



89

JULY 2025

*from the 89th
Legislature*

THE LEGISLATIVE SESSION IN REVIEW

INCLUDING DETAILED SUMMARIES OF ALL
LEGISLATION AFFECTING PUBLIC EDUCATION



MISD
Mansfield Independent School District



MANFIELD ISD

Government Affairs



The *mission* of the Mansfield ISD Government Affairs department is to engage stakeholders in the legislative process to enhance our students' educational experience.

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EDUCATION

Bill Summaries



THE STATE BUDGET

HOW DOES IT WORK?

The Texas state budget is a two-year financial plan that determines how public money is collected and spent. Lawmakers base the budget on revenue estimates from the Comptroller, using expected income from taxes, fees, and federal funds. Most state money goes to education, health care, and transportation. By law, the budget must be balanced, meaning the state cannot spend more than it brings in.

A key part of the process is understanding the difference between ongoing revenue and surplus funds. Ongoing revenue comes from sources like sales and oil taxes and supports recurring expenses such as salaries and Medicaid. A surplus is extra money left over from previous budgets or higher-than-expected collections. Since it is not guaranteed, surplus money is usually spent on one-time needs like buildings, technology, or debt payments. The budget helps ensure Texas meets its needs without overspending.

SB 1 THE BUDGET

- 67 billion to the Foundation School Program
 - \$4.3 billion to sustain property tax relief enacted in previous sessions
 - \$3.9 billion in new property tax relief
 - \$1 billion for Education Savings Accounts
 - \$8.5 billion in additional public education funding
- Effective September 1, 2025

SUPPLEMENTAL BUDGET

The supplemental budget is a bill the Texas Legislature passes to adjust the current two-year budget, or biennium, when unexpected needs arise. It acts like a budget amendment, allowing lawmakers to add or shift funds to cover shortfalls in areas such as healthcare, public education, disaster response, or state pensions. This ensures the state can respond to changing needs without waiting for the next full budget cycle.

HB 500 THE SUPPLEMENTAL

- Provides \$243 million to support districts in adopting and using open educational resource materials
 - Provides \$369 for TRS-Activecare
- Effective Immediately



HOUSE BILL 2: *School Funding*

House Bill 2 wasn't the slam-dunk many expected. It entered the session as a high-priority school finance bill, widely expected to advance quickly. It passed the Texas House early with near-unanimous bipartisan support, 128 to 18, signaling strong consensus around increasing public education funding. However, the bill encountered delays in the Senate, where members made substantial revisions that narrowed the funding scope and deviated from the House's broader approach.

These changes created a prolonged impasse between the two chambers. Negotiations stalled for several weeks as each side worked to protect its priorities. With time running short, a compromise was ultimately reached, and the House accepted the Senate's version just before the end of the session. The Governor signed HB 2 into law on June 20, 2025.

The final 231-page bill includes significant investments in public education. It provides salary increases for classroom teachers ranging from \$2,500 to \$8,000; creates a new allotment to help districts cover basic operating costs such as transportation, utilities, and insurance; and allocates \$430 million for school safety, more than doubling the current school safety allotment. The bill also includes \$250 million in additional special education funding, shifts to an intensity-based funding model for services, and introduces a \$1,000 allotment for each full and individual evaluation. Additionally, it increases the basic allotment by \$55, using funds reallocated from the golden penny yield.

Though the path to passage was complex, HB 2 ultimately reflects a comprehensive and substantial commitment to strengthening public schools across Texas.

ARTICLE 1:

Teacher Compensation

CORE COMPENSATION ALLOTMENTS

EFFECTIVE FOR SY 2025-26

Teacher Retention Allotment

Creates an allotment for classroom teachers working at least 4 hours a day in instructional or CTE settings

Allotments vary by district size and years of experience:

DISTRICT ENROLLMENT	3-4 YEARS EXPERIENCE	5+ YEARS EXPERIENCE
< 5,001	\$4,000	\$8,000
> 5,000	\$2,500	\$5,000

Applies to both certified and non-certified teachers in instructional role

Districts that grow beyond 5,000 students retain eligibility for the higher allotment if previously eligible

Requires salary increases in 2025-2026 to reflect the allotment received or be based on performance if a district is designated as a TIA Enhanced District

Funds must maintain salary increases annually and be used only for teachers with 3+ years of experience TRS creditable

Repeals prior requirement to spend a portion of the basic allotment increase on compensation

Support Staff Retention Allotment

Creates a support staff retention allotment for non-administrative staff, including part or full-time employees not eligible for the Teacher Retention Allotment

Includes:

- A teacher not eligible for the TRA
- Counselors, Librarians & Nurses
- Teacher's Assistant
- Custodial Staff
- Food Services Staff
- Bus Driver
- Administrative Assistant
- Other Support Staff

Precludes:

- A superintendent or other administrator serving as an educational leader or CEO
- Assistant superintendent or equivalent role
- Principal or assistant principal
- An employee in a centralized supervisory role

Sets the support staff retention allotment at \$45 for each student in adjusted average attendance

Calculates adjusted average attendance by dividing the total of the district's allotment under the small and midsize allotment (if applicable) by the basic allotment

Requires districts to use funds for 2025-2026 salary increases and maintain those increases and only use funds for compensation for non-administrative staff moving forward

Makes the Allotment TRS Creditable



Additional Allotment for Specific Districts

Provides additional state aid for districts whose Tier 1 collections minus recapture fall below their entitlement and thus are no longer subject to recapture, equal to the lesser of:

- The difference between Tier 1 tax collections and entitlement
- The amount of the Teacher Retention Allotment

TEACHER INCENTIVE ALLOTMENT

EFFECTIVE SEPTEMBER 1, 2026

Base Allotment Increases

Increases high-needs and rural factors and base allotment ranges:

- Master: \$12,000 - \$36,000
- Exemplary: \$9,000 - \$25,000
- Recognized: \$5,000 - \$15,000
- Acknowledged or NBC: \$3,000-\$9,000 (new designation level)

Enhanced TIA District

Requires the commissioner to designate Enhanced TIA System Districts if they:

- Implement strategic evaluation aligned with TIA
- Provide performance-based pay for all teachers and principals
- Use differentiated pay schedules with no across-the-board raises except for significant for inflation
- Strategically place highly effective teachers on high-needs campuses
- District designation increases all TIA allotments by 10%
- Districts must certify use of funds annually to retain status

TIA Assistance

Requires TEA to provide:

- Models for TIA systems to reduce implementation timeline, including models for special populations, including bilingual and SPED
- Performance and validity standards established by the commissioner
- Centralized support for assessment instrument analysis
- Support for inter-district mentoring and partnerships
- Support for communications

TIA Grant

Creates a grant program so that districts can:

- Expand or launch local optional teacher designation systems
- Increase eligibility among teachers

Requires grants to meet district-specific needs and allows the commissioner to adopt rules

National Board Certification

Requires districts to redesignate a national board certified teachers with a nationally board certified designation by September 1, 2026

Requires SBOE to periodically review whether to continue authorizing NBC designations, and allows the SBOE to reauthorize NBC teachers under this designation if they choose to revoke

Requires a review to evaluate NBC components to ensure they comply with state law to ensure instruction is provided

- In TEKS without using common core standards
- In phonics without using three-cueing
- In accordance with instructional requirements and prohibitions under Section 28.022 or any other state law

Initial reauthorization decision due by end of 2026, and if the SBOE fails to authorize by that then, the authorization is automatically revoked

NBC teachers retain their 5-year designation regardless of SBOE action

Creates a specific designation for Nationally Board Certified (NBC) Teachers as “Nationally Board Certified”, rather than “recognized” as in prior law

BENEFITS & PROTECTIONS

EFFECTIVE IMMEDIATELY

Liability Insurance for Teachers

Requires TEA to contract to provide liability insurance and education on teacher rights, duties, and benefits

Prohibits districts from interfering with access

Salary Deduction for Liability Insurance

Allows deductions from teacher salary upon written request by employee identifying the entity and total amount of fees and dues for each year

District must inform employee of deduction amount and schedule within 45 days



ARTICLE 2:

Educator Preparation & Teacher Rights

CERTIFICATION & EMPLOYMENT RESTRICTIONS

EFFECTIVE FOR SY 2025-26

Local Innovation Plan Limitations

Prohibits districts from using local innovation plans to:

- Hire uncertified teachers for foundation curriculum courses
- Avoid parental notification requirements under Section 21.057

Employment of Uncertified Teachers

Defines "teacher of record" as to be a person employed by a district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades

Prohibits the employment uncertified teachers as teachers of record in foundation curriculum courses

Temporary exceptions: allows uncertified teachers for grades above 5th in non-ELA/math courses under local innovation plans through the 2026-2027 school year

Commissioner may approve delay plans that provide a reasonable timeline and strategy to comply before the 2029-2030 school year

Parental Notification

Requires use of TEA model notification for uncertified teachers, if TEA has developed one

Teaching Permits

Does not prevent waiver requests or local teaching permits

Permit use for an uncertified teacher serving as the teacher of record requires:

- Board approval
- employment as paraprofessional at the district for 180+ during the preceding calendar year
- Currently enrollment in a postsecondary degree program
- On track to receive a probationary certificate by the third year after they receive the teaching permit



INCENTIVES & PAY DIFFERENCE

EFFECTIVE FOR SY 2025-26

Teacher Certification Incentive

Districts receive a one-time \$1,000 payment for teachers who:

- Were hired in 2022-2023 or 2023-2024 as uncertified first-year teachers
- Were uncertified as of Jan 1, 2025
- Earned standard certification by end of 2026-2027
- Remained continuously employed since initial hire

(Expires September 1, 2028)

Differentiation of Payment

Requires districts to pay certified zero-year teachers more than uncertified zero-year teachers, outside of a stipend or other form of compensation

Suggested difference (not required):

- \$3,000 for standard/intern certificate
- \$6,000 for enhanced standard certificate

Prohibits basing pay solely on certification pathway after 5 years of experience

TEACHER CERTIFICATE

EFFECTIVE FOR SY 2025-26

Certificate Types

Establishes four certificate types:

- Standard Certificate – Traditional or alternative route
- Enhanced Standard Certificate – Requires completion of a residency program
- Preservice Experience Certificate – Intern status, expires in 1 year
- Intern Certificate – For alternative route candidates meeting SBOE standards to serve as the teacher of record

Certification exam rules:

- May not require pedagogy exam unless the exam tests subject/grade specific content for which the candidate seeks certification

EDUCATOR PREPARATION ROUTES

EFFECTIVE FOR SY 2025-26

Three Required Certification Pathways

Traditional Route

- Integrated with degree programs
- Requires substantial preservice hours
- Synchronous delivery unless exempted

Residency Route

- Integrates course work, practice, formal observation and feedback
- One full school year of preservice classroom practice
- Multiple ways to measure progress
- Synchronous unless exempted

Alternative Route

- Significant preservice practice which may include paraprofessional time
- Flexible methods to show proficiency
- Synchronous delivery unless exempted

Program Oversight and Renewal

Requires the SBOE to:

- Establish approval and renewal standards that allows for a review of curriculum before and anytime after renewal
- Review programs annually and as needed
- Use quality indicators and observe program practices in adopting the evaluation process
- Ensure educator preparation programs to meet eligibility standards that include compliance with:
 - State instructional requirements
 - Restrictions on accepting private funding
 - Prohibitions related to student punishment
 - Use of approved instructional materials, including literacy and math academy content



PARTNERSHIPS TO PREPARE EDUCATORS

EFFECTIVE FOR SY 2025-26

Teacher Retention Preparing and Retaining Educators Through Partnership Programs

Establishes programs to enable educator preparation programs to form partnerships with districts to provide preservice practice opportunities and receive field-based experience for teacher candidates working with cooperating district teacher, including:

- Traditional Partnership Preservice
- Residency Partnership Preservice
- Alternative Partnership Preservice

Requirements for participating districts:

- Agreements with educator preparation programs
- Field-based clinical teaching aligned with certification areas
- Mentoring of teacher candidates during first two years as teacher of record
- Data submission to TEA
- Use program funds solely for implementation

Limits instructional responsibilities of teacher candidates

- Candidates may only be paired with cooperating teachers who have agreed to participate
- Candidates cannot serve as the teacher of record or take full instructional/supervisory control, except for limited periods

Requires educator preparation programs to integrate specific resources

- Must incorporate instructional materials created by the commissioner
- Must include literacy and math achievement academies
- Must use instructional materials and training approved by the SBOE

Partnership Programs, Compensation, & Allotments

Traditional Preservice for Standard Certificate

Compensation:

- \$3,000 for candidates
- \$1,000 for cooperating teachers
 - Requires districts to provide additional compensation to teacher candidates in any amount above the required stipend

Residency Preservice for an Enhanced Standard Certificate

Compensation:

- \$10,000 for candidates
- \$2,000 for cooperating teachers
 - Requires districts to provide at least \$10,000 in compensation to teacher candidates for salary in addition to the required stipend

Alternative Preservice Program for an Intern with Preservice Experience Certificate or a Standard Certificate

Compensation:

- \$3,000 for candidates
- \$1,000 for cooperating teachers
 - Requires districts to provide additional compensation to teacher candidates in any amount above the required stipend

Mentorship Program for teachers with under two years of experience

- Mentor teachers must complete annual TEA training
- Districts must pay mentors a \$1,000 stipend
- Remaining funds may support release time for additional mentoring or training
-

Grow Your Own Program

Designed to build pipelines for future teachers through:

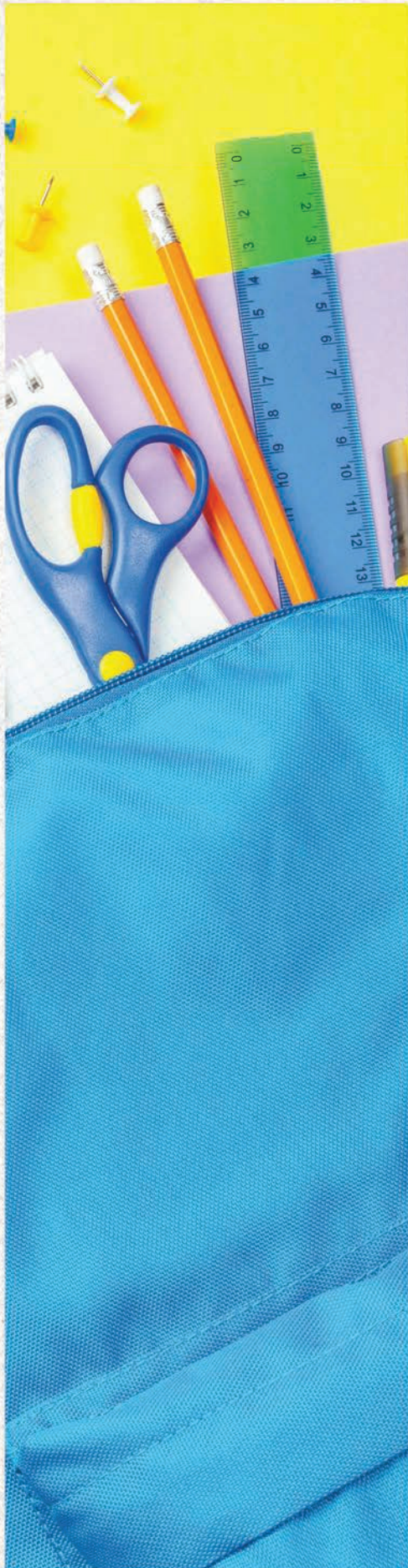
- High school students completing CTE courses that lead to teaching careers
- Non-certified district employees earning a bachelor's degree while working in the district

District participation must be approved and requirements include:

- Providing paid or unpaid teaching practice with a cooperating teacher
- Offering guidance and transition supports into teacher prep programs
- Supporting employees with:
 - Scheduled release time to complete a bachelor's degree
 - Teaching practice under a cooperating teacher
 - On-the-job training aligned with certification standards
 - Transition support into certification programs
- Signing a written agreement with a higher education or prep program
- Ensuring employees earn a degree and enroll in a prep program within three years
- Submitting required data to TEA

Additional provisions:

- Allows allotment funds be used for tuition and fees
- Participants must be paired only with willing cooperating teachers
- Participants may not serve as teacher of record or hold full instructional responsibility, except for limited periods



Partnership Programs, Compensation, & Allotments

Partnership Program Allotment amounts:

Traditional or Alternative preservice candidates:

- \$10,000 + (High Needs & Rural Factor × \$2,000)
- Additional \$2,000 for each candidate in bilingual or special education

Residency Preservice Candidates:

- \$24,000 + (High Needs & Rural Factor × \$3,000)
- Additional \$2,000 if certified in bilingual or special education

Grow Your Own Program

Participants (District Employees):
\$8,000 + (High Needs & Rural Factor × \$1,000)

Mentored Classroom Teachers (Mentorship Program): \$3,000

High needs/rural factor is the lesser of a district's average compounded weight or 4.0

Texas School for the Deaf and School for the Blind can receive allotments using home district weights for the high needs and rural factor

Initial payment held until successful program completion

- \$4,000 for traditional or alternative certification
- \$12,000 for residency
- 50% for Grow Your Own

Program Allotment Caps

- Max 40 for Residency, Grow Your Own and Mentorship
- Max 80 for traditional and alternative
- If over 40 in residency, district may receive the traditional/alternative allotment, subject to the 80 cap

Redirecting Funds to Preparation Programs

Requires the Commissioner to redirect a district's allotment to educator preparation programs to offset tuition, fees, and administrative costs by:

- Traditional: \$5,000
- Residency: \$10,000
- Alternative: \$2,500 (+\$2,500 for full completion)

85% of redirected funds must support instruction

Rehiring Retirees

REHIRING RETIREES

EFFECTIVE FOR SY 2025-26

Cost to Rehire Retirees

Repeals the prohibition on passing employer cost of rehired retirees to the retirees themselves

EDUCATOR PREP SUPPORTS

EFFECTIVE FOR SY 2025-26

Instructional Materials

Requires the Commissioner to develop aligned instructional materials for prep programs

Literacy & Math Academy Allotment

Provides an allotment for participating educator preparation programs

- \$1,000 per teacher completing literacy academy
- \$500 per teacher completing math academy

ARTICLE 3

Rights of Public School Educators

CERTIFICATION BARRIERS & SUPPORTS

EFFECTIVE FOR SY 2025-26

Addressing Barriers to Certification

Waives certification exam and application fees for the first administration for special education, bilingual, or other high-need certification areas

Requires SBOE to pay the vendor directly for the exam

Allows partial retakes for bilingual certification test components not passed

SBOE Sanctions

Prohibits sanctions against teachers who resign mid-contract due to:

- Serious illness of self or close family
- Spouse relocation for employment
- Significant family need requiring relocation or pause in employment
- Reasonable belief the teacher had permission to resign

REQUIRED NOTICES TO EDUCATORS

EFFECTIVE FOR SY 2025-26

Threats

Requires immediate notice to staff when a threat directly affecting them is made that must include nature of the threat and relevant safety information

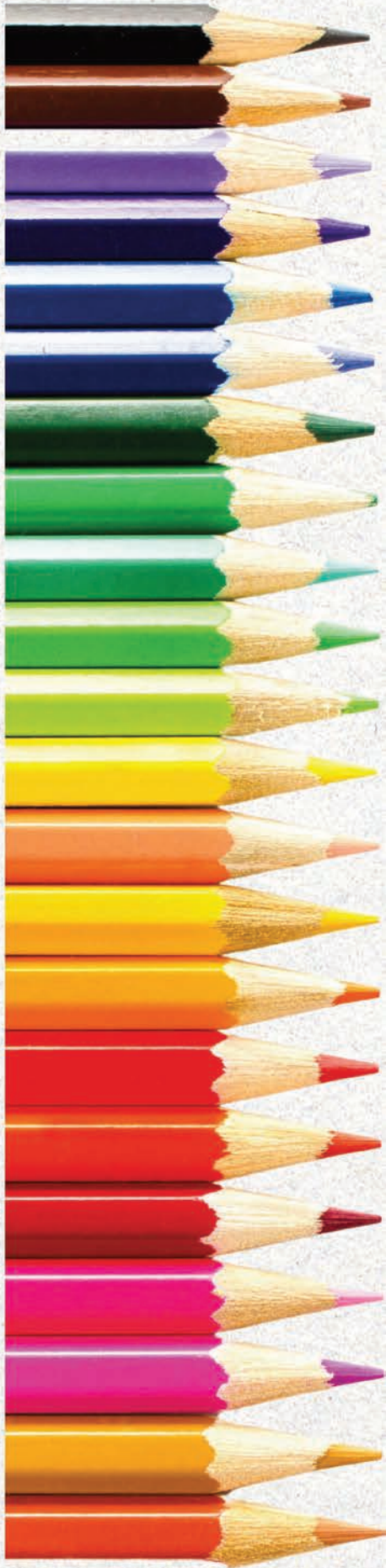
Complaints

Requires notification to an employee when a complaint is filed against them that give them an opportunity to submit a written response to be included in the record

Vacant Position

Reduces the notice period a district must give before filling a certified position from 10 to five days





CLASSROOM MANAGEMENT & DISCIPLINE

EFFECTIVE FOR SY 2025-26

Student Removal From Class (HB 6)

Allows teachers to remove a student who:

- Repeatedly disrupts instruction
- Is unruly, disruptive, or abusive toward others
- Engages in bullying as defined in Section 37.0832

A single incident of any of the above is sufficient for removal

Prohibits a student's return to class without written teacher consent unless:

- A placement committee determines it's the only/best option
- A return to class plan is discussed in a conference within 3 days in which the teacher is given an opportunity to attend

Requires prompt notification to parents about the removal

Allows students to appeal removal to a placement review committee or safe and supportive school team

Requires principals or administrators to notify the student and parents of appeal rights

Commissioner must adopt a model "return to class" plan

For students with disabilities, placement decisions must be made by an ARD committee

RECRUITMENT, RETENTION & LEAVE

EFFECTIVE FOR SY 2025-26

TEA Resources for Recruitment and Retention

Requires TEA to provide districts with support and technical assistance on:

- Strategic compensation, staffing, and scheduling for teacher leadership and retention
- Initiatives that promote the teaching profession to high school students and community members
- Strategies to establish behavior expectations while proactively supporting students
- TEA must collect district data on:
- Teaching vacancies (classification, grade, subject, duration, etc.)

Leave for Certain Employees

Districts must calculate unpaid leave taken by a classroom teacher, counselor, or librarian by dividing an employee's salary by the number of expected workdays (daily rate)

Allows classroom teachers to opt not to use paid leave during FMLA for:

- Pregnancy
- Birth or adoption of a child

Hearing Examiner Options Upon Termination Notice

Allows a hearing regarding the determination of a teacher's contract to be dismissed before completion if:

- The teacher requests it
- The district withdraws the proposed termination
- A settlement is reached and both parties agree to dismissal
- Applies only to hearings scheduled after this article's effective date

ARTICLE 4

Special Education

(SB 568)

STATEWIDE SYSTEMS & COMPLIANCE

EFFECTIVE FOR SY 2025-26

Comprehensive Special Education System

Requires TEA to revise the special education system to ensure compliance with all laws and improve student outcomes through:

- Rulemaking, technical assistance, guidance documents, monitoring protocols and data reporting
- Support to ESCs in helping districts identify local resources
- Training for staff serving students with significant behavioral needs

Requires inclusion of students who are deaf, hard of hearing, or deaf-blind in the comprehensive plan for the education of children with visual impairments

Allows the commissioner to create a digital IEP form and require district use

Establishes a monitoring system including that includes a comprehensive cyclical and targeted, risk-based review process

TEA may require districts to obtain specialized technical assistance for:

- Documented noncompliance
- If data indicates assistance is needed (incidents of student-caused injury or high restraint use)

Requires TEA to implement:

- A system of interventions for noncompliant districts
- A system of progressive sanctions, including potential funding reductions

Allows TEA to perform general supervision activities for monitoring special education to ensure compliance with IDEA

Allows TEA to publish a list of recommended evidence-based dyslexia programs

Allows a student receiving special education services to earn a distinguished level of achievement in the foundation high school program

Repealers & Reporting

Repeals:

- 60-day timeline pause for additional parental consent for further testing
- 20-day nonresponse rule as denial of consent

Requires districts to report special education data needed for TEA oversight and funding calculations



NEW FUNDING MODEL

BEGINNING IN SY 2026-27

Comprehensive Special Education System (SB 568)

Requires TEA to:

- Identify 4+ service groups
- Define 8 tiers of intensity of service for use determining funding that must include separate tiers specifically for residential placement and speech-only therapy

Service groups definition and tiers of intensity determination must consider:

- Type, frequency, and nature of services provided
- Required certifications/qualifications for personnel serving the student
- Provider-to-student ratios
- Necessary equipment/technology

Requires:

- 55% of funds be spent on special education
- Proposed weights and funding for next biennium submitted to LBB by December of each even-numbered year
- \$250 million increase in 2026-2027 compared to prior year formula

SPECIAL EDUCATION ALLOTMENTS

EFFECTIVE FOR SY 2025-26

Evaluations

\$1,000 per student for full initial evaluations

Transportation

Adds \$0.13/mile to general transportation allotment for special education travel

Extended Year

Increases funding for districts that provide an extended year program for special education students to receive the full basic allotment plus the weight multiplier for each student in ADA and removes the cap

Dyslexia Allotment

Allows students receiving dyslexia accommodations to generate the dyslexia allotment beginning in the 2026-27 school year

CCMR Outcomes

Increases bonus for special education graduates from \$2,000 to \$4,000

Regional Day School Programs for the Deaf

Provides an allotment of \$6,925 to the program administrator for each student receiving services

SUPPLEMENTAL SERVICES

EFFECTIVE FOR SY 2025-26

Supplemental Special Education Services

Establishes a parent-directed grant program for supplemental special education services administered by TEA, and requires TEA to:

- Create a waitlist of applicants if demand exceeds funding
- Limit students to one grant unless more funds are appropriated

ESCs may retain up to 4% for administrative costs

Providers/participants cannot be required to change beliefs or practices

Government oversight limited to what's necessary to operate the program

RESIDENTIAL & DAY PLACEMENT

EFFECTIVE FOR SY 2025-26

Residential Placement

Requires the Health and Human Services commission to create and distribute information on residential placement options for TEA and school districts

Requires districts to

- Provide this to parents at ARD meetings where residential placement is discussed
- Only contract with commissioner-approved facilities beginning 2026-27
- Notify parents of students placed in a residential or day placement program about grant availability and assign staff to assist with access

Requires the Commissioner to:

- Set minimum standards standards for and develop a list of approved providers
- Create accounts through which parents can access grants
- Adopt rules and designate ESCs to manage the program

Placement Program Grants

Establishes a grant program for approved residential/day placement services

Support services include behavioral and other disability-related supports



Funding for Day Placement Programs

Provides an districts, charters and ESCs an allotment for each qualifying day placement program established:

- \$250,000 in year one
- \$100,000 annually thereafter, or \$150,000 (if 3+ students enrolled)

To qualify for funding, programs must:

- Comply with commissioner rules
- Serve students from any district in the county, unless waived by the commissioner
- Increase availability of local services as determined by TEA

TEA may:

- Designate only one program per county annually
- Allow an ESC to run the program

Limits the allotments to 20 day placement programs per year

DEAF, HARD OF HEARING, & VISUALLY IMPAIRED

EFFECTIVE FOR SY 2025-26

Deaf/Hard of Hearing

Requires districts to:

- Submit evaluations for deaf/hard-of-hearing students to TEA
- Assess/report language acquisition for children under age 8 using commissioner-approved tools and timelines

Requires the Commissioner to:

- Publish annual language acquisition report
- Consider related data when awarding grants or applying for federal funds

Raises eligibility for services to age 22 (from 21)

Students with Visual Impairments

Requires instruction in the Expanded Core Curriculum, including:

- Braille, orientation/mobility, social interaction, CTE, and self-determination, etc.

Evaluations must include:

- Orientation/mobility evaluation in multiple settings by an appropriately certified individual
- Certified professional to review eligibility data

IEPs must:

- Use reading/writing proficiency as a key progress indicator
- Include braille instruction unless ARD committee chooses not to

Requires braille instruction to be taught by certified teachers

Requires each person assisting in the development of the IEP receive information describing the benefits of braille instruction

Requires commissioner to create a special supplemental allowance for students with visual impairments

OTHER PROVISIONS

EFFECTIVE FOR SY 2025-26

Video Surveillance

Districts must install video surveillance in special education settings if requested by a parent

Applies to classrooms where students spend more than 50% of the day in general education

Performance Review

School boards must publicly review special education student performance annually using TEA indicators

ARTICLE 5:

Measures to Support Early Childhood Education

EARLY EDUCATION ALLOTMENT & GRANTS

EFFECTIVE SEPTEMBER 1, 2025

Early Education Allotment

Adds a 0.01 weight for all K-3 students in ADA

Maintains current 0.1 weight for educationally disadvantaged or emergent bilingual students

Requires funds to be used to support academies and pre-k programs

Distribution:

- Half-day ADA funding for full-day pre-k students
- Remaining funds distributed proportionally based on the 0.1 weight

Early Literacy Intervention Allotment

\$250 per K-3 student receiving reading interventions (excluding students receiving dyslexia allotment)

Capped at 10% of K-3 students enrolled

Funding for Supplementary Supports Grant

Provides \$400 per grant recipient, limited to one grant per reading interventions and one for accelerated instruction

Starting 2030-31, TEA must reduce a district's entitlement for each student who

- Fails the 3rd grade reading test after receiving and using the grant, if the student was enrolled in the district from K-3
- Only reduced by half for each student enrolled in SPED

Supplementary Support Grants

Grants for students:

- In grades 1-3 needing reading interventions
- Requiring accelerated instruction due to 3rd grade results

Parents may use funds to purchase tutoring from TEA-approved providers, including TIA-designated teachers

TEA manages grant accounts and limits recipients to one grant per category

TEA may retain 5% for administration

Districts must still provide interventions and notify eligible families

READING & MATH ACADEMIES

EFFECTIVE FOR SY 2025-26

Reduces Requirements

7th/8th grade reading teachers no longer required to attend literacy academies

Math Achievement Academy Requirements

By 2030-31, K-3 math teachers, principals, assistant principals, instructional coaches, and interventionists must attend a math academy

New K-3 staff must attend within their first year beginning in the 2030-2031 school year

Requires TEA to support, monitor, and report on implementation

Evaluation & Expansion

TEA must evaluate the academies' impact on teaching practices and student outcomes

Districts must share necessary data with TEA

Participation & Stipends

Requires stipends for K–3 teachers who complete literacy/math academies unless:

- Participation occurred during educator prep
- Attendance was during contract hours
- Attendance was not district-approved

Districts may also offer stipends to 4th grade reading teachers

EARLY LITERACY INTERVENTION & SUPPLEMENTAL SUPPORTS

EFFECTIVE UPON COMMISSIONER DEVELOPMENT

Intervention Academies

Commissioner must develop literacy/math intervention academies for teachers of students needing foundational support and allows formation of an advisory board to support implementation

Required for students flagged at risk by two consecutive reading instruments

Must include:

- Targeted, frequent instruction using materials designed for reading intervention
- Trained staff, consistent personnel to the extent possible

Continues until student is no longer at risk or enters grade 4

Prohibits the removal of a student from foundation and enrichment curriculum, recess, or other physical activity in providing interventions

Districts must notify parents of a student receiving reading interventions

Allows parents to opt out in writing; districts may not encourage it

Clarifies that reading interventions cannot circumvent or supplant federal law regarding a special education student

Commissioner must approve at least one low-cost, evidence-based digital intervention product

Requires TEA to approve one or more automated, computerized, or augmented products for reading intervention if evidence shows they effectively support mastery of foundational literacy skills

Commissioner will adopt rules and set the first school year for required compliance

FIRST THROUGH THIRD SUPPLEMENTAL SUPPORTS

EFFECTIVE FOR SY 2026-27

Early Literacy Tutoring Grant Program

Requires the commissioner to create and manage a grant program to support early reading proficiency by providing a grant for parents to purchase tutoring from TEA-approved providers.

Eligible students include:

- First grade and up who must receive reading interventions
- Third graders requiring accelerated instruction based on performance

Requires TEA to:

- Approve classroom teachers with a current TIA designation who apply as tutors
- Maintain an online system for parents to access and manage accounts
- Ensure the program is easy for parents to use and funds are spent properly

Additional provisions:

- Parents have one year to use the grant
- Students may not receive multiple grants unless authorized by the legislature
- TEA may use up to 5% of funds for administration
- Districts must still provide required reading interventions
- Districts must notify eligible parents about the grant program

EARLY LITERACY & NUMERACY DIAGNOSTICS

EFFECTIVE FOR SY 2025-26

Kindergarten Reading Assessment

Requires use of a single commissioner-adopted instrument within the first 60 days of school to measure kindergarten students' foundational literacy skills

Commissioner may approve up to two alternatives



Required K–3 Instruments

Commissioner must adopt and update a list of multiple approved K–3 reading and math diagnostic tools and update the list every four years

Instruments must:

- Align with TEKS and scientific research
- Measure foundational literacy/numeracy
- Be administered BOY, MOY, and EOY (varies by grade)
- Identify students at risk of not achieving satisfactory performance on the third grade reading or math assessment
- Include applicable elements to serve as dyslexia screeners for K–1
- Generate clear parent reports on progress

Requires the commissioner to develop a process for districts to submit an instrument for approval and make criteria and evaluation criteria publicly available

Allows the commissioner to substitute a state adopted interim assessment for an instrument adopted if it provides the same intended outcomes

Allows the commissioner to substitute a state adopted interim assessment for an instrument adopted under this section if it provides the same intended outcomes



Administration & Reporting

Requires districts to:

- Train staff on the instruments
- Apply results to instruction
- Report student progress to TEA, parents, and the board of trustees at a public meeting within 20 school days or the 30th calendar day, whichever is earlier
- Include the student's results, a report on progress from previous administrations, and whether a student may be at risk for dyslexia in the the report to parents

Parents may opt out in writing; districts cannot encourage opt-outs

Districts may use board-approved instruments until the commissioner list is adopted

Administration Schedule

- Kindergarten: Administer at mid-year and end-of-year
- 1st & 2nd Grade: Administer at beginning, middle, and end of year
- 3rd Grade: Administer at beginning and middle of year

Comparability & Flexibility

Commissioner must ensure compatibility with

- Kindergarten reading diagnosis instrument
- State adopted third grade assessment administered at the end of the year

PRE-KINDERGARTEN

EFFECTIVE FOR SY 2025-26

Eligibility

Expands eligibility to children of district classroom teachers if their district offers pre-kindergarten

Expansion Limits

Before building or repurposing facilities for new pre-k classes, districts must get an official determination from a prekindergarten partnership intermediary confirming that the private providers they considered are unable to serve the intended students.

Pre-K Partnership Intermediaries:

- Must be designated by the commissioner (minimum of four)
- Facilitate partnerships with private providers and establish guidance

Funding & Partnerships

- Private providers partnering with districts must:
 - Comply with municipal standards for private pre-k (not district standards)
 - Receive at least 85% of the district's funding per student (unless waived by the commissioner)
- Districts may offer tuition-based pre-k only if no private options are available per intermediary review (Effective beginning in SY 2027-28)

Pre-Kindergarten Certifications

Pre-K teachers employed districts or a private partner must be certified and, when appropriate, be certified or supervised by someone certified to teach emergent bilingual students

DYSLEXIA

EFFECTIVE SEPTEMBER 1, 2025

Parental Notification

Districts must inform parents of dyslexic students about the Talking Book Program and other audiobook resources

Universal Screening Criteria

SBOE must set dyslexia screening criteria to be included in kindergarten reading instruments

RESOURCE CAMPUSES

EFFECTIVE FOR SY 2025-26

Qualifications

To qualify as a resource campus, a school must:

- Have received a D, F, or “not rated” rating for 3 years (previously 4 Fs over 10 years)
- Ensure foundational course teachers have 2+ years of experience and 50% of all teachers hold a TIA designation
- Offer additional instructional days at the middle school level in addition to elementary

OTHER EARLY EDUCATION INITIATIVES

EFFECTIVE FOR SY 2025-26

Additional Instructional Days

Creates a grant program for districts in planning and adjusting operations to offer additional instructional days

Allows funding for additional school days to start after day 175 (5 days earlier)

Expands eligibility to include middle schools

Increases funding by 50% for districts offering a minimum of full days

Provides funding for half-day reading intervention (30+ days) for districts ineligible for full-day incentive

Vision Disorder Reporting

Requires TEA to include detailed vision screening data (disaggregated) in annual reports

Open Education Resource Materials

TEA must assist districts with OER adoption and use for 2024-25 and 2025-26

Districts may reapply for assistance retroactively

Commissioner may market and communicate OER availability

Authority expires September 1, 2027

Adaptive Vocabulary Pilot Program

Requires TEA to develop and implement an adaptive vocabulary pilot program to assess K-3 student vocabulary development

TEA may develop a K-3 assessment as part of the pilot program



ARTICLE 6:

College, Career, & Military Readiness

(HB 120)

PUB ED & CAREER READINESS GOALS

EFFECTIVE FOR SY 2025-26

Expanded State Education Goals

Adds two new statewide education goals:

- Goal 5: Graduates will possess skills and credentials to directly enter the workforce
- Goal 6: Graduates pursuing postsecondary education will be prepared for coursework without needing remediation

Statewide Career Readiness Goal

Requires TEA to establish a quantifiable career readiness goal, including workforce-aligned credentials earned in high school

TEA must update this goal at least every five years starting in the 2028-2029 school year

The state CTE plan must ensure JROTC courses qualify as CTE

Requires TEA to provide available data on graduates who enroll in remedial postsecondary coursework

DATA REPORTING & ACCESS

EFFECTIVE FOR SY 2025-26

Postsecondary Outcomes Reporting

TEA must post de-identified, disaggregated data by district, campus, and cohort for the 10 most recent cohorts on:

- High school graduates:
 - Enrollment, remediation, and completion of postsecondary programs by institution and program
 - Employment outcomes, including employment status status, occupation, industry, wage, county of employment and residence
- Non-graduates:
 - Highest grade level completed
 - Employment outcomes including employment status status, occupation, industry, wage, county of employment and residence
 - High school equivalency attainment

Data Privacy & Use

Data must be provided to districts and counselors to support CCMR plan development and counseling duties

Data sharing must comply with FERPA



CCMR PLANS

EFFECTIVE FOR SY 2025-26

District CCMR Plan Requirements

Include annual goals for aggregate growth on each CCMR indicator

Use longitudinal outcomes data to set goals

Plan must be reviewed and approved annually by a majority vote of the board and the report and plan must be posted online at least two weeks before the board meeting

Submit an annual report to TEA and the LBB.

TEA must set submission deadlines and post the reports publicly

TEA may evaluate local goals for alignment with state secondary, postsecondary, and workforce goals

P-TECH & R-PEP PROGRAMS

EFFECTIVE FOR SY 2025-26

Increased Funding & Flexibility

Increases per student in ADA allotment from \$50 to \$150 per student enrolled in or completing P-TECH/R-PEP programs, regardless of district enrollment

Raises R-PEP bonus funding cap from \$5M to \$20M

Extends FAST program eligibility graduated students to students in a P-TECH/R-PEP program

Allows continued R-PEP participation for schools exceeding the 1,600-student cap, with funding capped at 110% of the amount received the year before exceeding the enrollment cap

Limits total grants for planning and establishment of R-PEPs to \$5M.

Permits the use of Foundation School Program funding for:

- Postsecondary advising support toward successful completion of a certificate of degree program to district graduates, up to two years
- Educating high school graduates enrolled in dual credit programs, including P-TECH and R-PEP

Removes requirement for partnerships with experienced coordinating entities for P-TECH

JROTC

EFFECTIVE FOR SY 2025-26

CTE Designation for JROTC

Officially designates JROTC as a Career and Technical Education (CTE) program.

NEW INSTRUCTIONAL FACILITIES ALLOTMENT

EFFECTIVE FOR SY 2025-26

NIFA Expansion for CTE Programs

Expands the definition of “new instructional facility” to include renovated space used for high-cost, undersubscribed CTE programs as designated by the commissioner

Raises the funding cap to \$150M

If demand exceeds funding, the commissioner may remove CTE programs from eligibility

MILITARY-RELATED PROGRAM NOTICES

EFFECTIVE FOR SY 2025-26

Parent Notification on JROTC Opportunities and Data Sharing

Requires districts to notify parents of JROTC students about early registration or scholarship opportunities linked to military training programs during the high school registration process

Notice must include an option to share the student’s information with higher education institutions, including:

- Contact/directory info
- Education records
- Other data as prescribed by Texas Higher Education Coordinating Board rule

POSTSECONDARY COUNSELING REQUIREMENTS

EFFECTIVE FOR SY 2025-26

Annual Career and Postsecondary Information

Counselors must annually provide students and parents with information on:

- Career readiness, workforce training, and the My Texas Future website, including how to create a profile
- Opportunities to complete career training and obtain a postsecondary credential while enrolled, including program costs, completion rates, and average wages of program participants
- Outcomes, including completion rates and average wages for campus graduates by postsecondary pathway

The Texas Higher Education Coordinating Board must offer annual online training to counselors on statewide postsecondary trends and other information available on the My Texas Future website

CAREER READINESS ASSESSMENT

EFFECTIVE FOR SY 2025-26

Optional State-Paid Career Readiness Assessment

Adds an approved, nationally recognized career readiness assessment measuring foundational workforce skills as an optional, state-paid assessment for students after the first semester of their junior year

ARTICLE 7:

Changed Related to Public Education & Public School Finance

SCHOOL SAFETY FUNDING

EFFECTIVE SEPTEMBER 1, 2025

School Safety Allotment (SB 260)

Increases per-student allotment to \$20 (up from \$10)

Increases per-campus allotment to \$33,540 (up from \$15,000)

BASIC OPERATING SUPPORT

EFFECTIVE SEPTEMBER 1, 2025

Allotment for Basic Costs

New \$106 per-student allotment for:

- Transportation
- Hiring retired teachers
- Health insurance, benefits, payroll taxes
- TRS contributions and costs
- Utilities
- Property and casualty insurance

INSURANCE COST SUPPORT

EFFECTIVE SEPTEMBER 1, 2025

Regional Insurance Cost Differentials

Districts in first-tier coastal counties or 2024 catastrophe zones receive funding equal to 80% of the difference between their local and statewide average property and casualty insurance costs per student, adjusted upward for small or rural schools

SMALL & MIDSIZE

EFFECTIVE SEPTEMBER 1, 2025

Allotment Adjustments

Small allotment weight increased by 15%: $((1,600 - ADA) \times .00046) \times BA$

Midsize allotment weight increased by 20%: $((5,000 - ADA) \times .00003) \times BA$

Increase for districts with fewer than 300 ADA and sole district in the county by 6.38%: $((1,600 - ADA) \times .0005) \times BA$

Excludes students in full-time virtual programs living outside the district from ADA for this allotment

BILINGUAL ALLOTMENT & ALTERNATIVE LANGUAGE EDUCATION

EFFECTIVE SEPTEMBER 1, 2025

Bilingual Allotment Adjustments (SB 2185)

Requires TEA to review districts that offer alternative language education methods and approve them to receive the bilingual allotment

Limits total alternative language education method funding to \$10 million per biennium

Provides an allotment for approved districts for each student using a dual language immersion/one-way or two-way program model of:

- 0.15 weight for emergent bilingual
- 0.05 weight for non-emergent bilingual in dual language programs

Allows 55% spending requirement to be used on teacher salaries

FACILITY USAGE REPORTING

EFFECTIVE SEPTEMBER 1, 2025

District Facility Data Requirements (SB 12)

Requires districts to report facilities usage information to TEA, including:

- Square footage and acreage
- Student capacity per instructional facility and campus
- Enrollment capacity per campus and grade level, number of students enrolled at each level
- Whether a facility is used by more than once campus and the campus identifier for each
- Facility usage type (instructional, CTE center, admin, food service, transportation, vacant land)
- Leased or owned facilities

TEA must post data online unless it poses a security risk and allows the Commissioner to adopt rules

TIER TWO FUNDING CHANGES

EFFECTIVE SEPTEMBER 1, 2025

Golden & Copper Penny Adjustments

Golden penny yield increased to 0.02084 (from 0.016) and removes property value adjustment

Removes the requirement to compress copper pennies when their yield increases

Adjusts basic allotment using the difference between:

- Cost of maintaining yield at 96th wealth percentile of wealth per weighted student
- Cost of maintaining yield using 0.02084 multiplier on the basic allotment

CHARTER SCHOOL FACILITIES FUNDING

EFFECTIVE SEPTEMBER 1, 2025

Facilities Allotment Changes

Increases funding factor in charter facilities funding to \$300 (from \$125)

Removes \$60M cap and replaces with lesser of:

- the state average I&S multiplied by the guaranteed level of state and local funds per student per cent of tax effort or
- a weight of .06 of the basic allotment

Ties funding to financial accountability ratings

Prohibits financial gain for specific charter-affiliated individuals

BEHAVIORAL INTERVENTIONS

EFFECTIVE SEPTEMBER 1, 2025

Use of Confinement, Restraint, Seclusion, Time-Out

Commissioner-developed procedures for use of confinement, restraining, seclusion, and time out must:

- Set training standards for school personnel based on risk and role
- Recommend frequency of training aligned with continuing education
- Allow integration with related training if majority of content overlaps (e.g., trauma-informed care, conflict resolution, positive relationships)

COMMISSIONER DISCRETION

EFFECTIVE SEPTEMBER 1, 2025

Address Unintended Consequences

Allows the commissioner to resolve unintended consequences by implementing changes made by the legislature to public school finance, including adjustments to district entitlement, M&O tax rate adoption dates, and related election dates

Requires prior approval from the Legislative Budget Board and the Governor's Office

PROPERTY VALUE NOTIFICATION

EFFECTIVE SEPTEMBER 1, 2025

Notice for Invalid Values

Commissioner must notify districts of invalid local property values after comptroller has certified preliminary findings

Notification must include:

- Estimated financial impact
- Available recourse options

REPEALERS

EFFECTIVE SEPTEMBER 1, 2025

Repeals the spending requirements associated with the compensatory education allotment

Repeals the requirement to compress copper pennies when the yield increases

HB 33 SCHOOL SAFETY

School Safety & Emergency Preparedness Requirements

- Requires district multihazard emergency plans to include plans for prompt recovery of services after a disaster or emergency.
- Requires plans to use standardized response protocol terminology developed with the Texas School Safety Center, to facilitate communication between police, emergency services, staff, and the public

Training & Evaluation for Active Shooter Response

- Requires the Advanced Law Enforcement Rapid Response Training Center (ALERRT) to develop a template to evaluate and report how police or emergency services respond to school shooter incidents
- Requires the School Safety Center to create a required training program for peace officers and emergency medical personnel on how to respond to school shooter situations
- Requires Law enforcement agencies to have written policies that reflect best practices for responding to an active shooter at a school along with a recommendation for the frequency of simulated emergency drills
- Requires law enforcement agencies to have at least one breaching tool and one ballistic shield available
- Requires officers to complete the Introduction to the Incident Command System and National Incident Management System, and requires officer supervisors to take an advanced incident response and command courses as part of their continuing education
- Required new training must be developed by December 1, 2025.

After-Action Reviews & Mental Health Support

- Requires law enforcement and emergency medical responders to begin an evaluation of their response within 45 days of a school shooter incident and complete a report within 90 days.
- Requires the Texas Division of Emergency Management to create a mental health resource plan to support first responders who are involved in an active shooter incident



Communication & Public Information

- Requires districts and district police departments to have a public information officer certified by the Texas Division of Emergency Management responsible for public communications during emergencies; this training must be completed by September 1, 2026.
- Requires The Texas Division of Emergency Management to publish a guide for community and volunteer groups on how to prepare for and respond to school shooter incidents,
- Requires the guide to include information on understanding mass violence, incident command structure, coordination and access to resources, long-term recovery, communication coordination, training and planning tools, and preserving and restoring community cohesion

Annual County Meetings on School Safety

- Requires every sheriff to hold yearly meetings focused on school safety, coordinated response, law enforcement capabilities, available resources, emergency radio interoperability, chain of command, district's multi hazard emergency operations plans, etc.
- Requires a representative from the Texas Division of Emergency Management to attend meetings in counties with fewer than 350,000 people
- Requires either the district's police chief, if applicable, or the chief administrative officer of the law enforcement agency providing services to the district to attend the meeting in counties with more than 350,000 people

First Responder Training & Drills

- Establishes a new grant program for first responders and emergency telecommunicators to attend active attack integrated response courses through the School Safety Center.
- Requires Department of Public Safety (DPS) to work with county sheriffs to identify which governmental entities are likely to respond to a school shooter in each county. And requires each entity to participate in a joint tabletop exercise every odd-numbered year and a full in-person drill every even-numbered year
- Requires DPS and governmental entities to sign mutual aid agreements by January 1, 2026, outlining how each will share resources, personnel, equipment, and facilities in emergencies
- Requires agreements to cover how to ensure their communication tools work together, how they'll coordinate efforts, and who is responsible for what

Facility Security & Construction Reviews

- Requires a district to conduct a security review and determine strategies to address vulnerabilities anytime the district acquires, constructs, renovates, or improves a facility to check whether it meets safety requirements and to find any vulnerabilities in case of an active shooter situation

Effective September 1, 2025



CURRICULUM UPDATES

1

HB 100

Prohibition on Use of Rejected Instructional Materials

- Prohibits school districts from using or adopting instructional materials that appear on the SBOE's rejected list
- Requires the SBOE to provide at least 45 days' notice prior to adding materials to the list to allow time for revisions to the material

Effective for the 2026-27 School Year

2

HB 824

Civics in Government TEKS

- Requires an update to civics TEKS in government to include the role of government officials, the voting process and Texas election laws, eligibility requirements to run for elected office, Robert's Rules of Order, and the elected officials who represent the student at each level of government

Effective for the 2025-26 School Year

3

SB 24

Communist Regimes in TEKS

- Requires SBOE to consult victims of communism and related organizations when adopting TEKS for grades 4-12 covering communist regimes and ideologies, including:
- US communist movements and tactics
- Atrocities under communist regimes (e.g., Cultural Revolution, Holodomor, Great Terror, Cambodian genocide, Cuban and Latin American movements)
- Oppression under communism (e.g., mass murder, forced labor, poverty, censorship)
- Comparative analysis of communism and totalitarianism vs. US principles (freedom, democracy, individual rights, merit, free enterprise)
- Modern threats from communist regimes
- Precursor events to communist revolutions
- Evolution of communism into broader cultural control ideologies
- Methods of spreading communism (e.g., propaganda, shaming, censorship, forced conformity)
- First-person testimonies from victims (live, recorded, or written)

Effective for the 2026-27 School Year

4

SB 1191

GPA Standardization

- Requires the Commissioner, as soon as practicable, to develop a standard method for calculating grade point averages and requires the average to include equal weights for AP, IB, dual credit, and OnRamps courses
- Excludes dual credit courses included in the Workforce Education Course Manual

Effective Immediately

6

HB 27

Personal Financial Literacy

- Replaces the currently required half credit economics or economics/personal financial literacy course with a half-credit personal financial literacy course
- Makes economics an option to satisfy the third required social studies credit
- Requires the SBOE to designate an AP courses that can satisfy the personal financial literacy course requirement
- Makes the change effective for students entering ninth grade in the 2025-26 school year

Effective for the 2026-27 School Year

5

SB 25

Statewide Nutrition & Physical Health Education Requirements

- Imposes physical education requirements to charter schools
- Prohibits school districts from taking away recess or PE for students through grades 8
- Requires health TEKS in K-8 to include nutrition instruction based on guidelines recommended by the Texas Nutrition Advisory Committee beginning in the 2027-28 school year
- Requires districts to offer an elective course for one half credit in nutrition and wellness
- Requires institutions of higher education to offer a nutrition education course and requires the course for all medical students or other majors related to health care service provision
- Establishes the Texas Nutrition Advisory Committee to develop nutritional guidelines for Texas residents and outlines membership requirements and duties
- Requires food for sale in Texas to include warning labels on products that contain specific ingredients banned in Australia, Canada, the EU or the UK
- Requires continuing education in nutrition and metabolic health for certain healthcare workers

Effective September 1, 2025

SB 13

Library Materials

Effective for the 2025-26 School Year

1 Library Materials & Catalog

- Grants parents access to records of library materials their child checks out
- Defines the following:
 - Harmful Material – Matches Penal Code 43.24 definition, “material whose dominant theme taken as a whole:
 - appeals to the prurient interest of a minor, in sex, nudity, or excretion;
 - is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
 - is utterly without redeeming social value for minors.”
 - Indecent Content – “content that portrays sexual or excretory organs and activities in a way that is patently offensive”
 - Library Material – “any book, record, file, or other instrument or document in a school district’s library catalog,” which does not include instructional materials or materials from the TexShare consortium
 - Profane Content – “content that includes grossly offensive language that is considered a public nuisance”
- Requires updated TSLAC library standards to address:
 - Indecent and profane content
 - Materials linking to prohibited content online
 - Materials accessible via apps or student-accessed catalogs
 - Compliance with the Children’s Internet Protection Act (CIPA)
- Requires adoption of updated TSLAC standards by April 1, 2026
- Allows districts to adopt their own standards if not in conflict with TSLAC’s

2

Parental Access to Catalog & Materials



- Requires districts and charters to adopt procedures allowing parents of enrolled students to:
 - Access all library materials available at each school
 - Submit a list of materials their child may not access, using:
 - Electronic or physical form
 - Online library catalog
- Authorizes use of instructional materials and technology allotment funds for compliance



3

Parent Access to Student Records



- Requires districts using a learning management system or online portal to:
 - Provide notice each time a student accesses library material outside of the school library
 - Include in the notice: title, author, genre, and due date





4

Local School Library Advisory Council (LSLAC)

- Authorizes boards to create an LSLAC to reflect community values in the library catalog
- Mandates an LSLAC if petitioned by:
 - 10% of enrolled students' parents, or
 - 50+ parents, whichever is fewer
- Prevents disbanding of a petition-formed LSLAC for at least 3 years
- If no LSLAC is created:
 - Requires compliance with TSLAC standards
 - Meeting requirements for LSLAC
- Requires board consideration of LSLAC recommendations, if applicable, before:
 - Adding library materials to a library catalog
 - Removing materials from a library following a formal challenge
 - Changing catalog policies or guidelines
- Assigns LSLAC responsibility for making recommendations on:
 - Policies for adding materials aligned with local values
 - Age/grade appropriateness
 - Joint use agreements or collaborations with public libraries or community organizations
 - Removal of harmful, indecent, or profane materials
 - Parent "challenge" policies and procedures and district response

5

LSLAC Membership

- Requires at least 5 members
- Requires appointment by Board, with equal appointments per trustee
 - Allows appointed members to be voting or non-voting members
 - Permits non-voting members to include:
 - District employees (teachers, librarians, counselors, administrators)
 - Business community and clergy
- Requires majority of voting members to be district parents not employed by the district
- Requires appointment of one non-employee parent voting member as chair

.....

LSLAC Meeting Requirements

6

- Meeting requirements include:
 - At least two meetings per year and as needed
 - 72-hour public notice, posted at each campus and online, including meeting date, time, location and subject
 - Meeting minutes, including subject, votes, order, decision, or any other action and audio/video recordings submitted to be to the district within 10 calendar days
- Requires public posting of minutes and recording as soon as practicable
- Requires meeting before board votes on proposed lists of donated or purchased materials (may occur after posting of the list)



7

Board Action Required for Acquisition of Library Materials

- Requires Board to adopt policy for acquiring library materials, including procedures for the purchase of library materials and receiving donated materials by the 2025–26 school year to:
 - Approve all donated and purchased/procured library materials, with LSLAC recommendation if applicable
 - Publicly post proposed lists at least 30 days before approval
 - Vote on the list at the first Open Meeting after the 30 days
 - Ensure compliance with statutory library standards
- Requires TEA to publish a model policy for districts
- Clarifies each trustee’s right to:
 - Review proposed lists
 - Propose changes before Board action
- Prohibits adding donated materials until Board approval
- Exempts review and approval for items that:
 - Replace a damaged copy with the same ISBN
 - Share the same ISBN/grade level approval as existing material

Library Materials Challenges & Appeals

8

- Authorizes written challenges by parents, district employees, or residents
- Requires use of a TEA-adopted form, identifying the alleged violated statutory standard
- Requires removal of challenged materials from student access until resolved

9

Board Review of Library Materials Challenges

- If there is no LSLAC, or if the Board is responding to an LSLAC recommendation or an appeal of district action based on such a recommendation, the Board must consider:
 - LSLAC advice, if applicable
 - Whether material is subject/grade level appropriate based on:
 - Compliance with statutory standards
 - Reviews by academic experts in the material’s subject or relevant grade level

10

Challenge Timelines

- Requires delivery of the challenge to the LSLAC (if exists) within 5 days of receipt
- Requires LSLAC to make a recommendation within 90 days
- Requires Board to hear and act on challenges at the first Open Meeting after:
 - 90 days if no LSLAC
 - LSLAC recommendation or appeal filing, if LSLAC exists, on the first open meeting following the LSLAC recommendation or filing
- Allows a separate challenge review committee if:
 - Members are appointed by the Board
 - Membership includes a majority of parents not employed by the district
- Allows LSLAC to base its recommendation on such a committee’s findings
- Allows appeals of district actions to the Board

11

Board Action on Challenged Library Materials

- Requires notification that a material was determined to be inappropriate to relevant teachers if material is removed, instructing them to remove it from classroom libraries
- Clarifies that a district is not required to take any action on written challenges to materials that were retained after a previous challenge for 2 years





ORANGE

I Wish You More

PURPLE

✓ the book's READABILITY

Rule of 3



- Can I read the words?
- Can I read it smoothly?
- Can I understand?

RSB 2.0m 71

16

Reading Mat!

SB 571

Educator Misconduct Reporting & Do Not Hire Provisions

1 Mandatory Reporting & Notification

- Requires court clerks to notify SBEC when an educator is convicted or receives deferred adjudication for improper student relationships, harmful material distribution, or similar offenses in other states
- Directs principals to notify superintendents within 48 hours of evidence that an educator engaged in abuse, illegal acts, inappropriate relationships or communications, or boundary violations with a student or minor as defined by SBEC
- Requires superintendents to notify SBEC within 48 hours of learning of such misconduct and upon the educator's termination
- Tasks TEA with developing an internet portal for reporting misconduct to SBEC
- Extends the same reporting duties to non-educator staff and service providers, but requires reports go to TEA instead of SBEC

2 Investigation & Registry Requirements

- Requires TEA to immediately place an educator on the Do Not Hire registry upon receiving a notification of an alleged incident of misconduct and include information indicating they're under investigation for alleged misconduct
- Directs TEA or SBEC to decide within 30 days whether to add misconduct notices to educator records or registry listings for non-educators based on a preliminary review of the report
- Requires job applicants for public schools to:
 - Submit employment record release and re-service affidavit disclosing prior misconduct investigations, registry status, whether they've been employed by a service provider for a school and whether they've been terminated, discharged or have resigned in lieu of termination
 - Provide relevant details if they answer yes to any questions above
- Requires districts to employees who failed to disclose required information and authorizes SBEC to revoke certification of administrators who knowingly hire non-disclosing applicants
- Prohibits SBEC from accepting certificate surrendered while under investigation for reportable misconduct
- Requires districts to terminate employees listed on the Do Not Hire registry and requires districts to annually certify compliance with misconduct and registry rules

3

Emergency & Temporary Actions

- Permits TEA to temporarily add individuals to the Do Not Hire registry and SBEC to suspend educator certificates without notice if they pose an imminent threat or are arrested for certain offenses if proceedings for a hearing before the State Office of Administrative Hearings are initiated simultaneously and requires a hearing within 17 days with a final hearing within 61 days
- Requires TEA to temporarily include a person on the registry if a person is arrested for certain offenses
- Requires TEA to refer any unreported misconduct to law enforcement and to review sexual misconduct investigations to verify proper procedures
- Prohibits SBEC from certifying or permitting individuals with specific convictions, including sex offenses, Title 5 felonies, or school property-related crimes

4

Transparency, Private Schools, & Child Abuse

- Instructs TEA to publish quarterly online reports of misconduct, detailing number of reports, investigations, and outcomes by certification status
- Applies all reporting requirements to private schools
- Expands the definition of child abuse to include improper relationships between an educator and student
- Requires abuse or neglect to be reported within 24 hours
- Clarifies that reports of child abuse must be made to law enforcement agencies that are not district police departments
- Repeals the provision allowing superintendents to delay reports during internal investigations

Effective for the 2025-26 School Year

SB.569 *Online Learning*

Effective for the 2025-26 School Year



General Authorization and Program Types

- Allows school districts, charter schools, higher education institutions, ESCs to offer hybrid and virtual courses
- Defines full-time hybrid programs as those where students attend in person for less than 90% of the instructional minutes time and instruction is delivered online either synchronously, asynchronously, or in person
- Defines full-time virtual programs as those with minimal or no in-person attendance and instruction is delivered online either synchronously or asynchronously
- Allows districts and charters to establish full-time hybrid or virtual campuses where at least 50% of students are enrolled in such programs, subject to Commissioner approval
- Allows districts to provide computer equipment and internet access for virtual courses offered by the district
- Allows districts to charge tuition and fees for students who are not enrolled in the district offering the course or not eligible to attend public schools

Parent and Student Rights

- Requires districts to notify parents of available hybrid/virtual options, including options at other districts or schools
- Prohibits districts from discouraging enrollment in hybrid/virtual courses
- Requires districts to provide a written explanation and notice of appeal if a student's request to enroll is denied
- Requires equal access to extracurricular and UIL activities for hybrid/virtual students
- Prohibits a district from requiring students to enroll in a hybrid or virtual campus
- Requires all hybrid/virtual students to take state assessments in the same manner as other students

Teacher Rights and Instructional Quality

- Prohibits requiring teachers to teach in-person and virtual students simultaneously but allows live streaming of in-person classes only if teachers are not expected to interact with students watching the live stream
- Requires professional development for hybrid/virtual teachers unless they already have sufficient experience
- Prohibits reassigning a teacher to hybrid/virtual roles without consent
- Requires hybrid/virtual courses to align with TEKS, meet grade-level standards, and follow Commissioner or national quality standards
- Requires virtual courses for special education students to meet their educational needs

Enrollment Eligibility and ADA Funding

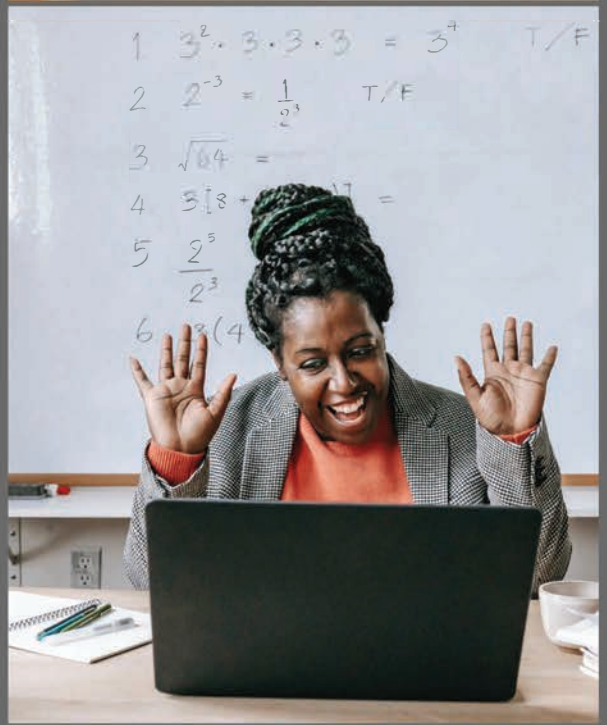
- Allows any student eligible for public school to eligible to enroll in a full-time hybrid campus
- Allows enrollment in full-time virtual campuses only if the student:
 - Attended Texas public school at least six weeks the prior year
 - Is entering 1st grade
 - Recently moved to Texas
 - Is a dependent of a deployed military service member
 - Is in state care
- Calculates ADA for full-time virtual/hybrid campuses using the district's average attendance rate
- Requires school boards to set participation criteria for course credit/grades
- Excludes students in virtual programs from the fast growth allotment
- Requires the Commissioner to adopt attendance rules that do not require in-person or synchronous instruction for full funding equivalence

District and Provider Oversight

- Requires districts to
 - Engage in a year of planning before offering a course
 - Develop academic plans that incorporate TEKS aligned curriculum and instructional practices, progress monitoring, methods for meeting student need in special populations and compliance with state law
 - Develop operations plans addressing staffing, designation of leadership, professional development, family engagement, calendars and schedules, enrollment eligibility, cybersecurity and data privacy, and education services provided by a third party
 - Demonstrate capacity to successfully implement the plan
- Requires campuses to include at least one grade with state assessments or another Commissioner-approved evaluation measure or to include sufficient grade levels to allow for evaluation of student performance
- Prohibits districts from changing a campus designation for a full-time hybrid or virtual campus during or after the approval process
- Allows the Commissioner to approve full-time hybrid or virtual campuses only if they are likely to improve student outcomes
- Makes campus authorization indefinite, revocable only if:
 - The campus receives a “needs improvement” or “unacceptable” performance ratings for three consecutive years
 - A special investigation finds cause
 - A whole program provider is ruled ineligible without Commissioner-approved replacement
- Requires districts to notify TEA of third-party provider use and changes for third-parties acting as a whole program provider
- Requires the Commissioner to set standards for provider eligibility and prohibits use of ineligible providers without approval

Transparency, Reporting, and Support

- Requires TEA to publish a list of statewide virtual courses, costs, and provider information
- Requires districts to report the use of third-party providers
- Requires TEA to develop professional development courses and provide grants and technical assistance for full-time hybrid and virtual campuses
- Requires districts to consider virtual placement as an alternative to expulsion, except for violent or firearm-related offenses
- Provides the Commissioner authority to ensure continued funding during emergencies impacting attendance
- Repeals existing virtual school frameworks (Virtual School Network) but allows providers to operate under those rules through the 2026-27 school year
- Provides expedited approval for existing virtual programs operating through the virtual school network or offering an unfunded program in school years since 2022-23



HB 4623



LIABILITY FOR SEXUAL MISCONDUCT

Creates liability for public schools that are grossly negligent, reckless, or engage in intentional misconduct in hiring, supervising, or employing a professional school employee who engages sexual misconduct against an enrolled student or for failure of an employee to report suspected child abuse involving an enrolled student

Requires the professional school employee to be a named defendant in any related action against the school

Limits damages recoverable from public schools to \$500,000 in actual damages per claimant

➤ Effective September 1, 2025



HB 6: SCHOOL *Discipline Reform*

Effective for the 2025-26 School Year

Immunity from Disciplinary Proceedings

Makes employees immune from disciplinary proceedings for reporting a violation of Chapter 37 to anyone in the district, TEA, or law enforcement, or for actions taken in good faith to remove a student from class

Applies to disciplinary proceedings for conduct before, on, or after September 1, 2025, unless the proceeding was resolved prior

Supplemental Special Education Services Definition

Includes crisis prevention and intervention training for a student's parent in the definition of "supplemental special education services"

Student Code of Conduct

Requires student code of conduct to:

- Allow DAEP placement for first-time possession or use of a nicotine delivery product or e-cigarette
- Include whether the board has adopted a parental involvement policy under a positive behavior program

Clarifies that students in special education may not be disciplined in ways that change their educational placement but may still be disciplined



Campus Behavior Coordinator

Requires a single person be designated as the campus behavior coordinator at each campus

Allows assistance from staff only if the coordinator personally verifies proper legal implementation

Requires coordinator to:

- Monitor disciplinary referrals
- Report certain student conduct to the safe and supportive school team:
 - A terroristic threat
 - Unlawfully carrying weapons
 - Prohibited weapons
 - Exhibiting, using or threatening to use a firearm
 - Any behaviors or behavioral trends posing serious risk of violence

Parental Involvement in Disciplinary Placements

Allows districts to adopt policies permitting:

- Notification of parental right to request a behavioral agreement outlining responsibilities of the parent and student when a student is placed in DAEP or expelled
- Reduction in placement period if student and parent comply with a behavioral agreement

Clarifies that a reduction in the period of disciplinary placement:

- Does not entitle students to alternate placements
- Is at sole discretion of administrator
- May be revoked or amended if terms aren't followed

Requires commissioner to adopt a model behavioral agreement

Teacher Authority to Remove Students

Eliminates requirement for teachers to document repeated interference with instruction or learning before removal of a student

Requires notification of parent when student is removed

Permits removal after a single incident of:

- Repeated interference
- Unruly, disruptive or abusive behavior
- Bullying

Prohibits return to class unless:

- Teacher consents in writing OR
- A return-to-class plan is developed by a placement review committee within three days at a required conference in which the teacher is provided an opportunity to participate



DAEP Placement

Removes e-cigarette use or possession as a mandatory DAEP offense

Requires DAEP placement for:

- Retaliation or harassment against employees or volunteers
- Deadly conduct, disorderly conduct involving a firearm, unlawfully carrying weapons, whether on or off school property

Allows DAEP placement for:

- Disruptive activities
- Repeated class disruption
- E-cigarette use possession
 - If it's a first offense and the school chooses not to send the student to DAEP, then ISS for at least 10 days is mandatory

Requires the return to class plan to be created before or during the conference and discussed at the conference if developed beforehand

Requires the commissioner to adopt a model return-to-class plan for district use

Permits student appeal to placement review committee or threat assessment team

Requires notification of appeal rights to students and parents

Clarifies ARD committee authority over placements of students with disabilities

Suspension Rules

Removes limit on in-school suspension (ISS); maintains 3-day limit for out-of-school suspension (OSS)

Requires ISS review at least every 10 days, with documentation

Mandates behavioral support services in ISS and continuation of IEPs if applicable

Permits OSS for K–2 students only if:

- Conduct threatens immediate health and safety of other students
- There is documented repeated or significant disruption

Allows reassignment from OSS to ISS with written parental request only for extenuating circumstances in which a parent is unable to provide supervision during school hours and provides documentation

Allows principal's sole discretion in considering reassignment

Requires districts to maintain documentation of each reassignment, including the request, the reason for the parent's unavailability, and the supporting information and documentation

Expulsion Requirements

Requires expulsion for conduct that would be expellable on school property, even if committed off-campus

Adds kidnapping, burglary, assault of an employee or volunteer, and exhibiting, using or threatening to exhibit or use a firearm to mandatory expulsion list

Virtual Expulsion Programs

Allows placement in district-run virtual expulsion programs if:

- District is not in a JJAEP county and doesn't contract with one
- JJAEP in the county rejects admission or returns the student early

Requires districts to ensure or provide tech access for students

Programs must:

- Meet DAEP requirements as practicable
- Undergo review every 45 days, including possible return to in-person or available JJAEP seat

ADA funding counts for students if attendance is verified

Prohibits teachers from

- Teaching virtual and in-person classes simultaneously
- Teaching virtual expulsion without PD in virtual instruction

Requires commissioner rules on attendance tracking and teacher training

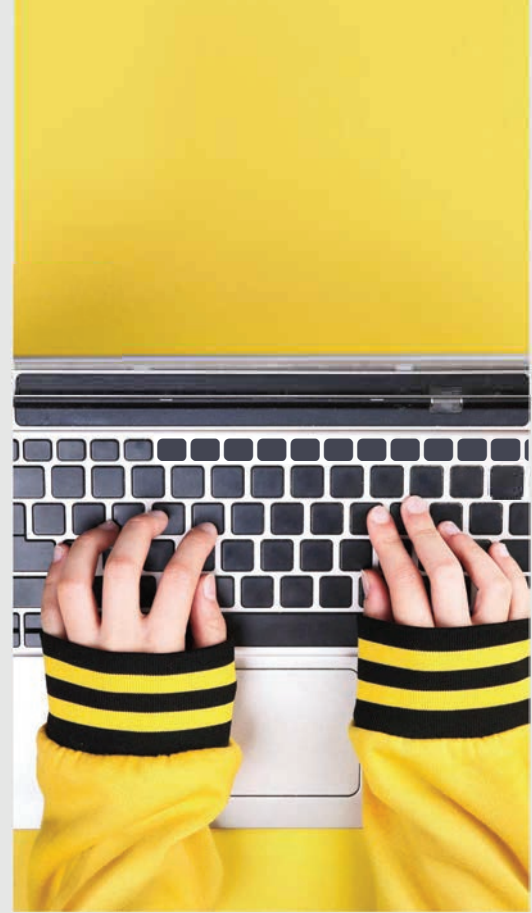
Allows placement in a virtual expulsion program as an alternative after removal from class

Emergency Placement

Allows emergency placement or expulsion for a single incident of behavior that severely disrupts instruction or learning

Discipline Data and TEA Oversight

Prohibits TEA from penalizing districts based on numbers of students removed, suspended, placed in DAEP or JJAEP, or expelled



Texas Child Health Access Through Telemedicine (TCHATT)

Allows districts to offer TCHATT if made available by the Texas Child Mental Health Care Consortium

Prohibits:

- Referral to minors without parental consent
- Requiring student participation
- Participation of minors without written parental consent

Requires:

- Written consent to TCHATT before any mental health service
- Written consent to share student records and clarifies that providers are not a “school official with a legitimate educational interest” under FERPA
- Public listing of vetted providers on TCHATT site

Mental Health Program Reporting
Requires the Texas Mental Health Care Consortium to report:

- Percent of participants prescribed psychotropic drugs
- Percent referred for further mental health services
- Percent who completed the program met treatment goals
- Percent provided with post-treatment resource information
- Percent of parents who declined consent
- Percent students referred but not enrolled due to urgent care needs



Discipline Law Reporting

Requires TEA to publish a report of all discipline-related laws amended or added by the first day of the 2025–26 school year

Requires districts to share this information with students and parents

Threat Assessment Team Composition

Requires team to include:

- Designated behavior coordinator
- Special education professional if the student receives services (diagnostician, behavior specialist, student’s special education teacher, a licenced behavior analyst, etc.)



SB 401

UIL Participation for Non-Enrolled Students

Requires school districts to allow non-enrolled students who meet UIL eligibility requirements the opportunity to participate in UIL activities as enrolled students, unless the school board adopts a policy opting not to extend participation to non-enrolled students

Allows a non-enrolled student whose resident district has adopted a policy denying participation to participate in UIL activities in the nearest district that permits non-enrolled students to participate

Effective for the 2025-26 School Year



HB 121

School Safety Training, Oversight, & Funding Requirements

Accountability & Compliance

- Requires districts that claim a good cause exception to the armed security officer requirement to renew the exception and alternative standard annually
- Requires districts to renew their good cause exception and alternative facility safety standards every five years
- Allows TEA to employ inspectors to monitor compliance with safety and security standards and assist with coordination during emergency responses
- Requires TEA to monitor district use of emergency procedures during actual emergencies
- Requires TEA to submit an annual legislative report with de-identified results of vulnerability assessments and intruder audits, including recommendations and corrective actions for repeated deficiencies

Effective for the 2025-26 School Year

Training & Personnel Requirements

- Requires district employees hired as armed security officers under a good cause exception who are not as school marshals to complete training within 90 days of being hired, including active shooter response (via ALERRT), school safety and emergency management, crisis intervention, incident command, first aid, mental health, and firearm qualifications
- Requires threat assessment teams evaluating special education students to include a member with specific knowledge of the student's disability such as their special education teacher, a licensed behavior analyst, clinical or master social worker, or school psychologist
- Requires threat assessment teams, rather than superintendents, to notify parents when a student is determined to pose a serious risk of violence

Emergency Operations & Communication

- Requires multihazard emergency operations plans to address reunification and safety during extracurricular activities, as determined by TEA
- Requires districts to provide emergency services districts with school building maps

Firearm Communication

- Requires districts to provide parents with information on safe firearm storage three times per year

School Safety Funding Uses

- Allows use of school safety allotment funds for interior door safety upgrades, behavioral interventionists, and discipline management practices

SB 10

THE TEN COMMANDMENTS

- Requires Public Schools to post a durable poster or framed copy of the Ten Commandments in a conspicuous place in each classroom
- The poster or frame must include only a specific translation of the Ten Commandments, legible from anywhere in the classroom and be at least 16x20 inches
- Requires a school to accept any privately donated poster or copy of the ten commandments that meets the size, content, and legibility guidelines for any classroom without a poster or framed copy
- It clarifies that a district may, but is not required to use district funds to purchase posters or copies

Effective for the 2025-26 School Year

SB 11

POLICY ON READING OF RELIGIOUS TEXT & PRAYER

- Allows a board of trustees to take a record vote to adopt a policy requiring every campus to provide students and employees with the opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day
- Requires the policy to:
 - Prohibit a student or employee from being permitted to participate unless the employee or parent of a student submits a signed consent form that includes acknowledgement that they have a choice to participate
 - Require a statement that participants have no objection to participation, and a waiver of their right to bring a claim related to the policy
 - Prohibit the prayer and reading of a religious text over the PA system
 - To specify that it may not be a substitute for instructional time
 - To ensure prayer and reading are not happening in the presence of someone who hasn't consented
- Allows an employee parent to revoke consent and they can no longer participate until a new consent form is submitted
- Requires the AG to provide best methods, a model consent form, and to defend the district in a cause of action related to the policy

Effective for the 2025-26 School Year



SB 2: Vouchers/Education Savings Accounts

Effective September 1, 2025

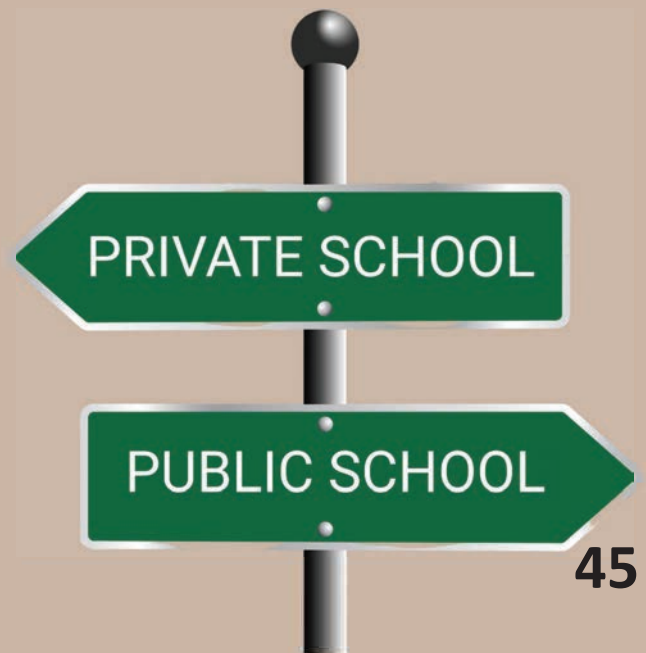


Program Overview & Funding

- Creates an ESA program run by the comptroller for approved education expenses
- Funds each ESA at 85% of the statewide average per-ADA funding, including TRS
- Adds up to \$30,000 annually for students with disabilities
- Caps homeschool funding at \$2,000 per student per year
- Allows unused funds to roll over
- Limits total funding to \$1 billion in the first biennium
- Requires the comptroller to request funding for current participants, eligible siblings, and waitlisted students as of January 1
- States the Legislature is not required to fund the full request
- Caps administrative costs at 3% for the comptroller and 5% for certified assistance orgs
- Permits use of appropriated funds for program marketing

Eligibility & Enrollment

- Makes all Texas public school-eligible children eligible for an ESA
- Authorizes the comptroller to set application timelines
- Requires a lottery if demand exceeds funding, prioritizing:
 - Siblings of current participants
 - First-time applicants
 - Returning participants who reentered public school
- Within each group, prioritizes:
 - Children with disabilities and income \leq 500% FPL
 - Income \leq 200% FPL
 - Income 200%–500% FPL
- Income $>$ 500% FPL (capped at 20% of total funding) and students enrolled in public school for at least 90% of the prior year
- Requires joint approval of sibling applications submitted together
- Requires a waitlist for unaccepted applicants



Account Use and Parent Responsibilities

- Limits spending to:
 - Tuition and fees for private schools, higher ed, online, or industry-based credential programs
 - Instructional materials, textbooks, and uniforms
 - Fees for district/charter classes not claiming ADA
 - Assessments, tutoring, and education therapies
 - Transportation to providers
 - Computer hardware/software
 - Meals at private schools
- Requires parents to:
 - Submit forms to initiate payments (no direct withdrawals or reimbursements)
 - Spend only on approved expenses
 - Share assessment results with certified educational assistance organizations
 - Not resell ESA-purchased items
 - Notify certified educational assistance organizations within 30 business days of public school enrollment, graduation, or ineligibility
 - Provides a 0.1 funding weight and one-year accountability exemption for ESA students reentering public school mid-year



Provider Participation and Standards

- Private schools must:
 - Be accredited by Texas Private School Accreditation Commission or TEA
 - Administer STAAR or a nationally normed test in grades 3–12
 - Operate for prior least two years
 - Meet pre-K eligibility rules if serving pre-K or kindergarten
- Districts and charters must:
 - Be TEA-accredited
 - Offer services without claiming ADA
- Tutors, therapists, or teaching services must:
 - Employ licensed, certified, or retired educators from accredited K–12 or higher ed institutions
 - Conduct background checks and ensure no placement on the do-not-hire registry
 - Higher ed providers must be accredited
- All providers and vendors must:
 - Be located in Texas
 - Follow disbursement schedule and accept only approved payments
 - Notify the comptroller within 30 days of ineligibility
 - Return improperly received funds
 - Not charge ESA students more or offer special rebates/credits
- Comptroller must suspend noncompliant providers and rule on reinstatement within 30 days
- Parents may request a special ed evaluation; districts must create an IEP for eligible students



Certified Educational Assistance Organizations (CEAO)

- Limits the number of CEAOs to five
- Allows organizations to apply during a comptroller-set window
- Requires CEAOs to:
 - Be registered to do business in Texas
 - Process applications, verify eligibility and expenses
 - Help families find approved providers and manage payments
 - Handle inquiries, complaints, and maintain a program website
 - Provide cybersecurity protections
 - Support parents with applications, accounts, and options
 - Post and send notices on disability law limitations and student rights
 - Give parents access to view balances and account history and initiate payments
- Requires private schools enrolling ESA students with disabilities to notify parents of their rights



Monitoring, Oversight, and Reporting

- Comptroller must:
 - Suspend and resolve accounts of students not in good standing within 30 days
 - Recover misused funds from parents or providers
 - Publish a handbook detailing allowable expenses, vendors, application steps, and participant responsibilities
 - Set cybersecurity standards for CEAOs
 - Contract annual private audits covering account use, eligibility, internal controls, and compliance
 - Publish a 5-year longitudinal report including:
 - Application data and wait listed students by age
 - Participation satisfaction
 - Assessment results and dropout rate
 - School capacity impact
 - State cost savings, biennium funding needs, donations
 - CCMR outcomes
 - Full demographics (grade, age, sex, race/ethnicity, district, campus, zip, enrollment date, priority group, disability status)
- State auditor must audit eligibility for 10% of randomly selected applications
- Allows districts to share student records with CEAOs
- Comptroller may require notice of intent to continue participation
- Participants in good standing cannot be required to reapply

Program Protections

- Requires return of funds when a student becomes ineligible
- Allows fund recovery from parents or providers for violations
- Protects provider/vendor autonomy in religion, curriculum, and admissions

HB 1481

Personal Communication Device Ban

Requires school districts to adopt a policy prohibiting student use of personal communication devices such as any type of cell phone, tablet, smartwatch, radio device, or other electronic device capable of telecommunication or digital communication on school property during the school day, and to include disciplinary measures for violations

Requires the policy to either prohibit students from bringing personal communication devices onto school property or establish a method for storing the devices while on campus

Requires the policy to allow the use of personal communication devices when needed to implement a student's IEP, for a documented medical need based on a physician's directive, or as necessary to comply with health and safety requirements imposed by law or the district's safety protocols

Requires TEA to develop model policy language

Effective Immediately

SB 12

PARENTAL RIGHTS, DEI, CURRICULUM TRANSPARENCY, & STUDENT PROTECTIONS

→ Parental Rights

- Reaffirms that schools may not infringe on constitutionally protected parental rights, including:
 - Directing moral and religious upbringing
 - Making educational decisions
 - Consenting to medical, psychiatric, and psychological treatment
- Allows restrictions only if:
 - Necessary to further a “compelling state interest” such as life-saving medical care
 - Done in the least restrictive way
 - (For context: A “compelling state interest” is a legal term that requires more than a valid reason for a district’s action, but instead requires the district’s reason for the action to be of the highest level of importance or need)
- Requires in-person parent-teacher conferences at least twice a year



EFFECTIVE FOR THE 2025-26 SCHOOL YEAR

→ Facility Use Information

- Requires districts to publish an annual report with:
 - Square footage of each building
 - Acreage of land which district buildings are located
 - Student capacity of each instructional building
 - Campus and grade-level enrollment capacity
 - Current enrollment by campus and grade level
 - Campus building use details
- Directs the Commissioner to adopt rules and publish reports on the TEA website annually

→ Frivolous Suits or Proceedings

- Expands TEC 11.161 to allow districts to recover court costs and attorney’s fees for frivolous administrative proceedings with judicial findings and an order dismissing the case or ruling in the school district’s favor as well as lawsuits, excluding IDEA cases and grievances

→ Student Clubs

- Prohibits school authorization or sponsorship of clubs based on sexual orientation or gender identity
- Requires written parental consent before any student may participate in any club

→ Charter Schools

- Subjects charters to additional requirements, including:
 - DEI Restrictions
 - Parental access to instructional materials
 - Parental engagement policy
 - Parent info on student health needs
 - SHAC formation and use

➔ Prohibition on DEI

- Defines DEI as
 - Involving race/ethnicity/sex-based hiring
 - Differential treatment based on race/ethnicity
 - Adopting or implementing policies, procedures, trainings, activities, or programs that talk about race, color, ethnicity, gender identity, or sexual orientation except
 - For student recruitment efforts by HBCUs or
 - If required by state law
 - Forcing, requiring, or asking anyone to make a statement about DEI or treating someone better than someone else for making a statement about DEI
- Prohibits districts from:
 - Assigning DEI duties
 - Allowing an employee, contractor or volunteer to engage in DEI on behalf of the district
- Requires districts to adopt a discipline policy for intentional DEI violations and provide it to all staff
- Clarifies districts may still:
 - Contract with historically underutilized businesses or businesses owned by minority groups or women
 - Recognize and teach about the significance of commemorative months and holidays (Black History Month, Hispanic Heritage Month, etc.)
 - Use demographic data to address academic gaps
 - Teach TEKS as written
 - Collect, monitor, and report data, including demographics
- Requires superintendents to certify DEI compliance by September 1 annually, including:
 - Board-approved certification with 7-day meeting notice
 - Submission to TEA with descriptions of policies and procedures adopted, how notifications were sent to employees, existing policy changes made, and resulting cost savings

➔ Instruction on Controversial Topics and Human Sexuality

- Requires adoption of a discipline policy and procedure for employees and contractors who knowingly violate law when teaching controversial topics and for a copy to be provided to all employees and contractors
- Requires superintendents to certify compliance with TEC 28.0022 by September 1 annually, including:
 - Board-approved certification with 7-day meeting notice
 - Submission to TEA with descriptions of policies and procedures adopted, how notifications were sent to employees, existing policy changes made, and resulting cost savings
- Requires written parent consent for human sexuality instruction; consent must:
 - Be provided at least 14 days in advance of instruction
 - Be separate from other notices or consents

➔ Instructional Plan/Syllabus & Teaching Materials Policy & Notice

- Requires adoption of policy ensuring that each semester:
 - Instructional plans/syllabi for each course offered by the district are posted on district websites
 - Copies are shared with administrators and parents (with additional copies on request)
- Requires the notice of parent rights to review instructional materials to appear on the district's or each campus' homepage

➔ Board of Trustee Information Posting

Requires districts to post each trustee's name, term, and email on the website within 30 days of swearing-in and submit the same to TEA, identifying the board president



→ Parental Participation & Required Notices

- Requires boards to develop a plan for parent participation in homework, attendance, and discipline
- Requires schools to notify parents at enrollment and annually about:
 - Rights to opt out or withhold consent for certain activities
 - Parental rights regarding courses, instructional and library materials, health education, instruction regarding sexual orientation and gender identity, virtual and remote learning options, immunizations, promotion/retention/graduation, grades, class rank, attendance, TEKS, data, healthcare services, grievance procedures, special education, bilingual education, and special language programs
- Directs TEA to create a notice form, which must be posted on district websites

→ Parental Engagement Policy

- Requires adoption of a policy that:
 - Creates an online portal for parents to submit comments to school leaders and the board
 - Places public comment be presented at the beginning of board meetings
 - Schedules board meetings outside of work hours

→ Parental Rights to Certain Health and Health Services Information

- Requires the Commissioner to establish procedures for notifying parents of changes to services provided to or monitoring of their student's mental, emotional, or physical health or well-being that must:
 - Encourage students to talk about their health with parents, or
 - Help facilitate the discussion with their parents
- Prohibits districts from:
 - Prohibiting employees from notifying parents about issues related to the student's mental, emotional or physical health or well being
 - Encouraging student secrecy
 - Restricting parental access to health records
 - Discouraging parental involvement in their child's mental, emotional, and physical health
- Allows withholding info only when disclosure would likely result in abuse/neglect
- Requires annual notice of available campus health services, including opt-out rights
- Requires pre-distribution of health screening forms or questionnaires to parents
- Directs SBOE/SBEC, by June 30, 2026, to revise:
 - School counseling standards
 - Educator practices and standards of conduct
 - Any other student services staff guidelines



➔ Gender Identity/Social Transition

- Defines social transitioning as a person's transition from their biological sex as assigned at birth to the opposite biological sex through the use of a different name, pronoun, or other means (clothing, haircut, etc.)
- Requires adoption of policy prohibiting employee assistance with social transitioning or sharing related information
- Requires boards to investigate parent-reported violations and report confirmed cases to the Commissioner; parents may use grievance process
- Prohibits instruction, guidance, activities, or programming on sexual orientation or gender identity.
- Clarifies that the prohibition is not intended to:
 - Restrict students' First Amendment free speech rights
 - Prevent a physical or mental health provider from providing services to a student with parental consent
 - Prohibit non-political, single sex organizations
- Prevents SBOE from adopting educator standards that violate the restriction on instruction regarding sexual orientation and gender identity

➔ Consent and Privacy for Psychiatric & Psychological Services or Evaluations

- Extends written parental consent requirement to contractors to:
 - Administration of psychological or psychiatric services/tests
 - Disclose private student health information to a third-party
 - Disclose student "biometric markers" to a third-party
 - Conduct a medical procedure or provide health-care services
- Defines "psychological or psychiatric test" to include any way of asking students for information about their attitudes, moods, feelings, opinions, or mental disorders or conditions, even if done as part of a survey, check-in, or classroom lesson
- Clarifies that asking about general well-being is still permitted without prior written parental consent, and that reporting suspected abuse is not restricted
- Defines "psychological treatment" as any method or technique designed to affect a person's behavior, emotion, or attitude
- Allows annual consent at the beginning of the year or at the student's enrollment for routine care services, valid for one school year
- Requires annual notice to parents detailing what health info will be collected, how it will be used/stored, and requiring signed consent
- Prohibits data collection if consent is not returned; violations are subject to employee discipline

→ Grievances

- Expands grievances beyond rights created under the TEC to include violations local board policy violations and any provision of the TEC
- Allows board to delegate grievance hearings to a 3-member board committee that can make grievance decisions on behalf of the board
- Requires adoption of a grievance policy that:
 - Provides multi-level review, including:
 - Review by campus principal or his/her designee (if a campus issue) or by a central office administrator (if a non-campus issue)
 - Appeal to the superintendent or his/her designee
 - Appeal to the Board
 - Prohibits retaliation
 - Allows for recusal if the administrator or trustee hearing the grievance is the subject of the grievance and escalation to the next level if necessary because of recusal
 - Record creation and retention, where the record must include:
 - Documents submitted by the grievant
 - Documents determined to be relevant by school staff
 - Written record of the decision at each level, which must include an explanation of the basis for the decision(s) and references the documents/evidence that support the decision(s)
 - Permits filing of new documents or claims at any point in the grievance process
 - Allows board or admin to send a grievance back to a lower level of review for additional fact-finding at any point in the grievance process
 - Allows trustees to file grievances but not vote on their own
 - Requires reassignment of misfiled grievances
 - Recognizes the attempted filing date to be the official filing date, even if filed incorrectly
 - Requires resolution on the merits despite procedural errors or issues with the type of relief requested
 - Allows grievant to choose open or closed session (unless legally restricted)
- Allows the Commissioner to report individual educators to SBEC for retaliation violations he determines occurred
- Requires districts to develop and post grievance procedures/forms on their website and in handbooks, and allow electronic filing, and requires this information to be submitted to the TEA

→ Hearing Requirements

- All non-board decisions must include in writing, remedies and appeal instructions/timelines
- Board-level hearings require 5-day advance notice of new outside evidence and must be audio/video recorded or transcribed

→ Annual Report of Grievances

- Requires districts to annually report all grievances filed, including resolutions and corrective actions
- Requires TEA to publish an annual report by Dec 1 with statewide data including the number, resolutions, and corrective action

→ Timelines for Parent/Student Grievances

- Initial Filing Deadlines:
 - 60 days from the date the parent knew or had reason to know of the facts underlying their complaint
 - If the grievant attempted to informally resolve their complaint, whichever is later:
 - 90 days from the date the parent knew or had reason to know of the facts
 - 30 days from the date the district provided the information about how to provide a grievance
- Appeal Filing:
 - At least 20 days to file after decision
- Scheduling Hearings (non-board):
 - Held within 10 days of filing
 - Written decision within 20 days of the hearing
- Hearings (board):
 - Held within 60 days of prior decision
 - Board ruling within 30 days of hearing

→ Commissioner Authority/TEA Reporting on Grievances

- Grants Commissioner authority to:
 - Investigate confidentiality/FERPA violations
 - Collaborate with federal agencies to investigate
 - Require district FERPA compliance
- Requires superintendents of districts with 5+ grievance losses in a year to testify before SBOE

BILLS BY *Category*



ASSESSMENTS

SB 1418 **LANGUAGE UPDATE FOR PREACT**

Effective Date Effective Immediately

- Updates references in statute to the ACT-PLAN to PreACT to align with the renaming of the assessment by ACT

ATHLETICS

SB 401 **UIL PARTICIPATION FOR NON-ENROLLED STUDENTS**

Effective Date Effective for the 2025-26 School Year

- See page 42

SB 2929 **EJECTION BY AN OFFICIAL**

Effective Date Effective for the 2025-26 School Year

- Clarifies that a verbal warning and persisting in inappropriate behavior are not required for a referee, judge, or other official of an extracurricular athletic activity or competition sponsored by the school or UIL to eject a person that poses a substantial risk of harm from the extracurricular athletic activity or competition

ATTENDANCE & ENROLLMENT

HB 367

EXCUSED ABSENCE FOR LIFE-THREATENING ILLNESS

Effective for the 2025-26 School Year

- Requires the parent of a student seeking an excused absence for a life-threatening illness to have a physician fill out a specific form adopted by the district that includes a statement that the illness is serious or life-threatening
- Prohibits districts from requiring additional documentation for information beyond what is required on the form

HB 2757

EARLY ENROLLMENT FOR FOREIGN MILITARY FAMILIES

Effective for the 2025-26 School Year

- Allows districts to adopt a policy to allow children of active-duty foreign military members stationed in Texas start school even if the child the required age yet, as long as they will turn the required age at some point during that school year

SB 207

EXCUSED ABSENCES FOR MENTAL HEALTH APPOINTMENTS

Effective for the 2025-26 School Year

- Requires school districts to excuse absences for students to appointments with mental health professionals

ATTENDANCE & ENROLLMENT

SB 226

RESIDENCY FOR STUDENTS IN SAFETY PLACEMENTS

Effective for the 2025-26 School Year

- Allows a child who is living under a parental child safety placement agreement to establish residency with a letter from the Department of Family and Protective Services and requires any placement agreements enacted after August 31 to include a residency letter

SB 991

AT-RISK & ABSENTEEISM REPORTING REQUIREMENTS

Effective September 1, 2025

- Expands the definition of "at risk" to include a student absent 10 or more days or parts of days within a six-month period in the same school year or who is "chronically absent" and defines chronically absent as a student who is absent from school for more than 10 percent of the school's required operation and instructional time within a school year or an enrollment period that exceeds 30 instructional days
- Requires districts to report absenteeism by whether a student receives compensatory, intensive and accelerated instruction
- Requires TEA to make truancy data for each campus and district publicly available



ATTENDANCE & ENROLLMENT

SB 1049

EXCUSED ABSENCES FOR RELIGIOUS INSTRUCTION

Effective September 1, 2025

- Requires school districts to excuse student absences for participation in religious instruction provided by a private entity, upon a parent's request, for at least one hour and no more than five hours per week
- Requires districts to adopt a policy by January 1, 2026, outlining the conditions under which such absences will be excused
- Requires the policy to include written parental consent; requires the private entity to maintain attendance records and provide them to the district; requires the parent, student, or private entity to arrange and provide transportation
- Requires the private entity to take responsibility for the student and assume liability during instruction
- Requires the student to complete any missed schoolwork
- Prohibits the use of district funds to support or facilitate the religious instruction
- Prohibits the private entity from offering the instruction on district property unless under a content-neutral policy that allows equal access to all community groups
- Prohibits the district from interfering with a parent's ability to request or obtain religious instruction for their child



BOARD OF TRUSTEES

SB 204 PARENTAL RIGHTS TRAINING

Effective September 1, 2025

- Requires trustees to complete training developed by the State Board of Education (SBOE) on the rights of a parent regarding the education of their child by September 2026
- Requires TEA to develop, update annually, and post online a handbook explaining parental rights regarding education of their child



BONDS

HB 3526

BOND AND TAX TRANSPARENCY DATABASE

Effective September 1, 2025

- Requires the Bond Review Board to develop and maintain a publicly accessible, searchable database on each bond proposed by a local government, including:
 - Principal amount
 - Estimated interest and repayment amount
 - Estimated minimum annual debt service
- Requires local governments to submit a report to the Bond Review Board 20 days before an election with
 - Election date and proposition numbers
 - Estimated total cost and minimum annual debt service for each bond
 - Description of each bond's purpose
 - Any other information deemed necessary by the board
- Requires a post-election report within 20 days, including:
 - Total votes cast, for, and against each proposition
 - Updates to any previously submitted information
 - Any other information deemed necessary by the board
- Requires local governments to report annually by September 30:
 - Total amount of voter-approved but unissued bonds
 - Statutory authority for bond issuance
 - Number of propositions authorizing the bonds
 - Estimated cost and minimum annual debt service
 - Any other information deemed necessary by the board
- Requires the Bond Review Board to submit a biennial report by December of each even-numbered year to legislative committees, detailing:
 - For each voter-approved bond: original total repayment estimate, amount paid to date, annual debt service for the biennium
 - Any tax rate increase needed to pay the debt
- Allows the Bond Review Board to adopt rules

HB 103 BOND AND TAX TRANSPARENCY DATABASE

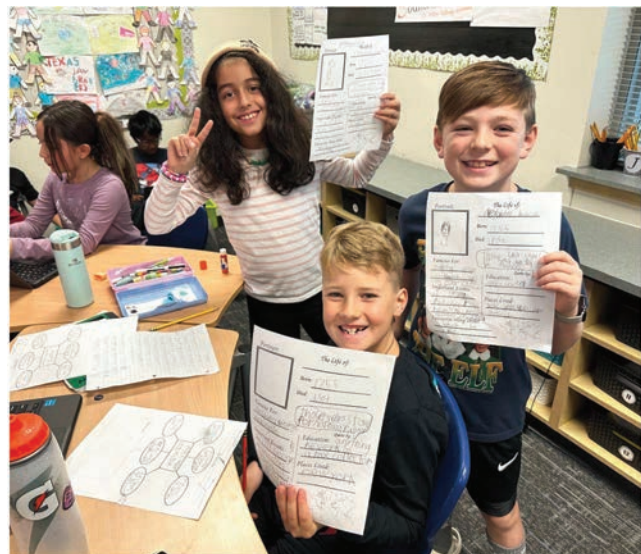
Effective September 1, 2025

- Requires the comptroller to consult and coordinate with the Bond Review Board to develop and maintain a database of current and historical information regarding taxes imposed and bonds issued by each taxing unit in the state that must include:
 - The language on the ballot proposition for a Bond
 - The projected I&S tax rate or adopted tax rate
 - Bond election results
 - List of projects funded with bond proceeds
 - Accounting of the use of bond proceeds, including a description of any project paid for with proceeds
 - Description of any increase in I&S resulting from the bond
 - An estimate of the minimum dollar amount spent annually for debt service as a result of the bond
 - Ballot proposition language and results for a VATRE, including:
 - The adopted rate
 - The voter-approval rate
 - The difference between the adopted and voter-approval rate
 - The preceding year's rate
 - Number of votes cast for and against the proposition
 - The tax rate if the proposition isn't approved
 - For M&O taxes levied or proposed, the proposed or approved tax rate and the language of the ballot proposition
 - A function to generate a report of the information above
 - A function to allow for the proposal of updates or corrections to the database
- Requires taxing units to provide the information for the current year and any other requested by the comptroller each year by August 7
- Requires taxing units to provide all available current and historical information from 2015 - 2025 to the comptroller by January 1, 2026
- Allows the comptroller to consult with taxing units to maintain the database and may contract with a third party for development and maintenance
- Requires the comptroller to coordinate with the Department of Information Resources to include a separate link to the database on "[Texas.gov/PropertyTaxes](https://www.texas.gov/PropertyTaxes)" and may not charge a fee to the public for access
- Makes taxing units liable for a \$1,000 civil penalty if they fail to provide information within 30 days of receiving notice that they are noncompliant and subject to the penalty

SB 843 BOND AND TAX TRANSPARENCY DATABASE

Effective September 1, 2025

- Requires the Texas Education Agency (TEA) to develop and maintain a database with current information on school district and charter school bonds, bond-funded projects, and maintenance (I&S) taxes
- Requires the database to include, for each proposed or issued bond:
 - ballot language
 - Projected I&S tax rate
 - Election results
 - List of funded projects
 - Use of bond proceeds, including project descriptions
 - Data on capital projects funded with bond proceeds, including funding sources, costs, budgets, and size
 - Any I&S tax rate increase resulting from the bond
 - For charter school bonds, it must include the funded project list and use of proceeds
 - For maintenance taxes, it must include proposed or approved tax rates and ballot language
 - For VATREs it must include election results and the proposed tax rate
- Requires the system to include a report generation function disaggregated by geographic area and a feature to propose updates or corrections
- Requires districts and charter schools to submit necessary data to TEA
- Authorizes TEA to contract with third parties for database development
- Requires TEA to transmit data to the Bond Review Board



CHARTER SCHOOLS

HB 4687 LIABILITY FOR CHARTER SCHOOLS

Effective Immediately

- Grants members of a charter school's governing body the same immunity from liability as school district trustees
- Grants adult high school charter programs and their governing body members immunity from liability to the same extent as districts and their trustees

SB 1490 FUNDING FOR ADULT HIGH SCHOOL CHARTER PROGRAMS

Effective September 1, 2025

- Changes the calculation for average daily attendance for adult high school charter programs to provide a 100% attendance rate for:
 - 75% of instructional days for students enrolled 50% - 75% of the school year
 - 50% of instructional days for students enrolled 25% - 50% of the school year
 - 25% of instructional days for students enrolled 10% - 25% of the school year



CHILD NUTRITION

HB 314 FOOD ADDITIVES PROHIBITION

Effective for the 2025-26 School Year

- Prohibits districts that provide free meals under the national school breakfast or lunch programs from providing any food that contains any ingredient below but allows a district to submit a waiver to the commissioner for an exemption
 - Brominated vegetable oil (BVO)
 - Potassium bromate
 - Propylparaben
 - Azodicarbonamide
 - butylated hydroxyanisole(BHA)
 - red 3 (CAS 16423-68-0)
 - red 40 (CAS 25956-17-6)
 - yellow 5 (CAS 1934-21-0)
 - yellow 6 (CAS 2783-94-0)
 - blue 1 (CAS 3844-45-9)
 - blue 2 (CAS 860-22-0)
 - Green 3 (CAS 2353-45-9)
 - citrus red 3 (CAS 6358-53-8)
 - orange B(CAS15139-76-1)
 - INS No.A150 c/ammonia caramel (Class III)
 - INSN0.A150d/sulfite ammonia caramel (Class IV)
 - titanium dioxide
 - or any additive that is substantially similar to an additive specified above



COLLEGE, CAREER & MILITARY READINESS

HB 2

FUNDING, EARLY LITERACY, SPED, AND CCMR REFORM

Effective Date

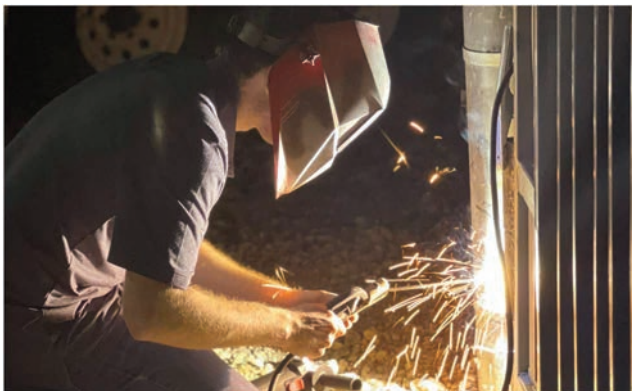
- See page 4

HB 120

STRENGTHENING CCMR

Effective for the 2025-26 School Year

- Language from HB 120 was incorporated into Article 6 of HB 2
- See page 20



COMPLIANCE & PURCHASING

HB 210 VENDOR CONFLICT RESTRICTIONS

Effective for the 2025-26 School Year

- Prohibits vendors from bidding on or receiving a contract from a school district if a board member or board member's immediate family, grandchild, grandparent or spouse of any of those owns more than 10% voting interest in the vendor or one of its subcontractors or has a participating interest in more than 10% of the profits of the vendor, or one of its subcontractors
- Prohibits vendors from bidding on or receiving a contract from a school district if a board member has received or has been promised a gift or in-kind services with a value greater than \$250
 - classifies an offense as a class C misdemeanor for the first offense, class B for the second, class A for the third, and a state jail felony for a fourth or subsequent offense
- Classifies an offense as a state jail felony if the vendor directly or indirectly compensated a board member as consideration for the district entering into a contract with the vendor



COMPLIANCE & PURCHASING

HB 5331 CYBERSECURITY INSURANCE REPORTING PROTECTIONS

Effective Immediately

- Clarifies that if a cybersecurity insurance contract tries to limit a local government from complying with requirements related to notification of security incidents, that part of the policy is void and unenforceable

SB 1173 COMPETITIVE PURCHASING THRESHOLD

Effective September 1, 2025

- Increases the threshold for best value procurement methods to \$100,000 from \$50,000



CURRICULUM & INSTRUCTION

HB 20

APPLIED SCIENCES PATHWAY PROGRAM

Effective for the 2025-26 School Year

- Establishes the Applied Sciences Pathway Program and requires the Commissioner to approve program participation between districts and institutions of higher education
- Allows 11th and 12th grade students to concurrently earn a high school diploma and a certificate from a higher education institution in high-wage, high-growth industries such as plumbing and pipe fitting, electrical, welding, sheet metal, carpentry, masonry, diesel and heavy equipment, aviation maintenance, heating, ventilation, and air conditioning, construction management and inspection, mechanical and aerospace engineering, industrial maintenance and processes, robotics and automation, information technology and cybersecurity, oil and gas exploration and production, refining and chemical processes, transportation distribution and logistics, manufacturing and industrial technology, electronics technology, or automotive technology
- Requires participating districts to partner with higher education institutions to offer non-duplicative, progressive course sequences that allow a student to earn a level one or a level two certificate or credential of value
- Authorizes the commissioner of education to approve partnerships, adopt rules for program administration, and revise the list of eligible industries every five years beginning in the 2027–28 school year
- Allows the Commissioner to approve certain CTE courses as a substitute for high school credits if TEKS requirements are met
- Counts participating students as full-time for funding purposes
- Expires September 1, 2031

CURRICULUM & INSTRUCTION

HB 27 **PERSONAL FINANCIAL LITERACY REQUIREMENT**

Effective for the 2026-27 School Year

- See page 27

HB 100 **PROHIBITION ON REJECTED INSTRUCTIONAL MATERIALS**

Effective for the 2026-27 School Year

- See page 26

HB 5515 **SHIPPING COSTS FOR INSTRUCTIONAL MATERIAL**

Effective September 1, 2025

- Limits freight and shipping costs charged by a provider of instructional materials to the actual cost of freight or shipping incurred by the provider

HB 824 **CIVICS IN GOVERNMENT TEKS**

Effective for the 2025-26 School Year

- See page 26

CURRICULUM & INSTRUCTION

SB 24 **COMMUNIST REGIMES IN TEKS**

Effective for the 2025-26 School Year

- See page 26

SB 25 **STATEWIDE NUTRITION & PHYSICAL HEALTH EDUCATION**

Effective September 1, 2025

- See page 27

SB 1191 **GPA STANDARDIZATION**

Effective Immediately

- See page 27

SB 1207 **ADOPTION EDUCATION IN HEALTH CURRICULUM**

Effective for the 2025-26 School Year

- Requires the existing parenting and paternity awareness program and associated materials adopted by the State Board of Education for the high school health curriculum to include information about adoption, including:
 - The distinction between and process for private adoption and foster care
 - Adoption as an alternative to becoming a parent
 - The process for placing a child for adoption
- Allows school districts to include information about adoption in the research-based programs and curriculum materials they develop or adopt for use alongside the required parenting and paternity awareness program

DISCIPLINE

HB 6

COMPREHENSIVE SCHOOL DISCIPLINE REFORM

Effective for the 2025-26 School Year

- See Page 38

HB 1481

PERSONAL COMMUNICATION DEVICE BAN

Effective Immediately

- See page 48

SB 326

ANTISEMITISM DEFINITION FOR DISCIPLINARY PURPOSES

Effective for the 2025-26 School Year

- Requires districts to use the definition of antisemitism provided in Government Code, including examples provided in taking disciplinary action against a student for behavior that violates the student code of conduct
- Clarifies the definition to be used for antisemitism as "a certain perception of Jews that may be expressed as hatred toward Jews and includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities"

DISTRICT GOVERNANCE

HB 1522

PUBLIC MEETING & BUDGET NOTICE REQUIREMENTS

Effective September 1, 2025

- Requires public meeting notices to be posted in a publicly accessible place at least three business days before the meeting
- Requires budget meeting notices to include a copy of the proposed budget unless it is clearly posted on the homepage, and a taxpayer impact summary comparing the current year's tax bill for a median-valued home to the estimated bill under the proposed budget and under a balanced budget using the no-new-revenue tax rate

HB 3546

ELECTION DATE FLEXIBILITY

Effective Immediately

- Clarifies that a verbal warning and persisting in inappropriate behavior are not required for a referee, judge, or other official of an extracurricular athletic activity or competition sponsored by the school or UIL to eject a person that poses a substantial risk of harm from the extracurricular athletic activity or competition

HB 3629

TRUSTEE ELIGIBILITY RESTRICTION

Effective Immediately

- Prohibits a person from serving as a trustee if they're required to register as a sex offender beginning with terms that begin on or after the effective date and requires applications to run for trustee to include a statement for the applicant to confirm they are aware that a person required to register as a sex offender is not eligible

DISTRICT GOVERNANCE

SB 401

UIL PARTICIPATION FOR NON-ENROLLED STUDENTS

Effective for the 2025-26 School Year

- See page 42

SB 413

POSTING OF BOARD VOTES AND MEETING RECORDINGS

Effective September 1, 2025

- Requires the minutes of a board meeting to describe the votes of the board members on any item the board voted on, and requires the minutes and any resolutions to be posted within 7 days after the meeting
- Requires all school board meetings to be recorded and made available to the public within 7 days of the meeting



DISTRICT GOVERNANCE

SB 1494 **ELECTION DATE FLEXIBILITY**

Effective Immediately

- Allows political subdivisions that currently hold general elections in May to move those elections to the November uniform election date in odd-numbered years, as long as the change is made by December 31, 2025

HB 762 **SEVERANCE PAY LIMITATIONS**

Effective September 1, 2025

- Requires contracts that include a provision for severance pay with an employee or independent contractor to include:
 - A requirement that severance pay may not exceed what the employee would have been paid for 20 weeks, excluding paid time off or accrued vacation leave
 - A prohibition on severance pay if terminated for misconduct
- Requires districts to post each severance agreement on the district's website

SB 2237 **SEVERANCE PAY LIMITATIONS**

Effective September 1, 2025

- Requires contracts of executive employees of political subdivisions, including superintendents, that include a provision for severance pay to include:
 - A requirement that severance pay may not exceed what the employee would have been paid for 20 weeks, excluding paid time off or accrued vacation leave
 - A prohibition on severance pay if terminated for misconduct
- Requires districts to post each severance agreement on the district's website

EARLY LEARNING

HB 2310

EARLY LEARNING FOR CHILDREN WITH DISABILITIES

Effective Immediately

- Requires the TEA to work with the Health and Human Services Commission and the Texas Workforce Commission to develop a statewide strategic plan focused on improving early learning and educational access for young children with disabilities or developmental delays
- Requires the plan to:
 - outline ways to increase inclusion of children with disabilities in early childhood education and child care programs
 - Identify current barriers to inclusion and offer recommendations for changes to funding structures and policy to improve outcomes
 - Include strategies to strengthen provider staffing and training, coordinate the use of existing resources, support smooth transitions between programs for families, and promote stronger partnerships between early childhood providers and public schools
 - Be completed by September 1, 2026, with updates required every four years



FINANCE

HB 2

FUNDING, EARLY LITERACY, SPED, AND CCMR REFORM

Effective Immediately

- See page 4

HB 500

SUPPLEMENTAL BUDGET

Effective Immediately

- See page 3

SB 1

LEGISLATIVE BUDGET

Effective September 1, 2025

- See page 3



SB 260 **SCHOOL SAFETY ALLOTMENT**

Effective September 1, 2025

- Language from SB 260 was incorporated into Article 7 of HB 2
- See page 22

SB 2185 **ALTERNATIVE LANGUAGE METHODS**

Effective September 1, 2025

- Allows TEA to require districts to include a report information relating to alternative language education methods and classify methods used by a district in PEIMS
- Requires TEA to review districts that offer approved alternative language education methods and approve them to receive an allotment at the same weight as the bilingual allotment, capped at \$10 million per biennium
- Allows bilingual allotment to be spent on teacher salaries

SB 568 **SPECIAL EDUCATION FUNDING**

Effective September 1, 2025

- Language from SB 568 was incorporated into Article 4 of HB 2
- See page 13



LEGAL

HB 3711 INVESTIGATION OF OPEN MEETINGS ACT VIOLATION

Effective September 1, 2025

- Requires law enforcement agencies that submit a report stating probable cause to believe someone has committed a criminal offense under the Texas Open Meetings Act to send the report to the AG's Open Records Division
- Requires law enforcement agencies and local prosecutors to provide all requested information related to such investigations to the AG's office upon request
- Allows local prosecuting attorneys to request investigative assistance from the AG's Open Records Division in cases involving possible criminal violations of the Open Meetings Act
- Requires local prosecutors who choose not to prosecute or who terminate an investigation of a possible Open Meetings Act violation to publicly post the decision and reasoning on their office's website for at least one year

HB 4214 PUBLIC INFORMATION CONTACT REPORTING

Effective Immediately

- Requires each governmental body to notify the AG of the current email and mailing address for receiving written requests for information each year by October 1
- Requires the AG to maintain a publicly accessible database of all emails and mailing addresses



HB 3112

CYBERSECURITY, OPEN MEETINGS, & PUBLIC INFORMATION

Effective Immediately

- Allows governmental bodies to hold closed meetings to discuss cybersecurity measures, policies, or contracts solely intended to protect critical infrastructure facilities within their jurisdiction, including communication systems, cybersecurity systems, and related facilities, equipment, and property
- Exempts certain information from disclosure under public information, including:
 - Cybersecurity measures, policies, or contracts solely intended to protect critical infrastructure
 - Coverage limits and deductible amounts for insurance or other risk mitigation coverages acquired for the protection of information technology systems, critical infrastructure, operational technology systems, or data of a governmental body or the amount of money set aside by a governmental body to self-insure against those risks
 - Cybersecurity incident information reported pursuant to state law
 - Network schematics, hardware and software configurations, or encryption information or information that identifies the detection, investigation, or response practices for suspected or confirmed cybersecurity incidents if the disclosure of such information would facilitate unauthorized access to:
 - Data or information, whether physical or virtual
 - Information technology resources, including a governmental body's existing or proposed information technology system
- Allows disclosure of otherwise confidential information if required by state law
- Requires the governmental body to notify the third party that owns the information or infrastructure at least 5 business days before the disclosure, or within 5 days after if immediate disclosure is required
- Requires that all confidentiality or privilege labels on the disclosed information be retained

HB 4623

LIABILITY FOR SEXUAL MISCONDUCT

Effective September 1, 2025

- See page 37

HB 4219 **PUBLIC INFORMATION CONTACT REPORTING**

Effective September 1, 2025

- Requires a governmental body to respond within 10 days if no responsive information exists, or the information is covered by a previous determination, with citation included
- Requires governmental bodies to specify applicable exceptions when requesting an AG opinion
- Allows a requestor to file a complaint with the AG if the governmental body fails to respond, including the original request and any received correspondence
- If the AG determines the governmental body failed to comply with state law:
 - Require the AG to notify the governmental body and mandate open-records training for the PIR officer within six months
 - Prohibits the governmental body from charging the requestor
 - Requires the body to request an AG ruling within five days of receiving the request if withholding information, and release the information unless a compelling reason exists

HB 4310 **ACCESS TO PUBLIC INFORMATION FOR BOARD MEMBERS**

Effective September 1, 2025

- Creates a special right of access for governing board members acting in their official capacity to inspect and/or duplicate public information maintained by the governmental body
- Requires redaction of confidential information at no cost
- Clarifies that attorney-client privileged information is not disclosable unless the privilege applies to the member, and require notice if information is withheld on that basis
- Allows the governmental body to require a confidentiality agreement covering nondisclosure, labeling, secure storage, and return or destruction of materials
- Allows the member to request an AG decision on whether the information is confidential under law
- Requires the AG to set procedures and deadlines and respond to a request within 45 business days
- Allows the governmental body to appeal the AG's decision and seek a writ of mandamus in district court

HB 1522

ACCESS TO PUBLIC INFORMATION FOR BOARD MEMBERS

Effective September 1, 2025

- See page 72

SB 12

PARENTAL RIGHTS, DEI, CURRICULUM, & STUDENT PROTECTIONS

Effective for the 2025-26 School Year

- See page 49

SB 2986

USE OF SCHOOL FACILITIES BY RELIGIOUS ORGANIZATIONS

Effective September 1, 2025

- Allows districts to allow religious organizations to use school facilities to host religious services if the use of the facility does not interfere with the primary educational mission, the religious organization pays fair market rental value or reimbursement for costs, agrees to be held liable for damage and is subject to the same rental terms as any nonreligious organization
- Defines interfering with the primary educational mission if the organization engages in religious services during school hours, displays signs, symbols, books, or flyers on property at a time other than when being used for the religious services, or if the district or an employee promotes the religious organization's use of the facility in any manner
- Clarifies that these provisions only affect contracts entered into or updated on or after September 1, 2025

LIBRARY SERVICES

SB 13 LIBRARY MATERIALS

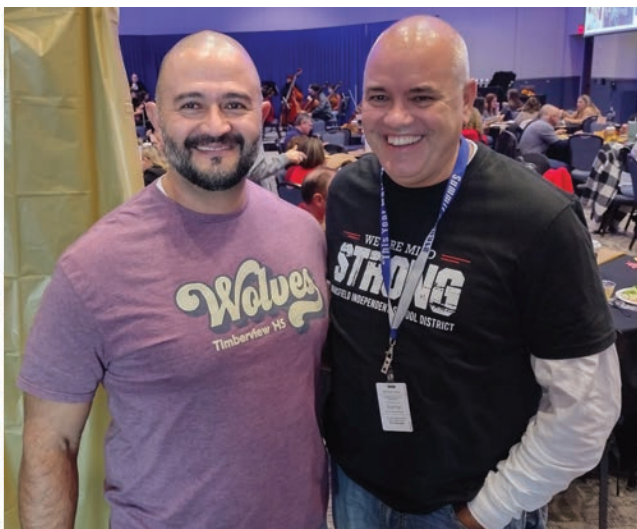
Effective for the 2025-26 School Year

- See Page 28

SB 1621 CRIMINAL PENALTIES FOR HARMFUL VISUAL MATERIAL

Effective September 1, 2025

- Classifies it as felony, punishable 10 years to life in prison, to display or cause to be displayed in a school library visual material that contains a visual depiction of a child engaging in sexual conduct or visual material showing a computer-generated child engaged in sexual conduct, if the person knows or should have known the depiction is of a child, with increasing penalties for depictions of children under 10, if the actor was previously convicted, or if the actor possesses a certain amount of visual depictions



ONLINE LEARNING

SB 569 ONLINE LEARNING

Effective for the 2025-26 School Year

- See page 34



PERSONNEL MANAGEMENT

HB 2598 **RENAMES LICENSED SPECIALISTS**

Effective September 1, 2025

- Changes the name of "licensed specialist in school psychology" to "school psychologist"

HB 3372 **CONFLICT OF INTEREST RESTRICTIONS**

Effective Immediately

- Prohibits administrators, including any person who has significant administrative duties relating to the operation of a school district, including the operation of a campus, program, or other subdivision of a district, from receiving any financial benefit for the performance of personal services for
 - Any business entity that does business with the school district that employs the administrator
 - An education business that provides services regarding curriculum or administration of any district
 - Another school district, charter school, or ESC except that administrators, other than a superintendent and assistant superintendent, can receive financial benefit from an education business or another district, charter or ESC if the board of trustees votes to approve the contract after determining that the contract will not harm the district, it does not present a conflict of interest, and the services performed will be done entirely on personal time
- Creates a civil penalty of \$10,000 per violation for administrators

PERSONNEL MANAGEMENT

SB 571

EDUCATOR MISCONDUCT REPORTING & DO NOT HIRE

Effective for the 2025-26 School Year

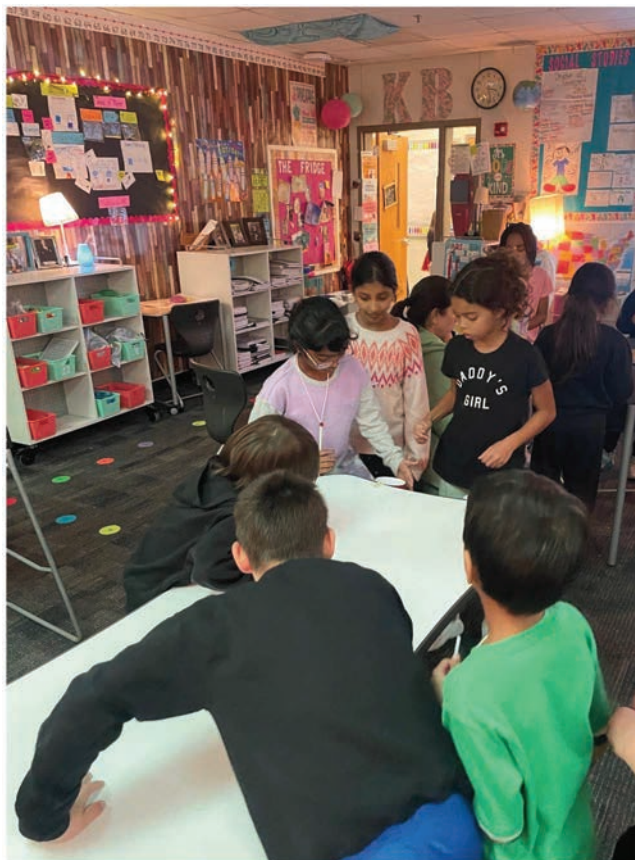
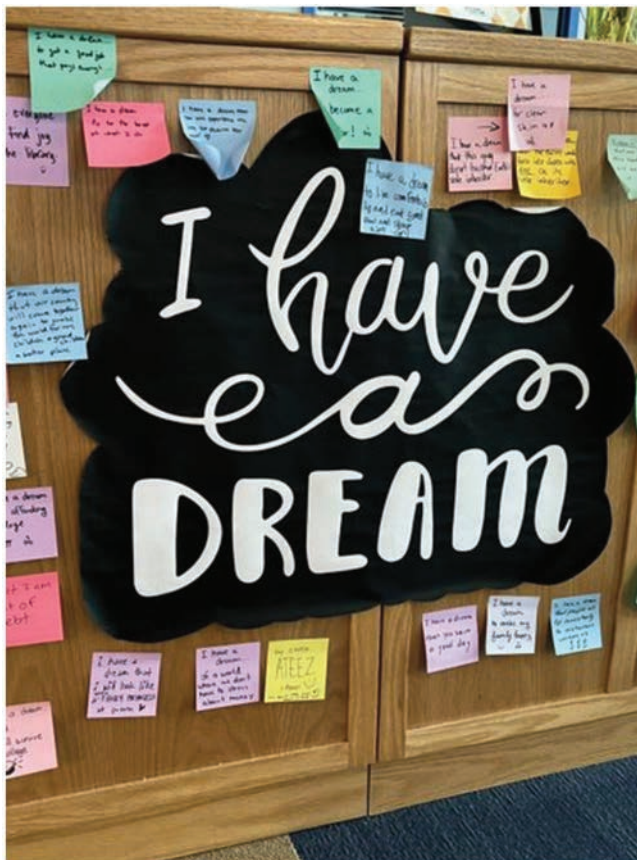
- See page 32

SB 965

RELIGIOUS EXPRESSION RIGHTS OF SCHOOL EMPLOYEES

Effective September 1, 2025

- Requires the minutes of a board meeting to describe the votes of the board members on any item the board voted on, and requires the minutes and any resolutions to be posted within 7 days after the meeting



PROFESSIONAL LEARNING

HB 3512

ARTIFICIAL INTELLIGENCE (AI) TRAINING

Effective September 1, 2025

- Artificial Intelligence Training Requirements for School Cybersecurity Coordinators
- Requires school district cybersecurity coordinators to complete a certified artificial intelligence (AI) training program
- Requires the Department of Information Resources to annually certify five AI training programs for state and local government employees that are equal in length to certified cybersecurity training programs
- Requires the Department to update standards for maintaining certification of AI training programs
- Requires certified programs to build understanding of how AI may be used in relation to the trainee's responsibilities and to teach best practices for AI literacy and deployment

SB 204

PARENTAL RIGHTS TRAINING FOR BOARD OF TRUSTEES

Effective September 1, 2025

- See page 59



PROPERTY TAXES

HB 9 / HJR 1

TAX EXEMPTION FOR BUSINESS PROPERTY

Effective January 1, 2026 if [HIR 1](#) is Approved by Voters in November 2025

- Exempts the first \$125,000 of appraised value of business personal property from property taxation

HB 22

PROPERTY TAX EXEMPTION FOR INTANGIBLE ASSETS

Effective September 1, 2026

- Exempts all intangible personal property from property taxation

HB 247 / HJR 34

TAX EXEMPTION FOR INFRASTRUCTURE IMPROVEMENTS

Effective January 1, 2026 if [HIR 34](#) is Approved by Voters in November

- Provides a property tax exemption for the full value of any property as a result of improvements made as part of a border security infrastructure agreement or on land that is subject to an easement for the construction of border security infrastructure

PROPERTY TAXES

HB 1399 / HJR 99 **PROPERTY TAX EXEMPTION FOR ANIMAL FEED**

Effective January 1, 2026 if [HJR 99](#) is Approved by Voters in November

- Makes animal feed that is exempt from sales taxes also exempt from property taxes

HB 2508 / HJR 133 **EXEMPTION FOR SURVIVING SPOUSES OF VETERANS**

Effective January 1, 2026 if [HJR 133](#) is Approved by Voters in November 2025

- Provides a homestead tax exemption to the total appraised value of the residence homestead of a surviving spouse's of a veteran who died due to a qualifying condition or disease, provided the spouse has not remarried

HB 2525 **EXEMPTION FOR CHARITIES PROVIDING HOUSING**

Effective January 1, 2026

- Expands the property tax exemption for charitable organizations to include property owned by charitable organizations that provide housing and related services to individuals aged 62 or older without regard to the residents' ability to pay if the services account for at least 4% of net revenue if the organization has been or is under the common control of an organization that has been in existence for at least 20 years

PROPERTY TAXES

HB 2730

LIMITS REAPPLICATION FOR HOMESTEAD EXEMPTIONS

Effective Immediately

- Allows the chief appraiser to require individuals who have previously been granted a tax exemption to file a new application or confirm their current qualification for the exemption only if the chief appraiser believes the person no longer qualifies, if he has attempted to determine whether the person still qualifies and delivers written notice to the person stating why the person may no longer notify

HB 4236

SCHOOL DISTRICT PROPERTY VALUE STUDY

Effective Immediately

- Establishes a temporary study group to evaluate the Texas Comptroller's school district property value study
- Requires the group to hold one public meeting to examine the study's impact on state education funding and to develop recommendations for valuing complex properties
- Sets group membership at six legislators: three senators appointed by the lieutenant governor and three representatives appointed by the speaker
- Allows the group to request information from state agencies and local entities, which must comply
- Requires a report with findings and recommendations be submitted to the governor, lieutenant governor, speaker, and all legislators by December 1, 2026



PROPERTY TAXES

SB 4 / SJR 2 **INCREASED HOMESTEAD EXEMPTION**

Effective for Tax Year Beginning in 1/1/25 if SJR 2 is Approved by Voters in November 2025

- Increases the homestead exemption to \$140,000 from \$100,000
- Provides a hold harmless for I&S funding to offset the impact of the increased homestead exemption; limits any I&S hold harmless related to increased homestead exemption to the amount required to service eligible debt, including refunding of debt
- Caps state funding at the amount needed to cover payments on debt that has been issued and had at least one payment made by September 1, 2025

SB 23 / SJR 85 **INCREASED ADDITIONAL HOMESTEAD EXEMPTION**

Effective for Tax Year Beginning in 1/1/25 if SJR 85 is Approved by Voters in November 2025

- Increases the additional homestead exemption for individuals who are disabled or 65 or older to \$60,000 from \$10,000
- Provides a hold harmless for I&S funding to offset the impact of the increased homestead exemption
- Limits any I&S hold harmless related to increased homestead exemption to the amount required to service eligible debt, including refunding of debt; caps state funding at the amount needed to cover payments on debt that has been issued and had at least one payment made by September 1, 2025

SJR 34 **PARENTAL RIGHTS**

Effective November 4, 2025 if Approved by Voters in November 2025

- Proposes a constitutional amendment to state that a parent has the inherent right to direct the upbringing of their child, including the right to exercise care, custody, and control of the child

PROPERTY TAXES

SB 1453

DEFINITION & REPORTING FOR DEBT SERVICE

Effective January 1, 2026

- Redefines "current debt service" as the minimum amount required for debt service
- Requires the notice to adopt the tax rate to include that minimum amount; requires the district to post the minimum principal and interest amount on its website
- Allows the governing body to adopt a higher rate with 60% approval, if the motion includes the proposed rate, how much it exceeds the minimum, and the purpose of the extra revenue

SB 1502

LIMITATION ON DISASTER TAX RATE EXCEPTION

Effective September 1, 2025

- Prohibits school districts from adopting a tax rate using the disaster exception to the voter approval requirements if the school district held an VATRE election that failed

SB 2520

TAX CAP FOR DISABLED OR ELDERLY

Effective January 1, 2026

- Clarifies that in the year after a person first qualifies for a disabled or elderly homestead exemption, their school district taxes will be based on whichever is lower: the frozen tax amount or the actual tax for that year on their home

SAFETY

HB 33 **EXCUSED ABSENCE DOCUMENTATION**

Effective September 1, 2025

- See page 24

HB 121 **TRAINING, OVERSIGHT, AND FUNDING REQUIREMENTS**

Effective for the 2025-26 School Year

- See page 43

HB 1458 **DESIGNATION & AUTHORITY OF DISTRICT POLICE OFFICERS**

Effective September 1, 2025

- Designates reserve police officers appointed by a school district police department as peace officers
- Recognizes reserve deputy sheriffs, reserve police officers appointed by a school district police department, and honorably retired peace officers who have maintained an active commission and met training requirements as eligible security officers for fulfilling the armed security officer requirement on school campuses
- Allows school boards to authorize the chief of the school district police department to appoint reserve police officers
- Authorizes chiefs of school district police departments to determine whether and when reserve police officers may carry a weapon
- Specifies that reserve school district police officers are not eligible for full-time employment or pension benefits

HB 1851 SURPLUS DONATIONS FOR DISTRICT LAW ENFORCEMENT

Effective September 1, 2025

- Allows the Texas Department of Public Safety to donate surplus motor vehicles and law enforcement equipment to school districts in economically disadvantaged areas if the Texas Facilities Commission determines the donation will support border security and efforts to combat transnational crime
- Limits the use of donated surplus property to law enforcement duties

HB 57 SAFETY PLANNING FOR STUDENTS WITH DISABILITIES

Effective September 1, 2025

- Requires the commissioner to develop guidelines by June 1, 2026, which districts are required to follow, to ensure students and staff with disabilities are provided equal access to safety during a disaster or emergency situation, including recommendations regarding accommodations for students with an IEP during a mandatory school drill, required documentation, required communication, and requires consultation with public school administrators
- Requires the district's schools safety and security committee to include a special education administrator and ensure the plans reflect recommended accommodations for students with IEPs; requires the committee to meet in executive session when discussing student IEP information



SAFETY

SB 260 SCHOOL SAFETY ALLOTMENT

Effective September 1, 2025

- Language from SB 260 was incorporated into Article 7 of HB 2
- See page 22

SB 870 OPEN CARRY BY A SCHOOL MARSHAL

Effective September 1, 2025

- Allows a school marshal to openly carry a handgun only if wearing a uniform identifying the marshal as a school marshal



SCHOOL LEADERSHIP

SB 10 **THE TEN COMMANDMENTS**

Effective for the 2025-26 School Year

- See page 44

SB 11 **POLICY ON READING OF RELIGIOUS TEXT AND PRAYER**

Effective for the 2025-26 School Year

- See page 44

SB 12 **PARENTAL RIGHTS, DEI, CURRICULUM, & STUDENT PROTECTIONS**

Effective for the 2025-26 School Year

- See page 49

SPECIAL EDUCATION

HB 2

FUNDING, EARLY LITERACY, SPED, AND CCMR REFORM

Effective Immediately

- See Page 4

HB 1188

INFORMATION ON INTELLECTUAL & DEVELOPMENTAL SERVICES

Effective for the 2025-26 School Year

- Requires districts to provide information developed by TEA and the Health and Human Services Commission about local intellectual and developmental disability authorities and the services they offer at the first ARD committee meeting for a student with an intellectual disability or developmental delay

HB 2310

EARLY LEARNING FOR CHILDREN WITH DISABILITIES

Effective Immediately

- See page 75

SPECIAL EDUCATION

SB 568 **SPECIAL EDUCATION FUNDING**

Effective September 1, 2025

- Language from SB 568 was incorporated into Article 4 of HB 2
- See page 13

SB 1952 **SCHOOL HEALTH & RELATED SERVICES PROGRAM**

Effective Immediately

- Clarifies that the Health & Human Services Commission has the sole responsibility for administering the school health and related services program
- Requires the Commission to oversee the participation of districts as providers in the program, including:
 - Administration of provider training
 - Provision of information and guidance regarding the program to those providers, including guidance on regulatory requirements
- Requires the Commission to collaborate with ESCs to provide resources, information, and other appropriate assistance to districts participating or seeking to participate as providers in the program
- Requires the Commission and TEA to enter into an agreement specifically identifying the responsibilities of each agency



STAFF BENEFITS

HB 3126 TRS

Effective September 1, 2025

- Allows districts that left TRS health insurance to rejoin before the five-year waiting period by submitting written notice by December 31, 2025, to begin participation with the plan year starting September 1, 2026
- Requires TRS to charge a risk stabilization fee on premiums for districts that rejoin early
- Requires districts that rejoin to remain in TRS through at least the plan year beginning September 1, 2031



STUDENT HEALTH

HB 549

AIRWAY CLEARANCE DEVICE AVAILABILITY

Effective for the 2025-26 School Year

- Requires districts to ensure the availability of at least one airway clearance device on each campus, specifically designed to address foreign-body airway obstructions, only if the campus receives donations or funds specifically allocated or donated for this purpose, but prohibits districts from soliciting funds
- Requires trained personnel to be present at each location of a device
- Requires the device to be stored according to the manufacturer's specifications
- Allows a district to contract with a vendor to provide medication for respiratory distress and related equipment and applicable training for staff and volunteers

SB 1586

ONLINE ACCESS TO IMMUNIZATION EXEMPTION AFFIDAVIT

Effective for the 2025-26 School Year

- Requires the Department of State Health Services to post on their website a printable blank immunization exemption affidavit online without collecting personally identifiable information but permits tracking the number of requests

SB 207

EXCUSED ABSENCES FOR MENTAL HEALTH APPOINTMENTS

Effective for the 2025-26 School Year

- See page 56

STUDENT HEALTH

SB 865

CPR CERTIFICATION AND CARDIAC EMERGENCY RESPONSE

Effective for the 2025-26 School Year

- Requires school nurses, assistant nurses, athletic coaches, PE teachers, marching band directors, cheerleading coaches, other employees designated by the Commissioner, and every student who serves as an athletic trainer to receive and maintain certification in cardiopulmonary resuscitation (CPR) from a nationally recognized organization such as the American Heart Association or the Red Cross
- Extends these requirements to open-enrollment charter schools and mandates that private schools receiving certain support from the state provide CPR instruction to employees and volunteer nurses
- Requires all public school districts and qualifying private schools to develop and implement a cardiac emergency response plan that includes a designated cardiac emergency response team, procedures for activating the team in the event of cardiac arrest, dissemination of the plan throughout each campus, ongoing evidence-based CPR training for appropriate staff, annual emergency drills, and annual review and revision of the plan if necessary
- Requires full implementation of the cardiac emergency response plan by the first instructional day of the 2027–28 school year, with provisions taking effect beginning in the 2025–26 school year

SB 920

ADMINISTRATION OF NONPRESCRIPTION MEDICATIONS

Effective September 1, 2025

- Allows district employees, including nurses, to administer nonprescription medications to students without further authorization from the student's healthcare provider, provided there is a written request from the parent or legal guardian, and the medication is unexpired, in its original container, and properly labeled
- Provides immunity from civil liability and administrative disciplinary action for damages or injuries resulting from the administration of medication

STUDENT HEALTH

SB 1619

UPDATES EPINEPHRINE AUTO-INJECTOR TERMINOLOGY

Effective Immediately

- Replaces all language referring to an epinephrine auto-injector with a "epinephrine delivery device" and defines that as a delivery device approved by the US FDA that delivers a dose of epinephrine intended for use to treat anaphylaxis, including an epinephrine auto-injector and an epinephrine nasal spray

SB 2398

CONCUSSIONS

Effective for the 2025-26 School Year

- Requires TEA to develop a list of nonmedical academic accommodations that districts may offer to students diagnosed with a concussion or brain injury
- Requires TEA to create a form describing accommodations and make it available online
- Requires districts that offer accommodations to provide the TEA form to staff and students after receiving notice of a concussion or upon request
- Clarifies that providing academic accommodations is optional
- Requires districts to adopt policies for responding to concussions occurring outside of athletics, on school property or at school activities that include immediate removal from activity, parent notification, and a completion concussion protocol before returning



TEACHER WORKFORCE DEVELOPMENT

HB 1178

OUT-OF-STATE TEACHER TEMPORARY CERTIFICATION

Effective Immediately

- Requires the State Board of Educator Certification (SBEC) to establish and issue a temporary certificate to individuals who hold a valid, non-temporary teaching certificate from another state and a bachelor's degree
- Specifies that the temporary certificate expires when the individual receives a Texas certificate or after one year



TRANSPORTATION

SB 646

SCHOOL BUS SEAT BELT REQUIREMENTS

Effective September 1, 2025

- Requires all school buses used by school districts to have three-point seat belts for each passenger and the driver by September 1, 2029
- Allows exceptions if installing seat belts would void the bus warranty or if the district lacks sufficient budget to purchase new busses that meet the requirements
- Requires districts claiming a budget exemption to submit and publicly present a report by the end of the 2025-26 school year detailing current seat belt status and upgrade costs
- Requires the Texas Education Agency to collect this data by January 1, 2027, calculate statewide compliance costs, and report to state leadership
- Allows districts to accept gifts, grants, and donations to help meet requirements

VOUCHERS

SB 2

VOUCHERS/EDUCATION SAVINGS ACCOUNTS

Effective September 1, 2025

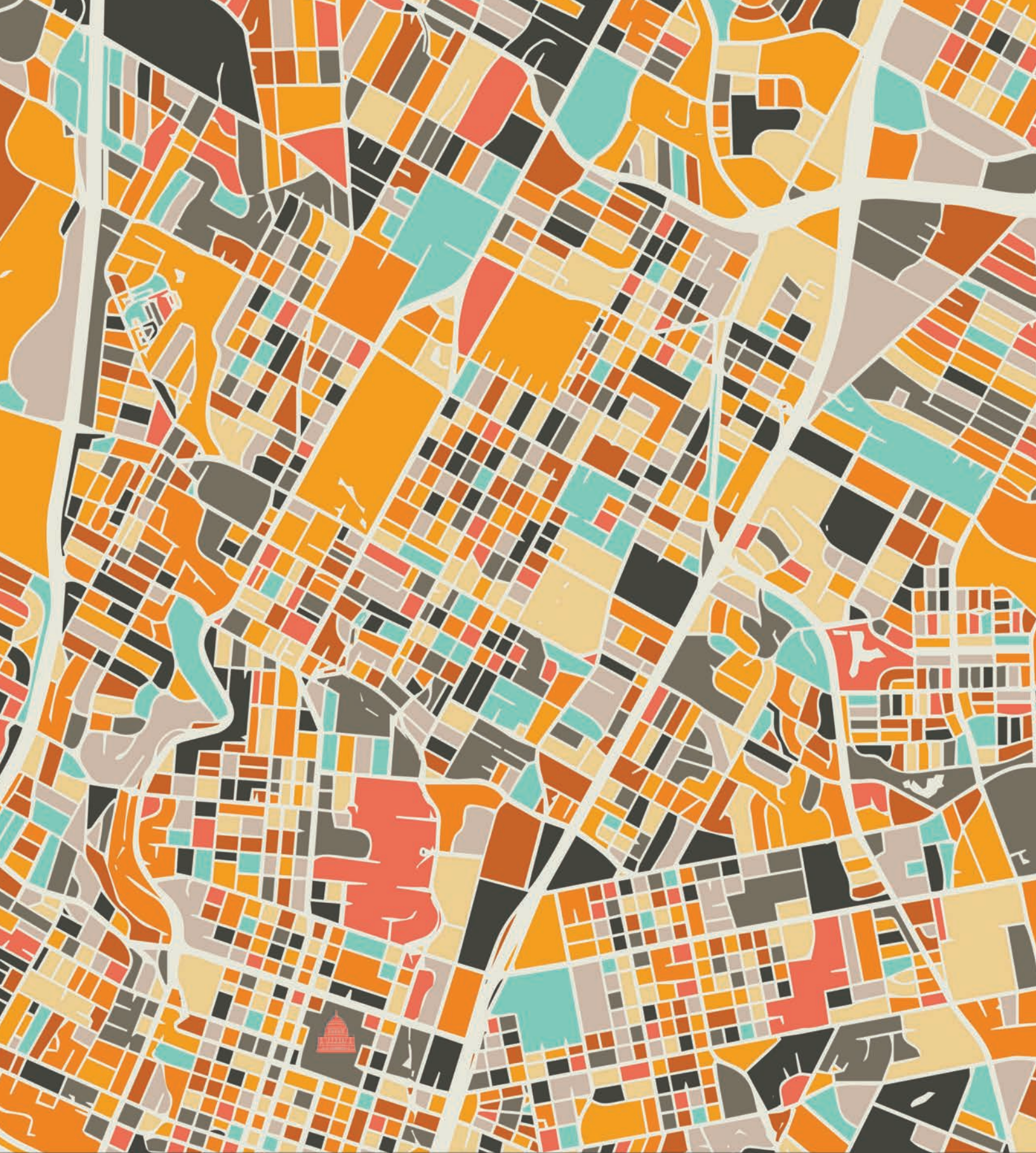
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