarley.org.

I appreciate your consideration and look forward to confirmation of this appointment.

Sincerely,



Dan Adams
President and Chief Executive Officer

Enclosures

DA:sjs

ROBERT W. MARSHALL

P. O. BOX 12
Boys Ranch, TX 79010
robertmarshall@calfarley.org
(806)533-1205 (O) or (806)549-3530 (C)

EDUCATION

Hardin-Simmons University, Abilene, TX; M.Ed., GPA 3.5. Major in Counseling and Human Development. 1994

McMurry University, Abilene, TX; B.A., GPA 3.1. Major in Applied Sociology, Minor in Psychology. 1992

LICENSES AND CERTIFICATIONS

<i>Licensed Professional Counselor-supervisor</i>	<i>2001 to Present</i>
<i>Licensed Childcare Administrator</i>	<i>2000 to Present</i>
<i>Equine Assisted Growth and Learning Therapist</i>	<i>2018 to Present</i>
<i>Life Space Crisis Intervention Senior Trainer</i>	
<i>Response Ability Pathways Senior Trainer</i>	

EMPLOYMENT

Vice President, Operations, Cal Farley's Boys Ranch, 2018 – present.

- Responsible for providing oversight, consultation, and support for all operational areas of the Cal Farley program and ensuring that all operational departments function in support of the highest quality residential childcare program. Directly oversees the Medical Clinic, Maintenance Program, Equine Program, and the Purchasing and Facilities Departments.
- Assures that accurate and contemporary campus procedures related to operational activities are maintained and published. Ensures adherence to the Cal Farley Model of Leadership and Service.
- Represents the organization with major clients, donors, local communities, and the general public.
- Supervises staff in, and personally exhibits, appropriate interaction with residents.
- Participates in various professional associations and community activities to enhance organizational visibility and further personal development.
- Exercises the usual authority of a Vice President concerning staffing, performance appraisals, employee development and advancement, and assumes additional tasks/special projects as assigned by the Executive Vice President/COO.

Administrator, Residential Communities, Cal Farley's Boys Ranch, 2014 – 2018.

- Oversee campus life program for up to 300 residents and the staff that supervise the homes.
- Supervise or oversee supervision of approx. 110 staff members including supervisors, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 26 homes, approx. \$8 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Administrator, Girls and Pre-Adolescents. Cal Farley's Boys Ranch, May 2010 – Present.

- Oversee home-life and casework program for approx. 164 residents and their families.
- Supervise or oversee supervision of approx. 85 staff members including supervisors, caseworkers, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 14 homes, approx. \$4 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Campus Administrator, Cal Farley's Girlstown, U.S.A., May 2001 to May 2010.

- Oversaw entire residential program for 60 residents and 50 employees at satellite campus in Whiteface, TX
- Managed the medical program consisting of a R.N. and a contract Psychiatrist, Dentist, and Orthodontist.
- Developed and managed annual budget of approx. \$5.5 million per year.
- Planned on oversaw the construction of two major building projects: a chapel and a resident home with a budget of around \$2 million for each project.
- Worked with the surrounding communities to promote Girlstown and Cal Farley's.
- Spoke at public events and meetings to tell the Cal Farley story and promote the programs.
- Liaison with public school officials to ensure quality educational offerings for residents
- Worked closely with Texas Department of Family and Protective Services staff at the local and state level.

Assistant Administrator, Cal Farley's Girlstown, U.S.A., May 1999 to May 2001.

- Assisted in the management of the entire residential program at Cal Farley's Girlstown, U.S.A.
- Directly supervised home-life, chapel, and operations staff.
- Assisted with the management of the medical and clinical program.
- Assisted with development and management of campus budget.
- Assisted with the management of the construction of one residential home.
- Liaison with public school officials to ensure quality educational offerings for our residents.

Manager, Intensive Support Services, MHMR Services or the Concho Valley, San Angelo, TX Sept 1998 to May 1999.

- Managed the Mental Health Intensive Support Services programs including budget planning; staff supervision, recruitment, and retention; program supervision of shelter, MH Supportive Employment, MH support services/casework, MH Supportive Living/Apartment program, and Assertive Community Treatment Team.
- Worked closely with TDMHMR staff.
- Monitored productivity and quality of services.
- Liaison with MH clinical and counseling staff.
- Managed compliance with local and state policies and standards.

Executive Director, Adult Day Care of San Angelo, San Angelo, TX. May 1998 to Sept 1998.

- Oversaw daily center operations.
- Developed and managed annual budget.
- Public Relations.
- Managed personnel issues.

Assertive Community Treatment Team Leader. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1996 to May 1998.

- Directed A.C.T. program.
- Supervised professional staff.
- Chaired treatment team.
- Liaison with families, local facilities, state facilities, hospital staff, and law enforcement

M.H. Caseworker III, Crisis Intervention Services. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1995 to Oct. 1996.

- Performed intake assessments and presented to MH treatment team.
- Screened walk-in clients.
- Co-Supervised Crisis Center staff.
- Liaison with center and community services, including hospitals and law enforcement.

Case Manager/Dorm Director. Wackenhut Corrections Corporation, Coke County Juvenile Justice Center, Bronte, TX. Oct. 1994 to Oct. 1995.

- Performed individual and group therapy to incarcerated adolescent girls.
- Managed programs for up to 3 dorms.
- Supervised staff including dorm security staff and caseworker.
- Coordinated with the Texas Youth Commission probation officers and statewide staff.

M.R. Case Manager. Abilene Regional MHMR, Abilene, TX. May 1994 to Sept. 1994.

- Coordinated services for caseload of intellectually challenged individuals.
- Facilitated staffings on quarterly basis.
- Provide casework services for the consumers.
- Develop and monitor case plans for the consumers.

Adjunct Instructor of Sociology, McMurry University, Abilene, TX. May 1994 to Dec. 1994.

Courses: Introduction to Sociology and Contemporary Social Problems

LEADERSHIP/SERVICE

Texas Network of Youth Services, Statewide

Board Chair/President	2010 to 2016
1 st Vice President	2008 to 2010
2 nd Vice President	2006 to 2008
Western Representative	2004 to 2006

Texas Coalition of Homes for Children, Statewide

Cal Farley Representative	2003 to Present
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South Plains Community Action Association, South Plains of Texas

Board of Directors	2008 to 2010
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Special Olympics, Lubbock and Amarillo

Volunteer	2000 to Present
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Concho Valley Critical Incident Stress Management Team

President	1997-1998
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Human Rights Committee, Bethphage Mission, San Angelo

Member	1996 - 1999
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SPECIAL TRAININGS

Satori Alternatives for Managing Aggression (SAMA) 1999 to Present

Response Abilities Pathways, Senior Trainer

Life Space Crisis Intervention, Senior Trainer

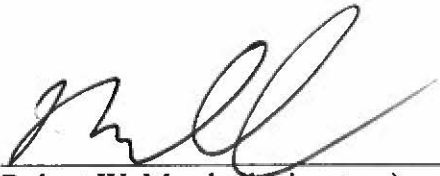
Neurosequential Model of Therapeutics, Dr. Bruce Perry 2008 to Present

Reduction of Seclusion and Restraint Training, Hogg Foundation Program

Critical Incident Stress Management Training, Concho Valley Chapter

STATEMENT TO ACCOMPANY
BOYS RANCH INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST
FOR
ROBERT W. MARSHALL

I, **Robert W. Marshall**, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.


Robert W. Marshall (signature)


Date

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ATTACHMENT
Text of Proposed New 19 TAC

Chapter 61. School Districts

Subchapter B. Special Purpose School Districts

§61.101. Applicability of State Law for Special Purpose School Districts.

- (a) This section applies only to the special purpose school districts operated by the University of Texas at Austin and Texas Tech University.
- (b) The special purpose school districts operated by the University of Texas at Austin and Texas Tech University are public schools of this state fulfilling the mission of the Texas public education system to ensure that Texas students receive a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.
- (c) Each special purpose school district shall be governed by the board of regents of the parent university, which has the authority and responsibilities of a school district board of trustees with respect to the operation of the special purpose school district but has no authority to levy a tax. The board of regents may delegate authority and responsibilities.
- (d) Each special purpose school district shall have an advisory board consisting of at least five members that, along with the superintendent, reports to the board of regents regarding the operation of the district. The president of the university may designate a person to report on the management, operations, and accountability of the special purpose school district to the board of regents. The following requirements apply to each special purpose school district.
 - (1) The advisory board shall hold public meetings that comply with appropriate notice requirements for governmental bodies.
 - (2) The president of the university shall appoint the superintendent of the special purpose school district.
 - (3) The university shall submit nominees for approval by the State Board of Education (SBOE) to serve as special purpose school district advisory board members. The superintendent may not participate in the nomination process for the advisory board.
 - (4) The superintendent and advisory board shall ensure information required to be made available to the public is made available on the special purpose school district's website.
 - (5) The university shall develop an advisory board training program that provides the relevant board training required under Texas Education Code (TEC), §11.159, and shall submit to the SBOE the training requirements by September 1 of each odd-numbered year.
- (e) Students who are eligible to enroll in a Texas independent or common school district are eligible to enroll in a special purpose school district, and each special purpose school district:
 - (1) shall establish an initial enrollment window for each academic semester that uses a lottery to fill open spots not filled by previously enrolled students. After the initial enrollment window closes, enrollment may be based on a first come first served basis;
 - (2) shall develop an outreach program targeted at underserved student populations;
 - (3) may admit students at least 21 years of age and under 26 years of age for the purpose of completing the requirements for a high school diploma in accordance with TEC, §25.001. For purposes of TEC, §25.001(b-2), the term "classroom setting" does not include a virtual classroom that has no physical proximity; and
 - (4) is neither required nor prohibited from providing a student with home computer equipment or internet access.

- (f) Except as provided elsewhere in this section, each special purpose school district operates as a public school of Texas, and the laws applicable to Texas public schools, per TEC, §11.352(c), apply, including:
- (1) providing for equal education opportunity, in accordance with the TEC and constitutions of Texas and the United States;
 - (2) charging fees, holding funding in trust for the education of students, and spending funding to achieve the educational purposes listed in this section;
 - (3) complying with student records retention, transmission, and other related requirements;
 - (4) having access to other school resources such as regional education service centers under TEC, Chapter 8 and §11.003; commissioner of education waiver authority under TEC, §7.056; school immunity under TEC, Chapter 22, Subchapter B; and relevant grant programs;
 - (5) certification requirements under TEC, §§21.003, 21.055, and 21.057, and continuing education requirements under TEC, §21.054, with employment practices to include provisions substantially similar to TEC, §21.0031 and §21.058;
 - (6) complying with the health, safety, and welfare provisions such as reporting of misconduct under TEC, §§21.006, 21.0061, 21.009, 21.057, 21.058, 21.0581, and 21.062, and background checks under TEC, Chapter 22, Subchapters C and C-1;
 - (7) parental and student rights such as those provided for in TEC, Chapter 26.
 - (A) The special purpose school district shall establish a grievance process for complaints.
 - (B) If the special purpose school district determines that releasing a copy of an assessment would jeopardize the security of the assessment because it has not been published and is not publicly available, in place of releasing a copy of the assessment, the special purpose school district shall provide information regarding the standards and concepts for which the student failed to demonstrate proficiency or, using appropriate security protocols, make the assessment available for personal review by the student and parent without releasing a copy;
 - (8) creditable years of service;
 - (9) curriculum and graduation requirements under TEC, Chapter 28;
 - (10) the instructional materials allotment and the provisions of TEC, Chapter 31; and
 - (11) accreditation, assessment of academic skills, academic accountability, and interventions and sanctions under TEC, §11.001 and Chapters 39 and 39A.
- (g) Each special purpose school district shall develop a policy regarding when a student is deemed absent and has excessive absences under its program.
- (1) If the student has excessive absences under the policy, the special purpose school district shall notify both the student and the school district the student would otherwise be entitled to attend that the student has been disenrolled from the special purpose school district.
 - (2) By September 1 of each odd-numbered school year, the special purpose school district shall submit its absence policy to the SBOE, including any modifications made since the previous submission.
- (h) If a special purpose school district seeks a waiver under commissioner authority for more than three consecutive years, the special purpose school district shall submit the issue to the SBOE for consideration as a possible permanent exemption.
- (i) As a special purpose school district is designed to provide education statewide through digital learning methodologies, the following special requirements and modifications are in effect.
- (1) TEC, Chapter 12A, does not apply.
 - (2) TEC, Chapter 22, Subchapter A, does not apply.

- (3) The superintendent shall make personnel decisions for the special purpose school district.
 - (A) Employee grievances shall be covered by the parent university's human resources practices.
 - (B) The parent university's human resources requirements and practices shall apply to employees, unless otherwise indicated by law or rule.
- (4) The special purpose school district shall operate in the time and accounting manner necessary to comply with the funding model established by the commissioner for access to Foundation School Program (FSP) funds.
- (5) The special purpose school district shall adopt a student code of conduct that aligns with the provisions of TEC, Chapter 37, but is not required to include the use of disciplinary alternative education programs or juvenile justice alternative education programs.
- (6) The special purpose school district shall annually submit to the SBOE a report on disciplinary actions made to the district and a report on complaints made to the special purpose school district.
- (7) TEC, §§11.1542, 11.1543, and 11.155, do not apply.
- (8) The special purpose school district is not required to have the membership compositions for committees under TEC, §§11.251, 11.252, 11.253, or 11.255, but must develop plans and policies that comply with those provisions.
- (9) Educator contract requirements under TEC, Chapter 21, Subchapters C, D, E, F, and G; appraisal system requirements under TEC, Chapter 21, Subchapter H; duties and benefits requirements under TEC, Chapter 21, Subchapter I; and staff development requirements under TEC, Chapter 21, Subchapter J, do not apply, and the special purpose school district shall develop an appraisal system that contains the items in TEC, §21.351(a).
- (10) TEC, §§25.08111 and 25.111-25.114, do not apply.
- (11) The requirements of TEC, §28.004, to have a school health advisory council do not apply, but the special purpose school district shall:
 - (A) comply with the provisions of TEC, §28.004, with regard to the parameters of health education and curriculum materials; posting, notice, and grievance provisions; and consideration of related issues; and
 - (B) require that the advisory board solicit community and parental input and develop recommendations regarding the subject matter of TEC, §28.004(c)(1), (2)(A) and (D)-(H), and (3)-(6).
- (12) Financial accountability and fiscal management under TEC, Chapters 39 and 44, shall apply as if the special purpose school district were a university charter school, and the special purpose school district's public funds must be maintained in a manner that allows auditing of the public funds separate from other funds.
- (j) The provisions of this section apply to each special purpose school district's operation for educating students eligible for enrollment in Texas public schools who enroll in the state-funded special purpose school district. This section does not apply to a tuition-based program operated in tandem with the state-funded program. However, the school operations that include Texas students are subject to subsection (l) of this section.
 - (1) A parent of a Texas student may voluntarily decide to enroll a student in the tuition-based program.
 - (2) The special purpose school district shall biannually report student attendance in its state-funded school and Texas student attendance in its tuition-supported school. Information shall be provided to ensure that student participation does not disadvantage any student group from access to the state-funded school.

- (k) Each special purpose school district shall submit to the SBOE by September 1 of each odd-numbered year an updated list by section of the TEC, Title I and Title II, with recommendations regarding which sections of the code should apply or not apply to the operations of its schools. The submission must compare the recommendations to the list last provided to the SBOE.
- (l) If the special purpose school district declines FSP payment, the special purpose school district is authorized to charge tuition and is subject to:

 - (1) accreditation, academic assessment, academic and financial accountability, and interventions under TEC, Chapters 39 and 39A; and
 - (2) reporting requirements imposed by the Texas Education Agency.
- (m) The parent university of each special purpose school district shall submit nominations for and establish an advisory board as soon as practicable, and the provisions of this section that require the special purpose school district to develop a policy apply beginning with the 2021-2022 school year.

ATTACHMENT
Text of Proposed Amendments to 19 TAC
Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum

§74.1. Essential Knowledge and Skills.

- (a) A school district that offers kindergarten through Grade 12 must offer the following as a required curriculum:
- (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States and world history, government, geography, and economics, with emphasis on the free enterprise system and its benefits; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health, with emphasis on : ~~[the importance of proper nutrition and exercise;]~~
 - (i) physical health, including the importance of proper nutrition and exercise;
 - (ii) mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
 - (iii) suicide prevention, including recognizing suicide-related risk factors and warning signs;
 - (C) physical education;
 - (D) fine arts;
 - (E) career and technical education;
 - (F) technology applications;
 - (G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
 - (H) personal financial literacy.
- (b) A school district must provide instruction in the essential knowledge and skills of the appropriate grade levels in the foundation and enrichment curriculum as specified in paragraphs ~~(1)-(12)~~ ~~[(1)-(13)]~~ of this subsection. A school district may add elements at its discretion but must not delete or omit instruction in the foundation and enrichment curriculum specified in subsection (a) of this section.
- (1) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) : ~~[(1)]~~
 - (2) Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics) : ~~[(2)]~~
 - (3) Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science) : ~~[(3)]~~
 - (4) Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies) : ~~[(4)]~~

- (5) Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English) . [i]
- (6) Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education) . [i]
- (7) Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education) . [i]
- (8) Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts) . [i]
- ~~[(9) Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits);]~~
- (9) ~~[(10)]~~ Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications) . [i]
- (10) ~~[(11)]~~ Chapter 127 of this title (relating to Texas Essential Knowledge and Skills for Career Development) . [i]
- (11) ~~[(12)]~~ Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) . ~~[-and]~~
- (12) ~~[(13)]~~ Chapter 130 of this title (relating to Texas Essential Knowledge and Skills for Career and Technical Education).

§74.3. Description of a Required Secondary Curriculum.

- (a) (No change.)
- (b) Secondary Grades 9-12.
 - (1) A school district that offers Grades 9-12 must provide instruction in the required curriculum as specified in §74.1 of this title. The district must ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards.
 - (2) The school district must offer the courses listed in this paragraph and maintain evidence that students have the opportunity to take these courses:
 - (A) English language arts--English I, II, III, and IV and at least one additional advanced English course;
 - (B) mathematics--Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications;
 - (C) science--Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two additional science courses selected from Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Anatomy and Physiology, Engineering Design and Problem Solving, Food Science, Forensic Science, Medical Microbiology, Pathophysiology, Scientific Research and Design, and [Principles of] Engineering Science . The requirement to offer two additional courses may be reduced to one by the commissioner of education upon application of a school district with a total high school enrollment of less than 500 students. Science courses shall include at least 40% hands-on laboratory investigations and field work using appropriate scientific inquiry;
 - (D) social studies--United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, and Economics with Emphasis on the Free Enterprise System and Its Benefits;

- (E) physical education--at least two courses selected from Foundations of Personal Fitness, Adventure/Outdoor Education, Aerobic Activities, or Team or Individual Sports;
- (F) fine arts--courses selected from at least two of the four fine arts areas (art, music, theatre, and dance)--Art I, II, III, IV; Music I, II, III, IV; Theatre I, II, III, IV; or Dance I, II, III, IV;
- (G) career and technical education-- three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of Texas Education Agency-designated programs of study determined by enrollment as follows ~~[coherent sequences of courses selected from at least three of the following sixteen career clusters]~~ :
- (i) one program of study for a district with fewer than 500 students enrolled in high school ;
 - (ii) two programs of study for a district with 501-1,000 students enrolled in high school ;
 - (iii) three programs of study for a district with 1,001-2,000 students enrolled in high school ;
 - (iv) four programs of study for a district with 1,001-5,000 students enrolled in high school ;
 - (v) five programs of study for a district with 5,001-10,000 students enrolled in high school ; and
 - (vi) six programs of study for a district with more than 10,000 students enrolled in high school .
- ~~[(i) — Agriculture, Food, and Natural Resources;]~~
 - ~~[(ii) — Architecture and Construction;]~~
 - ~~[(iii) — Arts, Audio/Video Technology, and Communications;]~~
 - ~~[(iv) — Business Management and Administration;]~~
 - ~~[(v) — Education and Training;]~~
 - ~~[(vi) — Finance;]~~
 - ~~[(vii) — Government and Public Administration;]~~
 - ~~[(viii) — Health Science;]~~
 - ~~[(ix) — Hospitality and Tourism;]~~
 - ~~[(x) — Human Services;]~~
 - ~~[(xi) — Information Technology;]~~
 - ~~[(xii) — Law, Public Safety, Corrections, and Security;]~~
 - ~~[(xiii) — Manufacturing;]~~
 - ~~[(xiv) — Marketing;]~~
 - ~~[(xv) — Science, Technology, Engineering, and Mathematics; and]~~
 - ~~[(xvi) — Transportation, Distribution, and Logistics;]~~
- (H) languages other than English--Levels I, II, and III or higher of the same language;
- (I) computer science--one course selected from Fundamentals of Computer Science, Computer Science I, or Advanced Placement (AP) Computer Science Principles; and

~~[(I) technology applications—Computer Science I and Computer Science II or Advanced Placement (AP) Computer Science and at least two courses selected from Computer Science III, Digital Art and Animation, Digital Communications in the 21st Century, Digital Design and Media Production, Digital Forensics, Digital Video and Audio Design, Discrete Mathematics for Computer Science, Fundamentals of Computer Science, Game Programming and Design, Independent Study in Evolving/Emerging Technologies, Independent Study in Technology Applications, Mobile Application Development, Robotics Programming and Design, 3-D Modeling and Animation, Web Communications, Web Design, and Web Game Development; and]~~

(J) speech--Communication Applications.

- (3) Districts may offer additional courses from the complete list of courses approved by the State Board of Education to satisfy graduation requirements as referenced in this chapter.
- (4) The school district must provide each student the opportunity to participate in all courses listed in subsection (b)(2) of this section. The district must provide students the opportunity each year to select courses in which they intend to participate from a list that includes all courses required to be offered in subsection (b)(2) of this section. If the school district will not offer the required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact. A school district must teach a course that is specifically required for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, the district must either teach the course every year or employ options described in Subchapter C of this chapter (relating to Other Provisions) to enable students to earn credit for the course and must maintain evidence that it is employing those options.
- (5) For students entering Grade 9 beginning with the 2007-2008 school year, districts must ensure that one or more courses offered in the required curriculum for the recommended and advanced high school programs include a research writing component.

(c) (No change.)

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 120. Other Texas Essential Knowledge and Skills

Subchapter A. Character Traits

§120.1. Implementation of Texas Essential Knowledge and Skills for Positive Character Traits.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the 2021-2022 school year.
- (b) School districts and open-enrollment charter schools are required to provide instruction in the essential knowledge and skills for positive character traits outlined in this subchapter at least once in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12.
- (c) School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

§120.3. Texas Essential Knowledge and Skills for Positive Character Traits, Kindergarten-Grade 2, Adopted 2020.

- (a) Introduction.
 - (1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
 - (2) The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits.
 - (A) Trustworthiness: loyalty, integrity, reliability, and punctuality.
 - (B) Responsibility: accountability, perseverance, diligence, and self-control.
 - (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion.
 - (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude.
 - (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
 - (4) The knowledge and skills for positive character traits are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
 - (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.
- (b) Knowledge and skills.
 - (1) Trustworthiness. The student understands how personal choices and actions relate to character building. The student is expected to:
 - (A) describe how personal choices lead to personal actions;
 - (B) explain what it means to be trustworthy; and

- (C) identify personal actions that build trustworthiness, including being honest and punctual.
- (2) Responsibility. The student understands the concept of responsibility and how personal actions demonstrate responsibility. The student is expected to:
 - (A) describe and give examples of how feelings and beliefs influence personal actions;
 - (B) describe how to make personal choices before speaking and acting; and
 - (C) define self-control and identify instances in which self-control is important.
- (3) Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
 - (A) define patience and identify actions that demonstrate patience; and
 - (B) explain and identify examples of how actions can demonstrate kindness to others.
- (4) Citizenship. The student understands how personal actions can demonstrate good citizenship. The student is expected to:
 - (A) define fairness and identify examples of fairness in a variety of situations;
 - (B) define and identify examples of patriotism;
 - (C) explain what it means to demonstrate respect and courtesy and why it is important to demonstrate respect and courtesy to others; and
 - (D) define good citizenship.

§120.5. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 3-5, Adopted 2020.

- (a) Introduction.
 - (1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
 - (2) The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits.
 - (A) Trustworthiness: loyalty, integrity, reliability, and punctuality.
 - (B) Responsibility: accountability, perseverance, diligence, and self-control.
 - (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion.
 - (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude.
 - (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
 - (4) The knowledge and skills for positive character traits are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
 - (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.
- (b) Knowledge and skills.

- (1) Trustworthiness. The student understands how personal responsibility relates to being trustworthy. The student is expected to:
 - (A) identify and define traits of trustworthiness, including reliability and loyalty;
 - (B) identify and practice strategies for being honest and punctual; and
 - (C) define and identify examples of unethical behavior.
- (2) Responsibility. The student understands how personal choices are associated with responsibility. The student is expected to:
 - (A) explain what it means to be responsible for personal decisions and actions;
 - (B) describe positive and negative consequences of personal decisions and actions;
 - (C) identify and demonstrate ways to practice self-control; and
 - (D) describe the relationship between being responsible and being accountable.
- (3) Caring. The student understands how personal actions demonstrate characteristics of caring. The student is expected to:
 - (A) describe how feelings impact decision making and behaviors;
 - (B) explain how one can show patience, consideration, and compassion; and
 - (C) define empathy and discuss the connection between empathy and charity.
- (4) Citizenship. The student understands that personal responsibility is associated with citizenship. The student is expected to:
 - (A) describe the differences and similarities among gratitude, respect, and courtesy;
 - (B) compare fairness and justice; and
 - (C) discuss the importance of obeying laws and rules.

§120.7. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 6-8, Adopted 2020.

- (a) Introduction.
 - (1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
 - (2) The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits.
 - (A) Trustworthiness: loyalty, integrity, reliability, and punctuality.
 - (B) Responsibility: accountability, perseverance, diligence, and self-control.
 - (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion.
 - (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude.
 - (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
 - (4) The knowledge and skills for positive character traits are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.

- (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.
- (b) Knowledge and skills.
- (1) Trustworthiness. The student understands how personal choices and actions build trustworthiness. The student is expected to:
- (A) describe what it means to be reliable and loyal;
 - (B) define and give examples of integrity;
 - (C) examine the benefits of being trustworthy; and
 - (D) describe personal actions that demonstrate trustworthiness at school, home, with peers, and within the community.
- (2) Responsibility. The student understands how personal beliefs and feelings influence our sense of responsibility. The student is expected to:
- (A) examine how personal beliefs, thoughts, and feelings about self can build responsibility;
 - (B) identify and describe personal role models who demonstrate what it means to be accountable for words and actions;
 - (C) discuss the benefits of practicing self-control; and
 - (D) compare the benefits of responsible behavior with the consequences of irresponsible behavior.
- (3) Caring. The student understands how characteristics of caring impact personal relationships. The student is expected to:
- (A) evaluate one's personal attitudes and mindsets about self and others;
 - (B) discuss how feelings, decision making, and personal behaviors can influence relationships with others; and
 - (C) explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy.
- (4) Citizenship. The student understands how the character trait of citizenship impacts personal relationships. The student is expected to:
- (A) discuss the roles and responsibilities of citizens;
 - (B) explain how one's personal actions can impact the perception of others;
 - (C) describe how justice, fairness, and freedom are related; and
 - (D) identify and practice a variety of conflict-resolution skills and strategies.

§120.9. Texas Essential Knowledge and Skills for Positive Character Traits, Grades 9-12, Adopted 2020.

- (a) Introduction.
- (1) Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly.
- (2) The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits.
- (A) Trustworthiness: loyalty, integrity, reliability, and punctuality.
 - (B) Responsibility: accountability, perseverance, diligence, and self-control.

- (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion.
- (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude.
- (3) Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live.
- (4) The knowledge and skills for positive character traits are organized in the following grade bands: Kindergarten-Grade 2, Grades 3-5, Grades 6-8, and Grades 9-12. However, due to the complexity of the concepts, student expectations and knowledge and skills statements cannot be taught, discussed, or viewed in isolation.
- (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.
- (b) Knowledge and skills.
 - (1) Trustworthiness. The student understands how trustworthiness is viewed in society, politics, and the local and global community. The student is expected to:
 - (A) examine how the power to make decisions relates to personal actions;
 - (B) analyze how the decisions and actions of leaders in society, politics, and the local and global community demonstrate integrity; and
 - (C) examine the legal and social consequences of unethical behavior.
 - (2) Responsibility. The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. The student is expected to:
 - (A) identify and describe personal role models who demonstrate what it means to be accountable for words and actions;
 - (B) identify and discuss real-world examples of taking personal responsibility for one's words and actions;
 - (C) identify and evaluate strategies for practicing self-control in a variety of situations; and
 - (D) define perseverance and identify strategies for demonstrating perseverance.
 - (3) Caring. The student understands how characteristics of caring influence society and impact the global community. The student is expected to:
 - (A) evaluate one's personal attitudes and mindsets about self and others;
 - (B) discuss how feelings, decision making, and personal behaviors impact relationships within society; and
 - (C) identify strategies for how a person can show empathy through one's actions.
 - (4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community. The student is expected to:
 - (A) explain the impact of personal actions on the family, school, and local and global community;
 - (B) practice the roles and responsibilities of citizenship in a variety of settings;
 - (C) apply conflict resolutions skills; and
 - (D) participate in constructive dialogues with those of differing viewpoints.