

**The Lockhart Independent School District  
Board of Trustees  
M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street,  
Lockhart, TX 78644  
Regular Meeting, November 28, 2022 – 6:30 PM**

Notice is hereby given that on November 28, 2022, the Board of Trustees of the Lockhart Independent School District will hold a Regular meeting at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644. The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order
2. Presentation of Colors by JROTC
3. Invocation
4. Recognition
  - A. 8th-grade A-Team District Champions
  - B. THSCA Academic All-State for Cross Country and Volleyball
  - C. Best of Caldwell County LISD Winner 2022
5. PUBLIC HEARING:
  - A. Public Hearing for the possible designation of a reinvestment zone related to Chapter 313 application from Exodus Solar, LLC. 4
6. Public Comment
7. COMMUNICATION/ACTION:
  - A. Administer Oath of Office to Unopposed Trustee for At-Large Position
  - B. Intruder Detection Audit 6
8. CLOSED SESSION:
 

A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.071 (Consultation with Attorney); Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices); Texas Government Code Section 551.087 (Deliberation Regarding Economic Development Negotiations); and Texas Government Code Section 551.129 (Consultation with attorney may be handled telephonically) specifically to discuss:

  1. Consultation with legal counsel regarding Chapter 313 application from Exodus Solar, LLC including negotiations, status and reinvestment zone. Texas Gov't Code, Section 551.071, 551.087 and 551.129.
  2. Intruder Detection Audit
  3. Reorganization of Officers of the School Board
  4. Superintendent's Monthly Performance Review
9. COMMUNICATION/ACTION:
  - A. Consider and/or Approve Reorganization of Officers of the School Board
  - B. Possible action to adopt Criteria & Guidelines for Creating a Reinvestment Zone 8
  - C. Possible action to adopt Resolution Designating Exodus Solar, LLC Reinvestment Zone 13
10. Business: Consent Agenda
  - A. Approval of Minutes:
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11. COMMUNICATION:	
A. Student Demographic Projections Report	36
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12. COMMUNICATION/ACTION:	
A. Consider and/or Approve RFP for Audio Safety Systems	
B. Consider and/or Approve HB 1525 - Human Sexuality Curriculum recommended by the SHAC	44
C. Consider and/or Approve Purchase of a Portables Building	
13. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST*	
14. BENEDICTION	
15. ADJOURNMENT	

\*BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST: Items of community interest are limited to: 1) expressions of thanks, congratulations or condolence; 2) information regarding holiday schedules; 3) an honorary or salutary recognition of a public official, public employee, or other citizen, except that a discussion regarding a change in the status of a person's public office or public employment is not an honorary or salutary recognition for purposes of this subdivision; 4) a reminder about an upcoming event organized or sponsored by the governing body; 5) information regarding a social, ceremonial, or community event organized or sponsored by an entity other than the governing body that was attended or is scheduled to be attended by a member of the governing body or an official employee of the school district.

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Texas Government Code Section:

551.071	Consultation with Attorney; Closed Meeting
551.072	Deliberation Regarding Real Property; Closed Meeting
551.073	Deliberation Regarding Prospective Gift; Closed Meeting
551.074	Personnel Matters; Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline or Dismissal of a Public Officer or Employee; Closed Meeting
551.075	Conference Relating to Investments and Potential Investments Attended by Board of Trustees of Texas Growth Fund; Closed Meeting
551.076	Deliberation Regarding Security Devices; Closed Meeting
551.082	School Children; School District Employees; Disciplinary Matter or Complaint
551.083	Certain School Boards; Closed Meeting Regarding Consultation with Representative of Employee Group
551.084	Investigation; Exclusion of Witness from Hearing

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting or session, then the final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or,
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

On this day of November 22, 2022, this Notice was mailed or faxed to news media who had previously requested such Notice and an original copy was posted on the display window in the School District Administration Building on said date.



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Superintendent

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

# Lockhart Independent School District Board of Trustees

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Agenda Item

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BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**LOCKHART INDEPENDENT SCHOOL DISTRICT  
REINVESTMENT ZONE CRITERIA AND GUIDELINES**

**WHEREAS**, the Lockhart Independent School District (“District”) is a taxing unit for purposes of Chapter 313, Texas Tax Code, as that term is defined by Texas Tax Code § 1.04(12), and is considering one application for an appraised tax value limitation and desires to consider future applications;

**WHEREAS**, a qualified investment, as that term is defined in Texas Tax Code § 313.021(a) must be located within a designated reinvestment or enterprise zone to qualify under Texas Tax Code § 313.021(2);

**WHEREAS**, under Texas Tax Code § 312.002, the District may designate a reinvestment or enterprise zone within its boundaries to allow a qualifying project to be built within District boundaries; and

**WHEREAS**, the District seeks to enjoy the benefits of appraised value limitation agreements with eligible businesses.

**NOW, THEREFORE**, the Board of Trustees adopts the following Reinvestment Zone Criteria and Guidelines that govern pending and future requests for designation of reinvestment or enterprise zones pursuant to Texas Tax Code § 312.002.

**I. PURPOSE**

The District adopts these reinvestment zone criteria and guidelines to allow for the creation/designation of a reinvestment zone to accommodate a Qualified Investment pursuant to an approved application for appraised value limitation under Chapter 313, Texas Tax Code.

**II. CRITERIA**

- A. The following non-exclusive criteria will be considered in determining whether to designate a Reinvestment Zone in conjunction with an application for appraised value limitation that has not been rejected by the Board:
- (1) Number and types of new jobs to be created by proposed improvements;
  - (2) The wages and benefits to be paid to all new employees as compared to average wages in Caldwell County;
  - (3) The anticipated increase in taxable values generated by the proposed improvements;

- (4) The student population growth of the District projected to occur directly as a result of new improvements;
  - (5) The attraction of other new businesses to the area as a result of the project.
- B. After review, the Board of Trustees reserves the right to grant or deny, in whole or in part, each application for designating a reinvestment zone, on a case by case basis and in its sole discretion.

### **III. GUIDELINES**

- A. An entity may apply for a reinvestment zone designation from the District by declaring its intention in the completed application for appraised value limitation submitted to the Board of Trustees for initial consideration.
- B. Prior to the adoption of a resolution designating a reinvestment or enterprise zone, the District shall:
- (1) Give written notice to the presiding officer of the governing body of each taxing unit in which the property to be subject to the agreement is located not later than the seventh (7th) day before the public hearing; and
  - (2) Publish notice of a public hearing in a newspaper of general circulation within such taxing jurisdiction not later than the seventh (7th) day before the public hearing.
- C. Before acting upon the request at a public hearing, the Board of Trustees may provide the applicant with an opportunity, orally and/or in writing, to present reasons as to why the area should be designated as a reinvestment or enterprise zone.
- D. The Board of Trustees may approve or disapprove the request for designation at the conclusion of the hearing. If the Board does not vote on the request at the conclusion of the hearing, the Board will take action at its next regularly scheduled meeting. If the Board does not vote on the request within thirty (30) days of the public hearing, the request is denied.
- E. The adoption of these Criteria and Guidelines by the Board does not:
- (1) Limit the discretion of the District to decide whether to enter into a specific appraised value limitation agreement or to designate a reinvestment or enterprise zone;
  - (2) Create a property, contract, or other legal rights in any person to have the District consider or grant a specific application for appraised value limitation or request to designate a reinvestment or enterprise zone.

- F. These Criteria and Guidelines are effective upon the date of their adoption and will remain in force for two years subject to further amendment, renewal, or discontinuation by action of the Board of Trustees.

**IV. TERM**

- A. These Criteria and Guidelines are effective upon the date of their adoption and will remain in force for two years subject to further amendment, renewal, or discontinuation by action of the Board of Trustees.

ADOPTED this 28th day of November, 2022.

By: \_\_\_\_\_  
President, Board of Trustees

ATTEST:

\_\_\_\_\_  
Secretary, Board of Trustees

**CERTIFICATION**

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Lockhart Independent School District during a properly scheduled and noticed meeting on November 28, 2022. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted according to the following votes,

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

To certify which, witness my hand this 28th day of November, 2022.

By: \_\_\_\_\_  
President, Board of Trustees

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

---

AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**RESOLUTION DESIGNATING  
EXODUS SOLAR, LLC  
REINVESTMENT ZONE**

**WHEREAS**, the Board of Trustees of the Lockhart Independent School District (“District”) seeks to promote the development or redevelopment of a certain contiguous geographic area within its jurisdiction by the creation of a reinvestment zone;

**WHEREAS**, the District is authorized by the Property Redevelopment and Tax Abatement Act, as amended (Texas Tax Code § 312.0025), for the purpose of authorizing an Agreement for Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, as authorized by Chapter 313 of the Texas Tax Code; and,

**WHEREAS**, pursuant to Texas Tax Code § 312.201(d), a newspaper notice was published and written notice delivered to the respective taxing entities within this jurisdiction at least seven (7) days prior to a public hearing on the designation of the reinvestment zone; and

**WHEREAS**, the Board of Trustees at such public hearing invited any interested person to appear and speak for or against the creation of the reinvestment zone; and,

**WHEREAS**, the Board of Trustees considered information provided by proponents and opponents of the creation of the reinvestment if any, and in accordance with previously adopted Criteria and Guidelines,

**WHEREAS**, the Board of Trustees considered the creation of a reinvestment zone related to a tax limitation agreement submitted by Exodus Solar, LLC for property within the District’s boundaries and depicted in the attached **Exhibits A and B**;

**BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LOCKHART INDEPENDENT SCHOOL DISTRICT:**

SECTION 1. That the facts and recitations contained in the preamble of this Resolution are hereby found and declared to be true and correct.

SECTION 2. That the Board of Trustees of the Lockhart Independent School District, after conducting such hearing and having heard such evidence and testimony, has made the following findings and determinations based on the evidence and testimony presented to it:

- (a) That the public hearing on the adoption of the *Exodus Solar, LLC Reinvestment Zone* has been properly called, held and conducted, and that notices of such hearing have been published as required by law and mailed to the respective presiding officers of the governing bodies of each taxing unit which includes within

its boundaries real property that is to be included in the proposed reinvestment zone; and,

- (b) That the boundaries of the *Exodus Solar, LLC Reinvestment Zone* are within the boundaries of the District and by the adoption of this Resolution is declared and certified to be the area described in the attached Exhibits A and B; and,
- (c) That creation of the *Exodus Solar, LLC Reinvestment Zone* with boundaries as described in Exhibits A and B will result in economic benefits to the District and that the improvements sought are feasible and practical; and,
- (d) The *Exodus Solar, LLC Reinvestment Zone* described in Exhibits A and B meets the criteria set forth in Texas Tax Code § 312.0025 for the creation of a reinvestment zone as set forth in the Property Redevelopment and Tax Abatement Act, as amended, in that it is reasonably likely that the designation will contribute to the retention or expansion of primary employment, and/or will attract investment in the zone that will be a benefit to the property, and would contribute to economic development within the District.

SECTION 3. That pursuant to the Property Redevelopment and Tax Abatement Act, as amended, the District, hereby creates a reinvestment zone under the provisions of Tex. Tax Code § 312.0025, encompassing the area described by the descriptions in Exhibits A and B, and such reinvestment zone is hereby designated and shall hereafter be referred to as the *Exodus Solar, LLC Reinvestment Zone*.

SECTION 4. That the *Exodus Solar, LLC Reinvestment Zone* shall take immediate effect upon adoption by the Board of Trustees and shall remain designated as a commercial-industrial reinvestment zone for a period of five (5) years from such date of such designation.

SECTION 5. That if any section, paragraph, clause, or provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause, or provision shall not affect any of the remaining provisions of this Resolution.

SECTION 6. That it is hereby found, determined and declared that a sufficient notice of the date, hour, place, and subject of the meeting of the District Board of Trustees, at which this Resolution was adopted, was posted at a place convenient and readily accessible at all times, as required by the Texas Open Government Act, Texas Government Code, Chapter 551, as amended; and that a public hearing was held prior to the designation of such reinvestment zone, and that proper notice of the hearing was published in newspapers of general circulation in Caldwell County, and furthermore, such notice was, in fact, delivered to the presiding officer of any affected taxing entity as prescribed by the Property Redevelopment and Tax Abatement Act.

PASSED, APPROVED, AND ADOPTED on this 28th day of November, 2022.

**Lockhart Independent School District**

By: \_\_\_\_\_  
President, Board of Trustees

Attest:

By: \_\_\_\_\_  
Secretary, Board of Trustees

**CERTIFICATION**

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Lockhart Independent School District during a special meeting on November 28, 2022. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted according to the following votes,

Ayes: \_\_\_\_\_  
Nays: \_\_\_\_\_  
Abstentions: \_\_\_\_\_

To certify which, witness my hand this 28th day of November, 2022.

By: \_\_\_\_\_  
President, Board of Trustees

## EXHIBIT A

### Property Included in the Reinvestment Zone

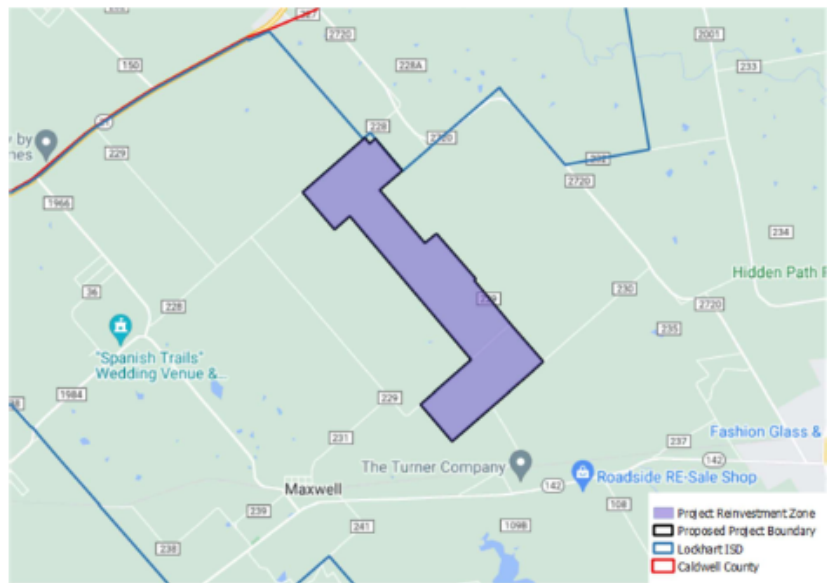
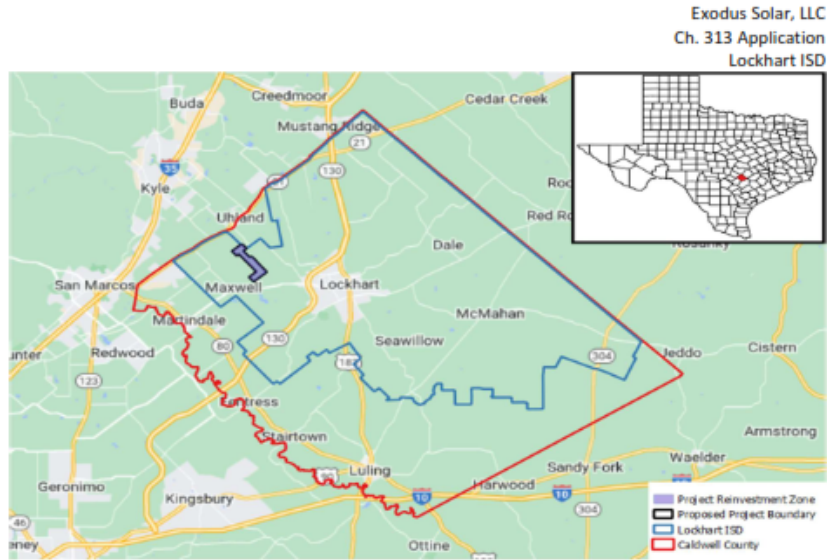
The Reinvestment Zone includes all the area in the Caldwell County Appraisal District tax parcels listed below that lie within the boundaries of Lockhart ISD. Maps of the Reinvestment Zone is attached as Exhibit B. In the event of a discrepancy between Exhibit A and the attached maps on Exhibit B, Exhibit A shall control. All the property within the Reinvestment Zone is owned by Elbert Hines.

The total area of the Reinvestment Zone is approximately 1,053.94 acres.

<b>Parcel ID</b>	<b>Legal Description as provided by Caldwell CAD</b>
15072	A123 HINES, ELBERT, ACRES 151.4
15080	A123 HINES, ELBERT, ACRES 342.9
15084	A123 HINES, ELBERT, ACRES 126.61
15086	A123 HINES, ELBERT, ACRES 111.2
15089	A123 HINES, ELBERT, ACRES 48.95
15090	A123 HINES, ELBERT, ACRES 136.0
15091	A123 HINES, ELBERT, ACRES 136.88

## EXHIBIT B MAP OF PROPOSED EXODUS SOLAR, LLC REINVESTMENT ZONE

The boundaries of the Exodus Solar, LLC Reinvestment Zone will be entirely within Lockhart ISD's boundaries and more particularly described in the following maps:



Kroll, LLC  
Austin, TX



Kroll, LLC  
Austin, TX

# Minutes of Regular Meeting

## The Board of Trustees

### Lockhart Independent School District

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A Regular meeting of the Board of Trustees of Lockhart Independent School District was held Monday, October 24, 2022, beginning at 6:30 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 6:30 p.m. by Board President Michael Wright. Other members present were Dr. Sanchez, Warren Burnett, Sam Lockhart, and Rene Rayos. Tom Guyton arrived at 6:31 p.m. Rebecca Pulliam was absent.
2. Presentation of Colors by JROTC
3. Invocation was given by Trustee Burnett
4. Recognitions
  - A. Bluebonnet Elementary Competitive Cornhole Champion
  - B. Best of Caldwell County LISD Winners 2022

5. Public Comment

None.

6. CLOSED SESSION:

- A. Adjourned to Closed Session: Pursuant to Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel, to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices) specifically to discuss:
  1. Discussion regarding structure and implementation of constable security program

**The Board of Trustees on Monday, October 24, 2022 convened at 6:45 PM in closed session in accordance with the Texas Open Meetings Act for the purposes of discussing items listed under the the Texas Government Code Section 551.072 (Deliberation Regarding Real Property); Texas Government Code Section 551.074 (Personnel to deliberate regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee); and Texas Government Code Section 551.076 (Deliberation regarding implementation of security personnel or devices). The Board ended its closed session at 7:32 PM on Monday, October 24, 2022. No votes, decisions, or actions were taken while in closed session.**

7. Business: Consent Agenda

- A. Approval of Minutes:
  - 1. September 26, 2022
- B. Approve 2022 Tax Roll Resolution
- C. Review Tax Collection Report
- D. Review Quarterly Investment Report

**Trustee Guyton made the motion that the Board approve the consent agenda as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.**

**8. COMMUNICATION:**

**A. Progress Monitoring Data on District Achievement Targets**

This presentation was given by the Assistant Superintendent of C & I, Ty Davidson. No action was taken.

**B. Fall Bilingual/English as a Second Language Program Report**

This presentation was given by the Director of Biligual/ESL, Cynthia Vasquez. No action was taken.

**C. 2022-2023 Lion Care Health Insurance Update**

This update was given by the CFO, Nicole Dean. No action was taken.

**D. Review of Continuing Education Credit Requirements for Board Members under Senate Bill 1566**

*Read aloud by Board President Wright:*

“The requirements for training are measured as of the first anniversary of the date of the trustee’s election or appointment or two-year anniversary of his or her previous training, as applicable.

There are eight training areas for board member continuing education:

- 1. Local District Orientation
- 2. Orientation to the Texas Education Code
- 3. Post-Legislative Update to the Texas Education Code
- 4. Team Building
- 5. Additional Continuing Education
- 6. Evaluating Student Academic Performance and Setting Goals
- 7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children
- 8. School Safety

To the extent applicable to each board member, I will announce the completion or deficiency as the required training.

At the conclusion of this announcement, I will announce the total number of continuing education hours for each board member.

Local District Orientation and Orientation to the Texas Education Code

The following first-year board members have completed the Local District Orientation and Orientation to the Texas Education Code training:

Rebecca Pulliam

The following board members have completed the following trainings:

Michael Wright, Warren Burnett, Tom Guyton, Sam Lockhart, Dr. Barbara Sanchez, Rene Rayos, and Rebecca Pulliam have completed:

The Post-Legislative Update to the Texas Education Code; Team Building;

The biennial training on Evaluating Student Academic Performance and Setting Goals; Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children and School Safety.

#### Additional Continuing Education

Note: 10 hours for first-year members, 5 hours for subsequent years

The following Board members have met or exceeded the required number of Continuing Education hours for the year: Warren Burnett-5 hours, Tom Guyton-12.00 hours, Sam Lockhart-24.50, Rebecca Pulliam 20.75, Rene Rayos-25.00 hours, Dr. Barbara Sanchez-31.00 hours and Michael Wright-19.00 hours.”

#### E. Caldwell County Constable Security Program

This presentation was given by the Superintendent, Mark Estrada. No action was taken.

#### F. Review Portable Buildings for School Year 2023-2024

This update was given by the CFO, Nicole Dean & Superintendent, Mark Estrada. No action was taken.

#### 9. COMMUNICATION/ACTION:

##### A. Consider and/or Approve 2022-2023 LISD District Improvement Plan and Campus Improvement Plans

**Trustee Burnett made the motion that the Board approve the 2022-2023 District Improvement Plan and Campus Improvement Plans. Trustee Guyton seconded the motion. The motion carried, 6-0.**

##### B. Approve Resolution Expressing Official Intent to Reimburse Land Purchase

**Trustee Burnett made the motion that the Board approve the Resolution Expressing Official Intent to Reimburse Certain Expenditures, not to exceed \$1,000,000, for the purchase of land for the Elementary School in the 2022 Bond Election. Trustee Rayos seconded the motion. The motion carried, 6-0.**

C. Consider and/or Approve Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Instruction Relating to the Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

**Trustee Sanchez made the motion that the Board approve the Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Instruction Relating to the Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking. Trustee Rayos seconded the motion. The motion carried, 6-0.**

10. BOARD AND STAFF COMMENTS - ITEMS OF COMMUNITY INTEREST\*
11. BENEDICTION was given by Trustee Guyton
12. ADJOURNMENT was at 9:22 p.m. by Board President Michael Wright

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Michael Wright, Board President

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Tom Guyton, Board Secretary

# Minutes of Special Meeting

## The Board of Trustees Lockhart Independent School District

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A Special meeting of the Board of Trustees of Lockhart Independent School District was held Monday, November 21, 2022, beginning at 5:00 PM in the M.L. Cisneros Education Support Center Boardroom, 2nd Floor, Room 200, 419 Bois D'Arc Street, Lockhart, TX 78644.

1. Call to Order was at 5:00 p.m. by Board President Michael Wright. Other members present were Rebecca Pulliam, Dr. Barbara Sanchez, Sam Lockhart, and Rene Rayos. Warren Burnett arrived at 5:03 p.m. Tom Guyton was absent.

2. Public Comment

None.

3. COMMUNICATION/ACTION:

- A. Administer Oath of Office to Unopposed Trustee for At-Large Position

Mr. Wright was sworn-in.

- B. Administer Oath of Office to Unopposed Trustee for At-Large Position

Mrs. Pulliam was sworn-in.

- C. Consider and/or Approve Reorganization of Officers of the School Board

The Board tabled this item and agreed it would be best to wait until the Regular meeting on November 28<sup>th</sup> when the full board is present.

- D. Approve Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2022

**Trustee Sanchez made the motion that the Comprehensive Annual Financial Report for the fiscal year ended June 30, 2022 be approved as presented. Trustee Burnett seconded the motion. The motion carried, 6-0.**

- E. Consideration and take action regarding Order Canvassing the November 8, 2022 Bond Election Results

**Trustee Burnett made the motion to approve the Order Canvassing the 2022 Lockhart ISD Bond Election Returns. Trustee Lockhart seconded the motion. The motion carried, 6-0.**

F. Consideration and take action regarding Order Canvassing the November 8, 2022 Voter Approval Tax Rate Election Results

**Trustee Burnett made the motion to approve the Order Canvassing the 2022 Lockhart ISD Voter Approval Tax Rate Election Returns. Trustee Sanchez seconded the motion. The motion carried, 6-0.**

G. Approve Resolution Adopting the Maintenance and Operations Tax Rate, Interest and Sinking Tax Rate and Total Tax Rate for 2022

**Trustee Sanchez made the motion that the total property tax rate be adopted in the amount of \$1.1123 per \$100/property value, which is effectively a 21.027% percent increase in the tax rate and I further move that the Board approve the Resolution adopting the Maintenance and Operations tax rate, Interest and Sinking tax rate and total tax rate as described in the Resolution. Trustee Rayos seconded the motion. The motion carried, 6-0.**

H. Consideration and possible action to approve interlocal agreement with Caldwell County to create Constable Security Program

**Trustee Rayos made the motion that the Board approve the interlocal agreement with Caldwell County regarding the Constable Security Program. Trustee Pulliam seconded the motion. The motion carried, 6-0.**

I. Consider and/or Approve Additional Staffing for the 2022-2023 School Year

**Trustee Sanchez made the motion that the Board approves the Construction Manager position for the 2022-2023 school year. Trustee Burnett seconded the motion. The motion carried, 6-0.**

4. COMMUNICATION:

A. Strategic Planning Process

This update was given by Mark Estrada, Superintendent of Schools. No action was taken.

5. ADJOURNMENT was at 5:34 p.m. by Board President Michael Wright

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Michael Wright, Board President

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Tom Guyton, Board Secretary

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

**Lockhart ISD**  
**Budget Amendments**  
**November 28, 2022**

							22-23	DR (CR)	New
							Appropriation	Amendment	Appropriation
FND	FN	OBJ	SO	ORG	YR-PIC	Code Description			
<b>1. To amend the budget between functions for Maintenance equipment:</b>									
199	51	6315	48	936	099000	Maintenance Supplies	26,000	16,500	42,500
199	51	6315	00	936	099000	Maintenance Supplies	26,168	6,454	32,622
199	51	6319	02	936	099000	Maintenance Supplies	7,946	6,454	14,400
199	11	6119	00	999	011N00	Professional Salaries	92,150	(29,408)	62,742
							152,264	-	152,264
<b>2. To amend the budget between functions for staff development in the Art and Music departments:</b>									
199	13	6411	08	104	099000	Employee Travel	-	600	600
199	13	6411	08	105	099000	Employee Travel	-	600	600
199	13	6411	08	045	099000	Employee Travel	-	3,000	3,000
199	13	6411	08	001	099000	Employee Travel	-	1,800	1,800
199	11	6411	08	999	011000	Employee Travel	6,500	(6,000)	500
199	13	6411	09	101	099000	Employee Travel	-	600	600
199	13	6411	09	103	099000	Employee Travel	-	600	600
199	13	6411	09	104	099000	Employee Travel	-	600	600
199	13	6411	09	105	099000	Employee Travel	-	600	600
199	13	6411	09	106	099000	Employee Travel	-	600	600
199	11	6411	09	999	011000	Employee Travel	3,000	(3,000)	-
							9,500	-	9,500
<b>3. To amend the Child Nutrition budget for cafeteria tables and food service vehicle:</b>									
240	35	6397	00	105	099000	Supplies greater than \$500 per unit	-	30,578	30,578
240	35	6397	00	103	099000	Supplies greater than \$500 per unit	-	52,715	52,715
240	35	6631	00	999	099000	Vehicles	-	35,000	35,000
							-	118,293	118,293
<b>4. To amend the budget between functions for HB3 Reading Academies:</b>									
199	13	6299	05	942	099000	Contracted Services	6,000	24,000	30,000
199	23	6119	00	999	099N00	Professional Salaries	137,708	(24,000)	113,708
							143,708	-	143,708
<b>Submitted by:</b>									
Nicole Dean									
Chief Financial Officer									

# Lockhart Independent School District Board of Trustees

Date of Board Meeting:

Agenda Item

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AGENDA SECTION:

READING:

PREVIOUS BOARD REVIEW DATE:

TYPE OF ACTION

DEPARTMENT:

DISTRICT GOAL(S) ALIGNMENT:

1. Create a collaborative culture of contagious ambition.
2. Expect all staff to embrace growth opportunities.
3. Empower students to seize opportunities to achieve at high levels.

AGENDA TITLE:

---

BACKGROUND INFORMATION:

ATTACHMENT(S):

RECOMMENDATION:

RECOMMENDED MOTION:

# LOCKHART I.S.D. BOARD

## Tax Collection Report

OCTOBER 2022

	October	Prior Months	TOTAL	PRIOR YEAR
2022 Tax Collection	\$807,847.56	\$0.00	\$807,847.56	\$928,976.84
2021 & Prior Collection	\$109,058.16	\$473,221.84	\$582,280.00	\$494,683.13
<b>Total Tax Collection =</b>	<b>\$916,905.72</b>	<b>\$473,221.84</b>	<b>\$1,390,127.56</b>	<b>\$1,423,659.97</b>

note: Above figures include penalties and interest collected

2022 Original Levy                      \$31,092,500.44

October 31, 2022 Percent of 2022 Tax Collected                      2.60%

October 31, 2021 Percent of 2021 Tax Collected                      3.84%

October 31, 2020 Percent of 2020 Tax Collected                      3.56%

October 31, 2022 - Balance of Delinquent Tax                      \$2,551,578.32

October 31, 2021 - Balance of Delinquent Tax                      \$2,318,404.22

October 31, 2020 - Balance of Delinquent Tax                      \$2,074,216.11

Corrections made to Current Tax Roll                      (\$1,011.27)

Corrections made to Delinquent Tax Roll                      \$26,553.59

**NOTE:**

Caldwell County Appraisal District has collected and disbursed Attorney Fees in the amount of \$14,435.17

Submitted by:

*Shanna Ramzinski*

Shanna Ramzinski  
Chief Appraiser  
Caldwell County Appraisal District

# Lockhart Independent School District Board of Trustees

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RECOMMENDED MOTION:

**Lockhart ISD  
Cash Investments Report  
As of October 31, 2022**

	Texas Term	Texpool	First Lockhart	District Funds Total
General Fund	\$ 286,747	\$ 22,025,672	\$ 2,423,704	\$ 24,736,124
Redemption Fund			\$ 2,176	\$ 2,176
Interest & Sinking Fund	\$ 459,819	\$ 2,614,401	\$ 313,466	\$ 3,387,687
Payroll			\$ 1,403,626	\$ 1,403,626
School Nutrition	\$ 6,732	\$ 1,975,323	\$ 661,980	\$ 2,644,036
Maintenance Debt Service			\$ 1,599	\$ 1,599
<b>District Funds</b>	<b>\$ 753,299</b>	<b>\$ 26,615,396</b>	<b>\$ 4,806,552</b>	<b>\$ 32,175,247</b>
C.D. Marshall JHS Scholarship		\$ 31,046		\$ 31,046
G.F. Hudnall Scholarship		\$ 15,239		\$ 15,239
J.M. Moore Scholarship		\$ 5,104		\$ 5,104
L. White Scholarship		\$ 14,249		\$ 14,249
Mary Barron Canning Sanders Schol.		\$ 6,070		\$ 6,070
Fiduciary Funds			\$ 11,751	\$ 11,751
Hazelett Scholarship		\$ 6,728		\$ 6,728
Roland Endowment Scholarship			\$ 20,610	\$ 20,610
Canning Engineering Scholarship		\$ 23,839		\$ 23,839
Mohle Scholarship		\$ 1,020		\$ 1,020
Top Ten Scholarship			\$ 161,467	\$ 161,467
<b>Scholarship Funds</b>	<b>\$ -</b>	<b>\$ 103,295</b>	<b>\$ 193,828</b>	<b>\$ 297,123</b>
Monthly rate in Bank/Pool:	3.21%	3.19%	melissa	

<b>Earnings from Temporary Investment Budget Amount (General Fund)</b>	<b>\$ 25,000.00</b>
<b>Earnings Realized</b>	<b>\$ 151,605</b>
<b>Budget Balance (Interest received in excess of budget)</b>	<b>\$ (126,605)</b>

# Lockhart Independent School District Board of Trustees

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RECOMMENDED MOTION:



# LOCKHART INDEPENDENT SCHOOL DISTRICT

419 Bois D'Arc Street • Lockhart, Texas 78644 • phone: 512.398.0000 • fax: 512.398.0031  
www.lockhart.isd.org

## Resolution of Board to Convene the District's School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Human Sexuality Instruction

WHEREAS, Section 28.004(e-1) (1) of the Texas Education Code requires the Board of Trustees to adopt a resolution convening the local school health advisory council (SHAC) for the purpose of making recommendations regarding curriculum materials for the school District's human sexuality instruction;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Lockhart ISD hereby calls for the convening of the District SHAC to:

Hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.

Recommended curriculum materials that comply with the instructional content requirements in law, are suitable for the subject and grade level for which the materials are intended, and are reviewed by the academic experts in the subject and grade level for which the materials are intended.

Present the SHAC's recommendations to the Board at a public meeting by *December 2022*.

Adopted this 16<sup>th</sup> day of May, 2022, by the Board of Trustees.

Presiding Officer's signature: Michael Wright

Secretary's signature: \_\_\_\_\_

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

#### 6.TEKS

The following are the Health TEKS for 6th grade. The scope and sequence are included for each chapter of **Living Well Aware: My Choices, My Life**.

Note: Each main TEKS is bolded for readability. The numbers across the top reference the lesson in **Living WELL Aware: My Choices, My Life** where the TEKS are covered.

**Introduction (I)** is where concepts are introduced. **Direct Instruction (D)** is where concepts are directly taught. **I/D** is where concepts are both Introduced and have Direct Instruction. **Review(R)** is where concepts are reviewed.

**I = Introduction      D = Direct Instruction      I/D= Introduction and Direct Instruction      R = Review**

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
<b>6.1 Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to explain how to maintain the healthy status of body systems.</b>	I	D			D						R	D
<b>6.2 Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:</b>	I			D	D						R	
6.2.A compare immediate and long-term effects of personal health care choices such as personal and dental hygiene				I/D	D							
6.2.B develop criteria for evaluating the validity of health information and sources	I			D	D							
6.2.C describe ways to demonstrate decision-making skills based on health information				I/D	D							
6.2.D identify current health-related issues and recommendations or guidelines	I			I/D	D							
6.2.E explain the role of preventive health measures, immunizations, and treatment such as wellness exams and dental check-ups in disease prevention												

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.2.F describe actions that should be taken when illness occurs, including asthma, diabetes, and epilepsy												
6.2.G describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus												
6.2.G describe and recognize the signs, symptoms, and treatments of vector-borne illnesses such as Lyme disease or West Nile Virus												
<b>6.3 Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:</b>				<b>I</b>		<b>D</b>			<b>D</b>		<b>R</b>	<b>D</b>
6.3.A demonstrate healthy methods for communicating emotions in a variety of scenarios				I/D		D			D			D
6.3.B assess and demonstrate healthy ways of responding to conflict;						I/D						D
6.3.C differentiate between positive and negative peer influence;						I/D			D			D
6.3.D describe methods for communicating important issues with and understanding perspectives of parents and peers						I/D			D			D
6.3.E discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios;						I/D						D
6.3.F identify strategies for using non-violent conflict resolution skills.												I/D
<b>6.4 Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:</b>				<b>I/D</b>	<b>D</b>			<b>D</b>	<b>D</b>	<b>D</b>	<b>R</b>	<b>D</b>
6.4.A identify how physical and social changes impact self-esteem	48			I/D	D			D				

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.4.B identify possible health benefits [ implications] of setting and implementing long-term personal goals;				I/D	D							D
6.4.C create and discuss personal life goals that one wishes to achieve and consider the financial impact of graduating from high school, having a full-time job, and waiting until marriage if one plans to have children; and				I/D								D
6.4.D explain the steps in the decision-making process and the importance of following the steps.									I/D			
<b>6.5 Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:</b>		I		I/D						D	R	D
6.5.A identify and discuss how adolescent brain development influences emotions, decision making, and logic		I		D				D				
6.5.B relate physical environmental factors such as school climate and availability of resources to individual, family, and community health.								D				
<b>6.6 Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:</b>				I/D	D			D			R	D
6.6.A examine the outcomes of healthy and unhealthy methods for managing challenges related to long-term health conditions of self and others				I/D	D							D
6.6.B identify and describe lifetime strategies for managing conditions that impact learning such as attention-deficit disorder (ADD), attention-deficit/hyperactivity disorder (ADHD), dyslexia, dysgraphia, and sensory issues												D
6.6.C identify how to respond positively to develop resiliency								I/D				

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.6.D describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief				I/D				D				D
6.6.E identify causes and effects associated with disordered eating and eating disorders such as bulimia, anorexia, and binge eating disorder and the importance of seeking help from a parent or another trusted adult for oneself or others related to disordered eating;												
6.6.F discuss the suicide risk and suicide protective factors identified by the Centers for Disease Control and Prevention (CDC) and the importance of telling a parent or another trusted adult if one observes the warning sign in self or others												
6.6.G explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions				I/D				D				
6.6.H identify suicide prevention resources such as the National Suicide Prevention Hotline												
<b>6.7 Healthy eating and physical activity--food and beverage daily recommendations. The student analyzes and applies healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:</b>				I/D	D						R	
6.7.A define micronutrients, including calcium and iron, and their recommended daily allowances												
6.7.B compare and contrast common food labels and menus for nutritional content and calories					D							
6.7.C describe healthy and unhealthy dietary practices				I/D	D							
6.7.D explain the importance of a realistic personal dietary plan					I/D							
6.7.E evaluate the importance of choosing lower sodium alternatives to foods that have high levels of sodium such as salty snacks and canned	50				I/D							

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
<b>6.8 Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to:</b>				I	D			D			R	
6.8.A identify the CDC guidelines for daily physical activity throughout the lifespan				I	D							
6.8.B analyze the benefits of regular physical activity on mental, physical, and social health.				I	D							
<b>6.9 Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:</b>					I/D						R	D
6.9 A make a variety of healthy personal food choices and develop short- and long-term goals to achieve appropriate levels of physical activity and improve personal physical fitness levels					I/D							D
6.9.B explain the role of media and technology in influencing individual and community health related to physical activity and nutritional choices					I/D							
<b>6.10 Healthy eating and physical activity--risk and protective factors. The student analyzes and applies risk and protective factors related to healthy eating and physical activity. The student is expected to:</b>		I			D						R	
6.10.A analyze the impact of moderate physical activity and dietary choices on the prevention of obesity, heart disease, and diabetes					I/D							
6.10.B identify strategies to adopt healthy behaviors to reduce the likelihood of developing chronic conditions such as obesity, heart disease, or diabetes					I/D							
6.10.C analyze internal and external factors that influence healthy eating and physical activity behaviors	51	I			D							

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.10.D discuss the nutritional differences between preparing and serving fresh or minimally processed foods and commercially prepared or highly processed foods.					I/D							
<b>6.11 Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to describe basic first-aid procedures</b>												
<b>6.12 Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:</b>								I/D	D		R	D
6.12.A discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking								I/D	D			
6.12B define safe haven and identify dedicated safe haven locations in the community								I/D				
6.12.C describe the dangers associated with a variety of weapons												
6.12.D explain the importance of complying with rules prohibiting possession of weapons												
6.12.E create a personal safety plan								I/D	D			D
<b>6.13 Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:</b>								I/D	D		R	
6.13.A discuss appropriate personal digital and online communication boundaries								I/D	D			
6.13.B develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography								I/D	D			

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.13.C discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography								I/D	D			
6.13.D discuss strategies and techniques for identity protection in digital and online environments									I/D			
6.13.E identify how technology is used to recruit or manipulate potential victims of sex trafficking								I/D	D			
6.13.F identify the current legal consequences of cyberbullying and inappropriate digital and online communication									D			
<b>6.14 Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:</b>	I/D							I/D	D	D	R	
6.14.A identify how exposure to family violence can influence behavior and the importance of reporting suspected abuse								I/D				
6.14.B assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school									I/D			
6.14.C analyze the impact that bullying has on both victims and bullies									I/D			
6.14.D identify strategies for prevention and intervention of all forms of bullying									I/D			
6.14.E discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying									I/D	D		
<b>6.15 Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:</b>					I/D						R	

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.15.A describe the misuse and abuse of prescription and over-the-counter drugs, including combining drugs, and the dangers associated with each					I/D							
6.15.B compare and contrast examples of prescription and over-the-counter drug labels												
6.15.C identify and describe practices used to safely store and properly dispose of prescription and over-the-counter drugs												
6.15.D describe substance abuse and addiction to alcohol, vaping products, tobacco, other drugs, and dangerous substances					I/D							
<b>6.16 Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:</b>					I/D						R	
6.16.A describe the short- and long-term health consequences of prescription and over-the-counter drug misuse and substance use disorders												
6.16.B discuss the legal consequences related to the use, misuse, and possession of drugs, including prescription drugs					I/D							
<b>6.17 Alcohol, tobacco, and other drugs--treatment. The student recognizes and understands the options for treatment and how to seek help related to the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:</b>					I/D						R	
6.17.A identify ways to report a suspected abuse of drugs to a parent, school administrator, or another trusted adult												
6.17.B identify signs and symptoms of alcohol; tobacco; drugs, including prescription drugs					I/D							

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.17.C identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances												
<b>6.18 Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:</b>					I/D	D					R	
6.18.A explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs					I/D	D						
6.18.B describe methods for differentiating between positive and negative relationships that can influence alcohol, tobacco, and other drug use						I/D						
6.18.C identify physical and social influences on alcohol, tobacco, and other drug use behaviors						I/D						
6.18.D explain the relationships between alcohol, tobacco, drugs, and other substances and the role each can play in unsafe situations such as drinking						I/D						
<b>6.19 Alcohol, tobacco, and other drugs--prevention. The student analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognizes the benefits of delayed use. The student is expected to:</b>				I/D						D	R	
6.19.A identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances										I/D		
6.19.B demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present										I/D		
6.19.C identify and describe strategies for avoiding alcohol, tobacco, and other drugs, including opioids				I/D								

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
<b>6.20 Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:</b>						I/D		D		D	R	
6.20.A define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage						I/D		D				
6.20.B describe how friendships provide a foundation for healthy dating/romantic relationships						I/D						
6.20.C list healthy ways to express friendship, affection, and love						I/D		D				
6.20.D describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility						I/D				D		
6.20.E explain that each person in a dating/romantic [ dating] relationship should be treated with dignity and respect						I/D		D				
6.20.F describe how healthy marriages can contribute to healthy families and communities						I/D						
<b>6.21 Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:</b>				I/D		D		D		D	R	
6.21.A identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse								I/D				
6.21.B identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking								I/D				
6.21.C list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation								I/D				
6.21.D identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;								I/D				

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.21.E explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships				I/D		D		D				
6.21.F identify communication and refusal skills and how they can be applied in dating/romantic relationships						I/D		D		D		
6.21.G explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing						I/D				D		
<b>6.22 Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</b>		I	D							R		
6.22.A describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals		I	D									
6.22.B describe the process, characteristics, and variations of the menstrual cycle			I/D									
6.22.C analyze the role of hormones related to growth and development and personal health			I/D									
6.22.D describe the cellular process of fertilization in human reproduction			I/D									
6.22.E explain significant milestones of fetal development			I/D									
<b>6.23 Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:</b>			I/D			D		D	D		R	
6.23.A identify teen pregnancy as a possible outcome of sexual activity			I/D									
6.23.B identify life goals that one wishes to achieve prior to becoming a parent	57					D						

# LIVING WELL AWARE: MY CHOICES, MY LIFE

## SCOPE AND SEQUENCE

### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 6<sup>TH</sup> GRADE HEALTH

Health TEKS	1	2	3	4	5	6	7	8	9	10	11	12
6.23.C define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity			I/D									
6.23.D identify what emotional risks are associated with sexual activity between unmarried persons of school age			I/D					D				
6.23.E define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent			I/D					D				
6.23.F explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age			I/D									
6.23.G identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome and the emotional risks associated with adolescent sexual activity			I/D									
6.23.H list the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values			I/D			D						
6.23.I explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.									I/D			

# Curriculum Outline

# big decisions

## 01 RULES OF THE GAME: Forming a respectful group

### Objectives

- ◇ Review the Key Messages of *Big Decisions*
- ◇ Identify respect as a key value for the group
- ◇ Develop ground rules for the group
- ◇ Role-play showing respect for others
- ◇ Express confidence in your ability to show respect

### Activities

- |     |                                      |        |
|-----|--------------------------------------|--------|
| 1.1 | Introduction and Key Messages Review | 5 min  |
| 1.2 | Ice-Breaker: Differences and Respect | 10 min |
| 1.3 | Setting Ground Rules                 | 10 min |
| 1.4 | Respecting Others                    | 15 min |
| 1.5 | What Respect Means to Me             | 5 min  |

## 02 GOALS AND DREAMS: My future

### Objectives

- ◇ Picture your dreams for the future
- ◇ Consider how a pregnancy, or another pregnancy, or HIV/STI could affect reaching your goals and dreams
- ◇ Make a personal decision about avoiding pregnancy, or another pregnancy, and STIs
- ◇ Prepare to talk with a parent or other trusted adult about goals and dreams

### Activities

- |     |  |        |
|-----|--|--------|
| 2.1 | My Dream Board                           | 30 min |
| 2.2 | How Could It Affect My Goals and Dreams? | 5 min  |
| 2.3 | My Goals, My Decisions                   | 5 min  |
| 2.4 | Homework: Talking about Goals and Dreams | 5 min  |

## 03 RELATIONSHIPS AND ROMANCE: What is healthy?

### Objectives

- ◇ Reflect on conversations with your parent or other adult about goals and dreams
- ◇ Identify characteristics of healthy and unhealthy relationships
- ◇ Learn how people in unhealthy relationships can seek help, if needed
- ◇ Personalize the importance of showing and expecting respect

### Activities

- |     |                                   |        |
|-----|-----------------------------------|--------|
| 3.1 | Homework Review: Goals and Dreams | 5 min  |
| 3.2 | Healthy or Unhealthy?             | 20 min |
| 3.3 | Relationship Role-Plays           | 15 min |
| 3.4 | Relationships and Me              | 5 min  |

## 04 ANATOMY AND REPRODUCTION: How it works

### Objectives

- ◇ Identify the names and functions of the reproductive body parts
- ◇ Review how pregnancy happens
- ◇ Evaluate statements about reproduction to determine if they are true or false

### Activities

- |     |                                       |        |
|-----|---------------------------------------|--------|
| 4.1 | Ice-Breaker: What Do They Call It?    | 5 min  |
| 4.2 | Reproductive Anatomy: The Body Parts  | 20 min |
| 4.3 | The Journeys of the Sperm and the Egg | 10 min |
| 4.4 | Reproduction: True or False?          | 10 min |

## 05 ABSTINENCE: Decisions to wait

### Objectives

- ◇ Define what is meant by “abstinence”
- ◇ Identify reasons to not have sex
- ◇ Learn that choosing abstinence means setting limits
- ◇ List ways to show someone you care other than sex
- ◇ Personalize the advantages of abstinence

### Activities

- |     |                                    |        |
|-----|------------------------------------|--------|
| 5.1 | Reasons to Wait                    | 10 min |
| 5.2 | Is This Abstinence?                | 15 min |
| 5.3 | Ways to Show You Care              | 10 min |
| 5.4 | My Ideas about Abstinence          | 5 min  |
| 5.5 | Homework: Talking about Abstinence | 5 min  |

## 06 06. A CLEAR “NO”: Respecting and defending limits

### Objectives

- ◇ Reflect on conversations with your parent or other adult about abstinence
- ◇ Recognize the right to say “no” and the essentials of “yes”
- ◇ Consider how to defend your limits and respect others’ limits
- ◇ Practice effective ways to say “no”

### Activities

- |     |   |               |
|-----|---|---------------|
| 6.1 | Homework Review: Talking about Abstinence | <b>5 min</b>  |
| 6.2 | The Right to Say “No”                     | <b>20 min</b> |
| 6.3 | Pressure Situations: A CLEAR “No”         | <b>20 min</b> |

## 07 07. SEXUALLY TRANSMITTED INFECTIONS, INCLUDING HIV/AIDS

### Objectives

- ◇ Personalize the potential consequences of common STIs
- ◇ Identify ways to reduce the risk of getting and spreading STIs
- ◇ Identify health providers in your community that provide testing for STIs
- ◇ Identify your personal limits to reduce your risk of STIs

### Activities

- |     |                            |               |
|-----|----------------------------|---------------|
| 7.1 | Index Cards                | <b>5 min</b>  |
| 7.2 | Getting to Know about STIs | <b>20 min</b> |
| 7.3 | Preventing STIs            | <b>15 min</b> |
| 7.4 | STIs and Me                | <b>5 min</b>  |

## 08 08. CONTRACEPTION: Pregnancy at a Good Time for You

### Objectives

- ◇ State what you would like to have in place before you have or cause a pregnancy or another pregnancy
- ◇ Evaluate commonly used contraceptive methods, including abstinence, for effectiveness
- ◇ Identify your personal limits to avoid pregnancy, or another pregnancy, until it is a good time for you
- ◇ Prepare to talk with a parent or other trusted adult about having children

### Activities

- |     |   |               |
|-----|---|---------------|
| 8.1 | When would be a Good Time for a Pregnancy or another Pregnancy? | <b>5 min</b>  |
| 8.2 | Effectiveness Line-Up   | <b>15 min</b> |
| 8.3 | Contraceptive Method Bingo                                      | <b>15 min</b> |
| 8.4 | Pregnancy in My Life  | <b>5 min</b>  |
| 8.5 | Talking about Having Children Homework                          | <b>5 min</b>  |

## 09 09. STAYING HEALTHY AND ON TRACK: My safety and my limits

### Objectives

- ◇ Reflect on the conversation with your parent or other adult about having children
- ◇ Demonstrate the ability to say “no” effectively to sex without a condom.
- ◇ Consider the risks of sexting nude photos
- ◇ Consider limits that will keep you healthy and safe

### Activities

- |     |                                  |               |
|-----|----------------------------------|---------------|
| 9.1 | Homework Review: Having Children | <b>5 min</b>  |
| 9.2 | Staying Safer                    | <b>20 min</b> |
| 9.3 | A Story                          | <b>15 min</b> |
| 9.4 | My Safety and My Limits          | <b>5 min</b>  |

## 10 10. MY DECISIONS: Ready for challenges

### Objectives

- ◇ Reinforce the connection between your decisions and achieving your goals and dreams
- ◇ Anticipate how the adolescent brain can make healthy decisions challenging
- ◇ Personalize strategies to handle challenging situations
- ◇ Celebrate completion of *Big Decisions*

### Activities

- |      |                                 |               |
|------|---------------------------------|---------------|
| 10.1 | My Goals and My Decisions       | <b>5 min</b>  |
| 10.2 | Decisions and the Brain         | <b>15 min</b> |
| 10.3 | Ready for Challenges            | <b>15 min</b> |
| 10.4 | <i>Big Decisions</i> Graduation | <b>10 min</b> |

# big decisions

MAKING HEALTHY INFORMED CHOICES ABOUT SEX.

## OUR GOAL

The goal of the *Big Decisions* curriculum is to help young people make healthy and informed decisions about sex. *Big Decisions* is designed to vigorously—and effectively—encourage young people to postpone sexual involvement, and also to provide the guidance and information young people need to reduce their risks when they do become sexually active.

*Big Decisions* is an abstinence-plus sexuality education curriculum that is suitable for grades 7 to 12. *Big Decisions* is easy to use, medically accurate, compatible with Texas law, and it has been approved and used in more than 26 Texas school districts.

## Approved and Used in Texas Schools

Dripping Springs ISD

Hays CISD

Lake Travis ISD

Pflugerville ISD

San Marcos CISD

El Paso ISD

Carrizo Springs CISD

Eagle Pass ISD

Northeast ISD

Pearsall ISD

Sabinal ISD

San Felipe Del Rio CISD

Irving ISD

Waco ISD

Richardson ISD

Point Isabel ISD

Santa Rosa ISD

Karnes ISD

Kenedy ISD

Pasadena ISD

El Paso ISD

Canyon ISD

Pampa ISD

Jacksonville ISD

Lufkin ISD

## WHY TEACHERS LOVE BIG DECISIONS

“*Big Decisions* changes lives.”

“It’s been a great experience. I’ve been teaching 22 years, and these years teaching *Big Decisions* have been the most memorable.”

## WHY STUDENTS LOVE BIG DECISIONS

“I’ve never talked to my mom about this, and I finally had a reason [the homework assignments] to talk to her about it.”

“The most important thing I learned in *Big Decisions* is the real power I have to say ‘no.’”

Dissemination of *Big Decisions* is a project of Healthy Futures of Texas.  
[www.hf-tx.org](http://www.hf-tx.org)



# *big decisions* curriculum

5TH EDITION

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All rights reserved.  
Instructors are  
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handouts and  
other activity  
resources from  
the curriculum  
solely for  
instructional use.  
Any more extensive  
reproduction  
requires the prior  
written consent of  
the author.

- 01 **Rules of the game:** Forming a respectful group  
\_\_\_\_\_
- 02 **Goals and dreams:** My future  
\_\_\_\_\_
- 03 **Relationships and romance:** What is healthy?  
\_\_\_\_\_
- 04 **Anatomy and reproduction:** How it works  
\_\_\_\_\_
- 05 **Abstinence:** Decisions to wait  
\_\_\_\_\_
- 06 **A CLEAR “No”:** My limits  
\_\_\_\_\_
- 07 **Sexually transmitted infections:** Including HIV/AIDs  
\_\_\_\_\_
- 08 **Contraception:** Pregnancy at a good time for you  
\_\_\_\_\_
- 09 **Staying healthy and on track:** My safety and my limits  
\_\_\_\_\_
- 10 **My decisions:** Ready for challenges  
\_\_\_\_\_

# big decisions

## RIGOROUS EVALUATION RESULTS

### Making healthy informed choices about sex

*Big Decisions* is designed to encourage young people to postpone sexual involvement and to provide the guidance young people need to reduce their risks when they do become sexually active.

### The study

- ▼ 3 rural Texas school districts
- ▼ More than 90% of youth in study were hispanic
- ▼ Randomized control trial
  - ▼ Youth Voices curriculum given to the control groups
- ▼ 9<sup>th</sup> grade students
- ▼ Facilitated by trained teachers and coaches
- ▼ Completed with parent consent

### The control and study group were comparable in population

#### Big Decisions

1,622 Students  
Average Age: 14.96  
14.8% Ever Had Sex



47%  
Male



53%  
Female

#### Youth Voices

1,540 Students  
Average Age: 14.96  
13.5% Ever Had Sex



47%  
Male



53%  
Female

### Outcomes

**Big Decisions** students were significantly more likely than **Youth Voices** students to:

At the end of the program:

- ▼ Intend to use birth control, if they have sex
- ▼ Intend to use condoms, if they have sex

One year after the program: 63

- ▼ Talk to their parents about abstinence

# big decisions

## Big Decisions was implemented with fidelity

### Attendance:

- ▼ 90.5% of students received at least 8 of the 10 lessons

### Fidelity:

- ▼ 91% of activities were carried out as intended

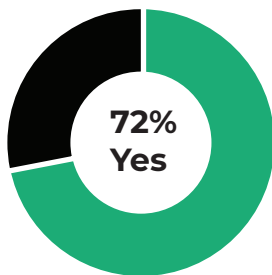
### Quality of Facilitation:

- ▼ Overall, facilitators were rated 4.5 out of 5 for measures related to fidelity when they were observed, like enthusiasm, time-keeping, and participation

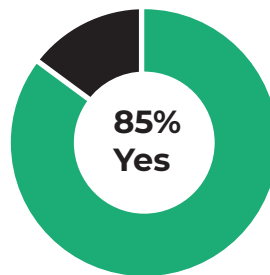
## Student feedback

- ▼ **94%** of all *Big Decision* students liked the program

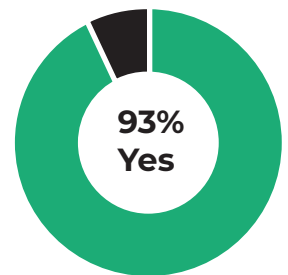
I can say what I think



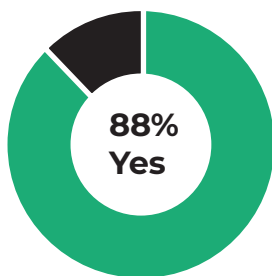
My teacher cares about me



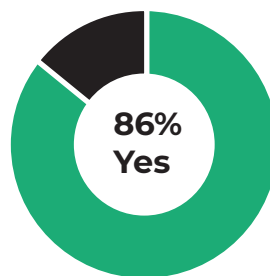
My teacher supports and accepts me



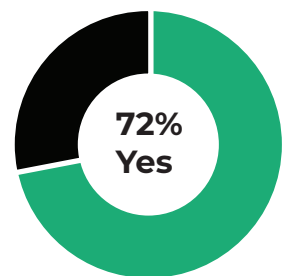
I feel safe during the sessions

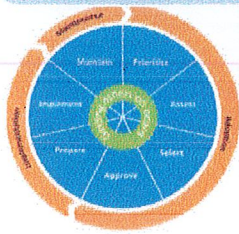


My teacher understands me



I feel like I belong





## Select >>>>

## Alignment of TEKS Objectives Big Decisions

### Big Decisions

#### Curriculum Overview

Big Decisions is a medically accurate, evidence-informed curriculum for 8th and 9th graders consisting of 10, 45-minute lessons. Students are encouraged to postpone sexual activity but are also given information to reduce sexual risk if they engage in sexual activity. The curriculum was designed with Texas TEKS in mind and has been used by schools throughout the state of Texas. Topics covered include internet safety, mental health, healthy relationships, sexually transmitted infections (STIs), and setting and respecting limits.

#### Program Components

##### Students

- Grades covered: designed for 8<sup>th</sup> or 9<sup>th</sup>, but appropriate up to 12<sup>th</sup>
- Lessons:
  - 10 lessons
  - 45 minutes long, once or twice per week
  - Classroom-based
- Learning activities include roleplays, games, brainstorming, and group discussion.
- Lesson topics include HIV and STD knowledge, internet safety, mental health, healthy relationships, and setting and respecting limits.

##### Teacher and School Staff

- The curriculum is designed to be taught by teachers, school staff, and community organizers. Training of facilitators is provided, either in-person or virtually.

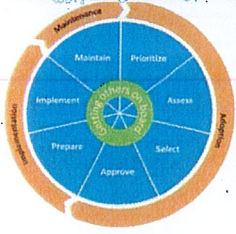
#### Program Logistics

- Where to purchase: <https://www.bigdecisions.org/>
- Cost:
  - Training: ~~\$625~~ \$475
  - Curriculum: \$200

> \$675/person trained
- Program contact info: <https://www.bigdecisions.org/contact>

#### Summary of Evaluation Findings

The Big Decisions Study (rigorous clustered randomized controlled trial design) examined the impact of the Big Decisions teen pregnancy prevention intervention on a sample of 3,170 ninth grade, primarily Mexican-American students living in rural communities in South Texas. At immediate posttest, Big Decisions students were more likely to report that they intended to



# Select



## Alignment of TEKS Objectives

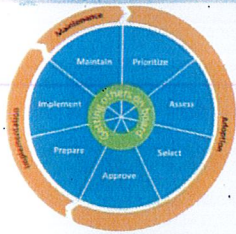
### Big Decisions

use, or have their partner use, a condom or effective method of birth control if they had sex in the next year. Further, at the one-year posttest, Big Decisions students reported that they had discussed abstinence with a parent or guardian in the past three months significantly more frequently than students in the control group.

Key reference: These results are from a currently unpublished study that was submitted to the Office of Population Affairs Teen Pregnancy Prevention (TPP) program. Find more information about the evaluation [here](#).

### Program Overview

Lesson	Activity
<b>1: Rules of the Game: Forming a Respectful Group</b>	1.1 Introduction and Key Messages Review
	1.2 Ice-Breaker: Differences and Respect
	1.3 Setting Ground Rules
	1.4 Respecting Others
	1.5 What Respect Means to Me
<b>2: Goals and Dreams: My Future</b>	2.1 My Dream Board
	2.2 How Could It Affect My Goals and Dreams?
	2.3 My Goals, My Decisions
	2.4 Homework: Talking about Goals and Dreams
<b>3: Relationships and Romance: What is Healthy?</b>	3.1 Homework Review: Goals and Dreams
	3.2 Healthy or Unhealthy?
	3.3 Relationship Role-Plays
	3.4 Relationships and Me
<b>4: Anatomy and Reproduction: How it Works</b>	4.1 Ice-Breaker: What Do They Call It?
	4.2 Reproductive Anatomy: The Body Parts
	4.3 The Journeys of the Sperm and the Egg

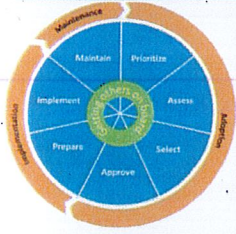


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## Alignment of TEKS Objectives Big Decisions

	4.4 Reproduction: True or False?
<b>5: Abstinence: Decisions to Wait</b>	5.1 Reasons to Wait
	5.2 Is This Abstinence?
	5.3 Ways to Show You Care
	5.4 My Ideas About Abstinence
	5.5 Homework: Talking About Abstinence
<b>6: A Clear "No": Respecting and Defending Limits</b>	6.1 Homework Review: Talking About Abstinence
	6.2 The Right to Say "NO"
	6.3 Pressure Situations: A CLEAR "No"
<b>7: Sexually Transmitted Infections, Including HIV/AIDS</b>	7.1 Index Cards
	7.2 Getting to Know about STIs
	7.3 Preventing STIs
	7.4 STIs and Me
<b>8: Contraception: Pregnancy at a Good Time for You</b>	8.1 When Would Be a Good Time for a Pregnancy or Another Pregnancy
	8.2 Effectiveness Line-Up
	8.3 Contraception Method Bingo
	8.4 Pregnancy in my Life
	8.5 Talking About Having Children Homework
<b>9: Staying Healthy and On Track: My Safety and My Limits</b>	9.1 Homework Review: Having Children
	9.2 Staying Safer



Select >>>>

Alignment of TEKS Objectives

Big Decisions

	9.3 A Story
	9.4 My Safety and My Limits
10: My Decisions: Ready for Challenges	10.1 My Goals and My Decisions
	10.2 Decisions and the Brain
	10.3 Ready for Challenges
	10.4 Big Decisions Graduation

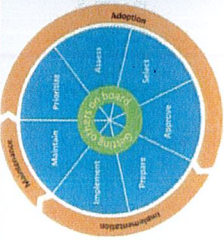
**TEKS Objectives**

- Coverage of the Texas Education Agency’s Texas Essential Knowledge and Skills, Reproductive and Sexual Health objectives is provided in the following pages. The table below indicates the lessons and activities of the Big Decisions program.
- “Full TEKS coverage” indicates that the entire student expectation (SE) is explicitly covered, as written, in the curriculum. “Partial TEKS coverage” indicates that at least one aspect of the SE is not covered or not explicitly covered in the curriculum.
- TEKS coverage was determined by consensus from two reviewers with relevant subject-matter knowledge. The full review protocol and a detailed review document for each curriculum is available upon **request**.

**Health TEKS Objectives, Reproductive & Sexual Health Strand  
Full or Partial Coverage – All Lessons**

Middle School (7 <sup>th</sup> – 8 <sup>th</sup> Grade)	70%
Level I Health (9 <sup>th</sup> – 12 <sup>th</sup> Grade)	77%
Level II Health (9 <sup>th</sup> – 12 <sup>th</sup> Grade)	85%

**CHAMPSS: Choosing And Maintaining Effective Programs for Sex Education in**



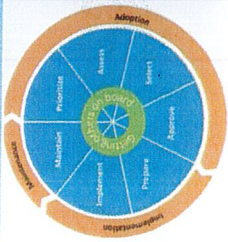
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**Alignment of TEKS Objectives  
Big Decisions**

*Middle School (7th – 8th Grade) Reproductive and Sexual Health TEKS Objectives Review*

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<p><b>(20) Reproductive and sexual health--healthy relationships.</b> The student understands the characteristics of healthy romantic relationships. The student is expected to:</p> <p>(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage</p> <p>(B) explain how friendships provide a foundation for healthy dating/romantic relationships</p> <p>(C) describe healthy ways to express friendship, affection, and love</p> <p>(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage</p> <p>(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage</p> <p>(F) describe behaviors in dating/romantic relationships that enhance dignity and respect</p> <p>(G) describe the benefits of healthy marriages, including companionship and social, emotional, financial, and health benefits</p>	X	X	<p>Instructor must cover this Student Expectation (SE).</p> <p>Instructor must cover this SE.</p> <p>Instructor must cover this SE.</p> <p>Instructor must evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in marriage.</p> <p>Instructor must cover this SE.</p>

**CHAMPSS: CHOosing And Maintaining Effective Programs for Sex Education in**

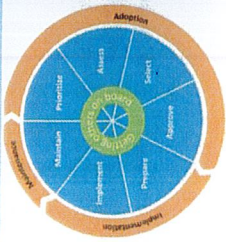


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**Alignment of TEKS Objectives  
Big Decisions**

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
<p><b>(21) Reproductive and sexual health--personal safety, limits, and boundaries.</b> The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:</p> <p>(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse</p> <p>(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking</p> <p>(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation</p> <p>(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence</p> <p>(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others</p> <p>(F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships</p> <p>(G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous</p>	X		Instructor must cover this SE.
		X	Instructor must define dating violence.
		X	Instructor must identify protective strategies for avoiding unsafe situations that heighten the risk of sex trafficking.
		X	Instructor must explain the importance of reporting sex trafficking to a parent or another trusted adult.
	X		
	X		

# CHAMPSS: Choosing And Maintaining Effective Programs for Sex Education in

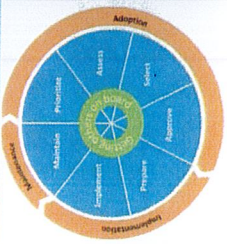


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## Alignment of TEKS Objectives Big Decisions

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
<p>situations and behaviors that increase sexual risk in dating/romantic relationships</p> <p>(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact</p>	X	
<p><b>(22) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy.</b> The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</p> <p>(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence</p> <p>(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse</p> <p>(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead</p> <p>(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur</p>	Full Partial  X  X	<p>Instructor must compare and contrast the emotional changes in males and females that occur during puberty and adolescence.</p> <p>Instructor must cover this SE.</p> <p>Instructor must cover this SE.</p>

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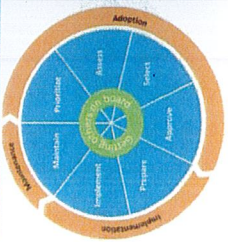
**Alignment of TEKS Objectives  
Big Decisions**

(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment

Instructor must cover this SE.

TEKS Objectives	TEKS Coverage (All Lessons)		Notes
	Full	Partial	
(23) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:			
(A) explain how teen pregnancy is a possible outcome of sexual activity	X		
(B) explain the short- and long-term educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society	X		
(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer	X		
(D) describe various modes of transmission of STDs/STIs	X		
(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources	X		
(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea,	X		

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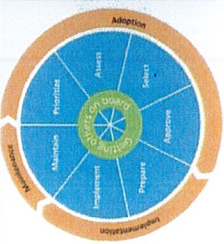


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**Alignment of TEKS Objectives  
Big Decisions**

herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially			
(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern	X		
(H) identify community resources, a minor's right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment	X		
(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression		X	Instructor must identify anxiety and depression as emotional risks.
(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent		X	Instructor must create strategies for building peer support to be abstinent.
(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age	X		
(L) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy	X		
(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females	X		
(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement			Instructor must cover this SE.
(O) define legal implications of teen pregnancy, including the legal effects of acknowledgement and proof of paternity			Instructor must cover this SE.

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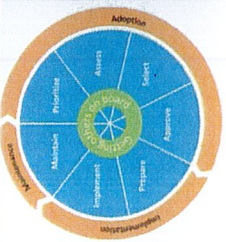


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**Alignment of TEKS Objectives  
Big Decisions**

<p>(P) describe legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child</p> <p>(Q) examine the legal ramifications of sexual offenses such as sexual harassment, sexual abuse, and sexual assault</p>	<p>X</p>	<p>Instructor must describe legal aspects of aggravated sexual assault, sexual assault, sexual abuse, and indecency with a child.</p> <p>Instructor must cover this SE.</p>
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**CHAMPSS: Choosing And Maintaining Effective Programs for Sex Education in**



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**Alignment of TEKS Objectives  
Big Decisions**

*High School (9th – 12th Grade, Health I – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review*

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to: (A) analyze how friendships provide a foundation for healthy dating/romantic relationships (B) identify character traits that promote healthy dating/romantic relationships and marriage (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children	Full Partial	instructor must cover this SE.  instructor must identify character traits that promote healthy marriage. instructor must cover this SE.

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:	Full Partial	

**CHAMPSS: Choosing And Maintaining Effective Programs for Sex Education in**

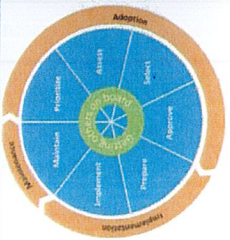


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**Alignment of TEKS Objectives  
Big Decisions**

			Instructor must cover this SE.
(A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence			
(B) analyze the characteristics of harmful relationships that can lead to dating violence	X		
(C) analyze healthy strategies for preventing physical, sexual, and emotional abuse	X		
(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships	X		
(E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships	X		
(F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries	X		
(G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity	X		
(H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others	X		

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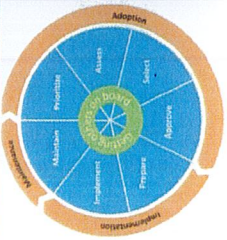


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**Alignment of TEKS Objectives  
Big Decisions**

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
<p><b>(20) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy.</b> The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</p> <p>(A) analyze the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur</p>	<p>Full</p> <p>Partial</p>	<p>Instructor must cover this SE.</p>
<p><b>(21) Reproductive and sexual health--sexual risk.</b> The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:</p> <p>(A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals</p> <p>(B) describe various modes of transmission of STDs/STIs</p> <p>(C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources</p>	<p>Full</p> <p>Partial</p>	<p>X</p> <p>X</p> <p>X</p>

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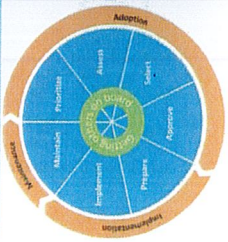
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**Alignment of TEKS Objectives  
Big Decisions**

(D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms	X		
(E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern	X		
(F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression	X	X	Instructor must analyze emotional risks of anxiety and depression that can be associated with sexual activity for unmarried persons of school age.
(G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs	X		
(H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active	X		
(I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy	X		
(J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity			Instructor must cover this SE.

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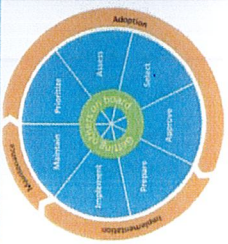
**Alignment of TEKS Objectives  
Big Decisions**

*High School (9th – 12th Grade, Health II – One-Half Credit) Reproductive and Sexual Health TEKS Objectives Review*

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
(19) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to: (A) compare and contrast effective and ineffective methods of communicating emotions in healthy dating/romantic relationships and marriage (B) analyze behaviors in romantic relationships that enhance dignity and respect (C) examine how a healthy marriage can provide a supportive environment for the nurturing and development of children	Full Partial X	Instructor must cover this SE.

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
(20) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:	Full Partial	

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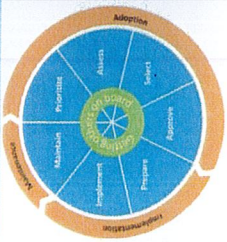


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**Alignment of TEKS Objectives  
Big Decisions**

<p>(A) identify community resources to support individuals who have experienced sexual harassment, sexual abuse, sexual assault, dating violence, and sex trafficking</p>	<p>X</p>	<p>Instructor must identify community resources to support individuals who have experienced sex trafficking.</p>
<p>(B) evaluate the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others</p>	<p>X</p>	
<p>(C) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk</p>	<p>X</p>	
<p>(D) analyze factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries</p>	<p>X</p>	<p>Instructor must analyze other substances that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries.</p>
<p>(E) evaluate influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity</p>	<p>X</p>	

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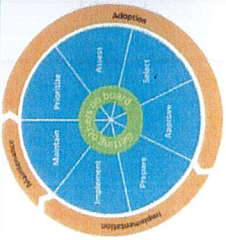
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**Alignment of TEKS Objectives  
Big Decisions**

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
<p><b>(21) Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy.</b> The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to:</p> <p>(A) analyze the significance of hormonal, physical, emotional, and social changes in males and females and their relationship to sexual health</p>	<p>Full</p>	
<p>(B) list factors such as heredity, environment, STDs/STIs, and the mother's health and nutrition that can affect fetal development from conception through birth</p> <p>(C) describe the emotional changes that may occur during and after pregnancy, including postpartum depression, and identify resources for support and treatment</p>	<p>Partial</p>	<p>Instructor must analyze the significance of hormonal, emotional, and social changes in males and females and their relationship to sexual health.</p> <p>Instructor must list factors such as heredity, environment, and the mother's health and nutrition that can affect fetal development from conception through birth</p> <p>instructor must cover this SE.</p>

TEKS Objectives	TEKS Coverage (All Lessons)	Notes
<p><b>(22) Reproductive and sexual health—sexual risk.</b> The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:</p>	<p>Full</p>	

# CHAMPSS: Choosing And Maintaining Effective Programs for Sex Education in

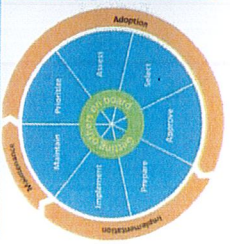


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## Alignment of TEKS Objectives Big Decisions

<p>(A) analyze the options available to teenage parents such as parenting or the process of adoption and the legal rights of parties involved</p>	<p>X</p>	<p>Instructor must analyze the process of adoption and the legal rights of parties involved available to teenage parents.</p>
<p>(B) evaluate long-term or lifetime effects of bacterial and viral STDs/STIs, including infertility and cancer</p>	<p>X</p>	
<p>(C) identify community resources, minors' right to consent under certain circumstances, and the importance of parent or other trusted adult support for STD/STI testing and treatment</p>	<p>X</p>	
<p>(D) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy</p>	<p>X</p>	<p>Instructor must analyze the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods.</p>
<p>(E) identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV, a virus that may cause genital warts and head and neck cancer, cervical cancer, anal cancer, or other cancers that may occur in males and females</p>	<p>X</p>	<p>Instructor must identify the effectiveness of vaccines in preventing the transmission of the most common types of HPV.</p>
<p>(F) analyze the benefits of abstinence from sexual activity, including focusing on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement</p>	<p>X</p>	<p>Instructor must provide further instruction on personal development and encouraging individuals to build healthy relationships not complicated by sexual involvement.</p>
<p>(G) assess support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active</p>	<p>X</p>	
<p>(H) investigate and summarize legal aspects of sexual activity with a minor person, including the legal age of consent, statutory rape, aggravated sexual assault, sexual assault, and indecency with a child</p>	<p>X</p>	<p>Instructor must investigate and summarize legal aspects of sexual activity with a minor person including aggravated sexual assault, sexual assault, and indecency with a child.</p>
<p>(I) investigate and summarize current laws relating to sexual offenses such as sexual harassment, abuse, and assault</p>	<p>X</p>	<p>Instructor must cover this SE.</p>



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## Alignment of TEKS Objectives Big Decisions

**Texas Education Code §28.004 Statutory Compliance**

Texas Education Code §28.004 lays out requirements for human sexuality instruction. These requirements are reflected in the below TEKS Objectives and in our assessment of their coverage in this program. Course materials and instruction must:

- (1) Present abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- (2) Devote more attention to abstinence from sexual activity than to any other behavior;
- (3) Emphasize that abstinence from sexual activity, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with human immunodeficiency virus or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity;
- (4) Direct adolescents to a standard of behavior in which abstinence from sexual activity before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with human immunodeficiency virus or acquired immune deficiency syndrome; and
- (5) Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in curriculum content.