

# Welcome to the Jungle:

## The 89th Legislative Session Reviewed and Explained

24TH ANNUAL ASSESSMENT BOOT CAMP  
NATIONAL EDUCATORS LAW INSTITUTE  
JUNE 10, 2025

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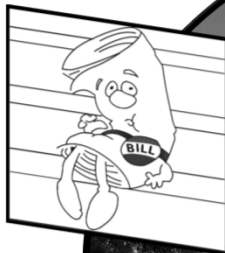
# The 89<sup>th</sup> Legislature is over!

## *So ... what, exactly, happened?*



# 89<sup>th</sup> Legislature

- Passed a BUNCH of bills
  - ❑ 3,562 to be precise
- But bills are just bills, not laws ...



- UNTIL they are
  - ❑ Signed into law by the Governor
    - ❖ 369 as of June 9<sup>th</sup>
  - OR
  - ❑ Filed without the Governor's signature
    - ❖ 24 as of June 9<sup>th</sup>
- June 22<sup>nd</sup> is the deadline for the Governor to sign or veto bills
- After that ... we will know exactly how many new laws we have

## DATES OF INTEREST | 89<sup>TH</sup> LEGISLATURE

Sunday, June 1, 2025 (139th day)	Last day for the House to adopt conference committee reports or discharge House conferees and concur in Senate amendments <i>(House Rule 8, Sec. 130d)</i>
	Last day for the Senate to concur in House amendments or adopt conference committee reports <i>(relates to Senate Rule 7.25, prohibiting any vote on a bill during the last 24 hours of the session except to correct an error; Senate Rule 10.01 subjects joint resolutions to the rules governing proceedings on bills)</i>
Monday, June 2, 2025 (140th day)	Last day of 89th Regular Session (sine die); only corrections may be considered in the House and Senate <i>(Sec. 24(b), Article III, Texas Constitution; House Rule 8, Sec. 130(f); Senate Rule 7.25)</i>
<b>Regular Session Ends</b>	
Sunday, June 22, 2025 (20th day following final adjournment of 89th Regular Session)	Last day the governor can sign or veto bills passed during the regular session <i>(Sec. 14, Article IV, Texas Constitution)</i>
Monday, September 1, 2025 (91st day following final adjournment of 89th Regular Session)	Date that bills without specific effective dates, other than bills with immediate effect, become law <i>(Sec. 39, Article III, Texas Constitution)</i>

# 89<sup>th</sup> Legislature

## What passed?

### SB 2 – Education Savings Accounts (“Vouchers”)

### HB 2 – School Funding (\$8.5 billion)

- ❑ \$4 billion for teacher and staff pay raises and expansion of TIA
- ❑ \$153 million to expand CTE
- ❑ \$834 million for special education reforms
  - moves to an intensity of services model 2026-27
- ❑ \$648 million targeted to strategies for improving early literacy and numeracy
- ❑ \$187 million for teacher preparation and certification programs
- ❑ \$430 million to increase the school safety allotment
- ❑ \$1.3 billion for school district operational costs
- ❑ \$199 million to expand the charter school facilities allotment
- ❑ \$318 million to provide additional funding to small and rural schools
- ❑ \$296 million for adjustments to the Tier II funding formula
  - \$55 basic allotment increase per-student

Numerous bills impacting curriculum & instruction, assessment or accountability

## What did not?

### HB 4 – The End of STAAR

- Amendment relating to public school accountability, including:
- the implementation of an instructionally supportive assessment program
  - the adoption and administration of assessment instruments in public schools,
  - indicators of achievement
  - public school performance ratings under the public school accountability system,
  - a grant program for school district local accountability plans, and
  - actions challenging Texas Education Agency decisions related to public school accountability.



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## Preliminary Summary of Key Legislation Impacting Curriculum & Instruction, Assessment or Accountability - 89th Texas Legislative Session

### Curriculum and Instruction

2025-26 School Year

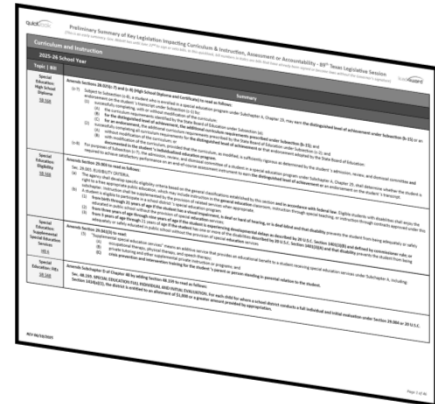
2026-27 School Year

### Assessment

2025-26 School Year  
(NONE affecting STAAR)

### Accountability

2025-26 School Year  
(NONE affecting A-F)



- This quicklook is currently a preliminary summary
- When it is final (after June 22<sup>nd</sup>), it will be posted on lead4ward's resources page (behind the Accountability tab):

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lead4ward makes a difference in the lives of students by helping educators **focus** their work, creating structures that give teachers and students a sense of **hope** and **confidence**, and supporting leaders with systems they can **trust**. We believe educators change the world one student at a time. Serving over 1000 school districts, lead4ward is an essential partner in supporting the success of schools. lead4ward anticipates and integrates the changing needs of schools, maintaining a focus of professional learning, engaging instruction, and meaningful assessment.

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


















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Grade	Snapshot	Scaffold	Academic Vocab	Teacher Learning Reports	Student Learning Reports
Kindergarten	Math Reading/Writing Science Social Studies	Math Scaffold ELAR Rev/Edit Checklist   Science K-12 Vertical Alignment SS Process/Concept Alignment	Math Reading/Writing Science Social Studies	Math   Reading/Writing   Science   Social Studies  	Math   Reading/Writing   Science  
Kindergarten (Spanish TEKS)	Reading/Writing	SLAR Rev/Edit Checklist  	Math Reading/Writing Science Social Studies	Reading/Writing  	Math   Reading/Writing   Science  

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Content Builder Resources

Data Tools


Accountability

Performance Standards

Test Accessibility

Instructional Tools

Learning Videos



+ Accountability System (updated May 12, 2025)

+ CCMR (updated May 12, 2025)

+ Results Driven Accountability (updated May 20, 2025)

+ CCMR Outcomes Bonus (updated October 8, 2024)

+ Alternative Graduation Requirements for Students Who Entered High School Before 2011-12 School Year (updated November 12, 2024)

+ HB 4545 – As Amended by HB 1416 (updated August 7, 2023)

+ Legislative Sessions (updated June 21, 2023)

+ STAAR 2.0 (updated January 25, 2024)

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**quicklook for 89<sup>th</sup> Legislature to be posted in late June**



quicklook Key Education-Related

This quicklook summarizes provisions in laws enacted following the 88th Texas Legislative Session relating to curriculum, instruction, assessment and accountability. It is not intended to serve as a comprehensive reference of every education-related law enacted. Complete lists of bills passed and signed by the Governor, bills filed over the governor's signature, and bills vetoed by the Governor are available at: [Texas Legislature Online – General Reports](#)



### Dates of Interest | 88th Legislature

This document, prepared by the Legislative Reference Library of Texas, summarizes key dates of interest relating to the 88th Legislative Session



## quicklook Key Education-Related Laws Enacted Following the 87th Legislative Session (REV 07/06/21)

This quicklook summarizes provisions of key laws enacted following the 87th Texas Legislative Session relating to curriculum, instruction, assessment and accountability. It is not intended to serve as a comprehensive reference of every education-related law enacted. Complete lists of bills passed and signed by the Governor, bills filed over the signature, and bills vetoed by the Governor are available at: [Texas Legislature Online – General Reports](#)



### Dates of Interest | 87th Legislature

This document, prepared by the Legislative Reference Library of Texas, summarizes key dates of interest relating to the 87th Legislative Session



## quicklook Key Education-Related Laws Enacted Following the 86th Legislative Session (REV 06/26/19)

This **quicklook** summarizes provisions of key laws enacted following the 86th Texas Legislative Session relating to curriculum, instruction, assessment and accountability. It is not intended to serve as a comprehensive reference of every provision of every education-related law enacted. A complete list of laws passed by the 86th Texas Legislature and signed by the Governor is available at: [86th Legislature – Bills Signed by the Governor](http://www.legis.state.tx.us/bills/86th/Bills_Signed_by_the_Governor)

[quicklook Key Education-Related Laws Enacted Following the 85th Legislative Session>](#)

This **quicklook** summarizes provisions of key laws enacted following the 85th Texas Legislative Session relating to curriculum, instruction, assessment and accountability. It is not intended to serve as a comprehensive reference of every provision of every education-related law enacted. A complete list of laws passed by the 85th Texas Legislature and signed by the Governor is available at: [85th Legislature – Bills Signed by the Governor](#)



## A disclaimer ...

- The **quicklook** is **extensive** (46 pages), but **not comprehensive**
- It is intended to capture new laws that create important changes relating to
  - ☐ Curriculum and Instruction
  - ☐ Assessment
  - ☐ Accountability
- The **quicklook** may be revised as additional information is released or becomes available

[illegible]

Each bill number is hyperlinked to the enrolled version of the bill – as posted on Texas Legislature Online

Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Special Education: High School Diploma <a href="#">SB 568</a>	Amends Sections 28.025(c-7) and (c-8) (High School Diploma and Certificate) to read as follows: (c-7) Subject to Subsection (c-8), a student who is enrolled in a special education program under Subchapter A, Chapter 29, may earn the distinguished level of achievement under Subsection (b-15) or an endorsement on the student's transcript under Subsection (c-1) by: (1) successfully completing, with or without modification of the curriculum: (A) the curriculum requirements identified by the State Board of Education under Subsection (a); (B) for the distinguished level of achievement, the additional curriculum requirements prescribed under Subsection (b-15); and (C) for an endorsement, the additional curriculum requirements prescribed by the State Board of Education under Subsection (c-2); and (2) successfully completing all curriculum requirements for the distinguished level of achievement or that endorsement adopted by the State Board of Education: (A) without modification of the curriculum; or (B) with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's admission, review, and dismissal committee and documented in the student's individualized education program. (c-8) For purposes of Subsection (c-7), the admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn the distinguished level of achievement or an endorsement on the student's transcript.
Special Education: Eligibility <a href="#">SB 568</a>	Amends Section 29.003 to read as follows: Sec. 29.003. ELIGIBILITY CRITERIA. (a) The agency shall develop specific eligibility criteria based on the general classifications established by this section and in accordance with federal law. Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the general education classroom, instruction through special teaching, or instruction through contracts approved under this subchapter. Instruction shall be supplemented by the provision of related services when appropriate. (b) A student is eligible to participate in a school district's special education program: (1) from birth through 21 years of age if the student has a visual impairment, is deaf or hard of hearing, or is deaf-blind and that disability prevents the student from being adequately or safely educated in public school without the provision of special education services; (2) from three years of age through nine years of age if the student is experiencing developmental delays as described by 20 U.S.C. Section 1401(3)(B) and defined by commissioner rule; or (3) from 3 years of age through 21 years of age if the student has one or more of the disabilities described by 20 U.S.C. Section 1401(3)(A) and that disability prevents the student from being adequately or safely educated in public school without the provision of special education services.
Special Education: Supplemental Special Education Services <a href="#">HB 6</a>	Amends Section 29.041(3) to read: (3) "Supplemental special education services" means an additive service that provides an educational benefit to a student receiving special education services under Subchapter A, including: (A) occupational therapy, physical therapy, and speech therapy; (B) private tutoring and other supplemental private instruction or programs; and (C) _____
Special Education: FIEs <a href="#">SB 568</a>	Amends Subchapter Sec. 48.159, SPEC Section 3414(a)(1), _____ and initial evaluation under Section 29.004 or 20 U.S.C.

Shows statutory amendments made by the bill (organized by topic)

# Curriculum and Instruction

## Special Education

<div> <div>quicklook</div> <div> <div>Preliminary Summary of Key Legislation Impacting Curriculum &amp; Instruction, Assessment or Accountability - 89<sup>th</sup> Texas Legislative Session</div> <div><i>(This is an early summary. Gov. Abbott has until June 22<sup>nd</sup> to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)</i></div> </div> <div>lead4ward</div> </div>		
Curriculum and Instruction		
2025-26 School Year		
Topic   Bill	Summary	
Special Education: High School Diploma <i>SB 568</i>	<p>Amends Sections 28.025(c-7) and (c-8) (High School Diploma and Certificate) to read as follows:</p> <p>(c-7) Subject to Subsection (c-8), a student who is enrolled in a special education program under Subchapter A, Chapter 29, may earn the distinguished level of achievement under Subsection (b-15) or an endorsement on the student's transcript under Subsection (c-1) by:</p> <ol style="list-style-type: none"> <li>successfully completing, with or without modification of the curriculum:</li> <li>the curriculum requirements identified by the State Board of Education under Subsection (a):</li> <li>for the distinguished level of achievement, the additional curriculum requirements prescribed under Subsection (b-15); and</li> <li>for an endorsement, the additional curriculum requirements prescribed by the State Board of Education under Subsection (c-2); and</li> <li>successfully completing all curriculum requirements for the distinguished level of achievement or that endorsement adopted by the State Board of Education:</li> <li>without modification of the curriculum; or</li> <li>with modification of the curriculum, provided that the curriculum, as modified, is sufficiently rigorous as determined by the student's admission, review, and dismissal committee and documented in the student's individualized education program.</li> </ol> <p>(c-8) For purposes of Subsection (c-7), the admission, review, and dismissal committee of a student in a special education program under Subchapter A, Chapter 29, shall determine whether the student is required to achieve satisfactory performance on an end-of-course assessment instrument to earn the distinguished level of achievement or an endorsement on the student's transcript.</p>	
Special Education: Eligibility <i>SB 568</i>	<p>Amends Section 29.003 to read as follows:</p> <p>Sec. 29.003. ELIGIBILITY CRITERIA.</p> <p>(a) The agency shall develop specific eligibility criteria based on the general classifications established by this section and in accordance with federal law. Eligible students with disabilities shall enjoy the right to a free appropriate public education, which may include instruction in the general education classroom, instruction through special teaching, or instruction through contracts approved under this subchapter. Instruction shall be supplemented by the provision of related services when appropriate.</p> <p>(b) A student is eligible to participate in a school district's special education program:</p> <ol style="list-style-type: none"> <li>from birth through 21 years of age if the student has a visual impairment, is deaf or hard of hearing, or is deaf-blind and that disability prevents the student from being adequately or safely educated in public school without the provision of special education services;</li> <li>from three years of age through nine years of age if the student is experiencing developmental delays as described by 20 U.S.C. Section 1401(i)(B) and defined by commissioner rule; or</li> <li>from 3 years of age through 21 years of age if the student has one or more of the disabilities described by 20 U.S.C. Section 1401(i)(A) and that disability prevents the student from being adequately or safely educated in public school without the provision of special education services.</li> </ol>	
Special Education: Supplemental Special Education Services <i>HB 6</i>	<p>Amends Section 29.041(b) to read:</p> <p>(3) "Supplemental special education services" means an additive service that provides an educational benefit to a student receiving special education services under Subchapter A, including:</p> <ol style="list-style-type: none"> <li>occupational therapy, physical therapy, and speech therapy;</li> <li>private tutoring and other supplemental private instruction or programs; and</li> <li>crisis prevention and intervention training for the student's parent or person standing in parental relation to the student.</li> </ol>	
Special Education: IEPs <i>SB 568</i>	<p>Amends Subchapter D of Chapter 48 by adding Section 48.159 to read as follows:</p> <p>Sec. 48.159. SPECIAL EDUCATION FULL INDIVIDUAL AND INITIAL EVALUATION. For each child for whom a school district conducts a full individual and initial evaluation under Section 29.004 or 20 U.S.C. Section 1414(a)(1), the district is entitled to an allotment of \$1,000 or a greater amount provided by appropriation.</p>	

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2025-26 School Year		
Topic   Bill	Summary	
Special Education: State Plan <i>SB 568</i>	<p>Amends Section 29.001 (Statewide Plan) as follows:</p> <p>Sec. 29.001. IMPLEMENTATION OF SPECIAL EDUCATION LAW [STATEWIDE PLAN].</p> <p>(a) As the state education agency responsible for carrying out the purposes of Part B, Individuals with Disabilities Education Act (20 U.S.C. Section 1411 et seq.), the agency shall develop, as necessary, a comprehensive system to ensure statewide and local compliance with federal and state law related to special education.</p> <p>(b) The comprehensive system must include the provision of services primarily through school districts and shared services arrangements, supplemented by regional education service centers.</p> <p>(c) The comprehensive system must focus on maximizing student outcomes and include:</p> <ol style="list-style-type: none"> <li>rulemaking, technical assistance, guidance documents, monitoring protocols, data elements necessary for statewide reporting, and other resources as necessary to ensure compliance with federal and state law related to special education;</li> <li>the facilitation of interagency coordination when other state agencies are involved in the delivery of instructional or related services to students with disabilities;</li> <li>the pursuit of strategies to meet statewide special education and related services personnel needs;</li> <li>ensuring that regional education service centers throughout the state maintain a regional support function, which may include procedures for service centers to identify existing public or private educational or related services in each region, cooperatively developing programs for students with disabilities, providing to school districts special equipment, delivering services, and facilitating the placement of students with disabilities who cannot be appropriately served in their resident districts;</li> <li>effectively monitoring and periodically conducting site visits of all school districts to ensure that rules adopted under this subchapter are applied in a consistent and uniform manner that districts are complying with those rules, and to ensure that annual statistical reports filed by the districts and not otherwise available through the Public Education Information System under Sections 48.008 and 48.009 are accurate and complete; and</li> <li>the provision of training and technical assistance to ensure that:</li> <li>appropriately trained personnel are involved in the diagnostic and evaluative procedures operating in all districts and that those personnel routinely serve on district multidisciplinary evaluation teams and admissions, review, and dismissal committees;</li> <li>an individualized education program for each student with a disability is properly developed, implemented, and maintained in the least restrictive environment that is appropriate to meet the student's educational needs;</li> <li>appropriately trained personnel are available to students with disabilities who have significant behavioral support needs, including by making behavioral support training available to each paraprofessional or teacher placed in a classroom or other setting that is intended to provide specialized behavioral supports to a student with a disability, as needed or at regular intervals as provided in the student's individualized education program;</li> <li>when appropriate, each student with a disability is provided an opportunity to participate in career and technology and physical education classes;</li> <li>each student with a disability is provided necessary related services;</li> <li>school districts have an opportunity to request technical assistance from the agency or a regional education service center in establishing classroom environments conducive to learning for students with disabilities, including environments for students whose data indicate behavior that significantly impedes the student's own learning and the learning of other students; an individual assigned to act as a surrogate parent for a child with a disability, as provided by 20 U.S.C. Section 1415(b), is required to: (i) complete a training program that complies with minimum standards established by agency rule; (ii) visit the child and the child's school; (iii) consult with persons involved in the child's education, including teachers, caseworkers, court-appointed volunteers, guardians ad litem, attorneys ad litem, foster parents, and caretakers; (iv) review the child's educational records; (v) attend meetings of the child's admission, review, and dismissal committees; (vi) exercise independent judgment in pursuing the child's interests; and (vii) exercise the child's due process rights under applicable state and federal law; and</li> <li>each district develops a process to be used by a teacher who instructs a student with a disability in a general education classroom setting: (i) to request a review of the student's individualized education program; (ii) to provide input in the development of the student's individualized education program; (iii) that provides for a timely district response to the teacher's request; and (iv) that provides for notification to the student's parent or legal guardian of that response.</li> </ol>	
Special Education: Annual Meeting <i>SB 568</i>	<p>Amends Subchapter A of Chapter 29 by adding Section 29.0012 to read as follows:</p> <p>Sec. 29.0012. ANNUAL MEETING ON SPECIAL EDUCATION.</p> <p>(a) At least once each year, the board of trustees of a school district or the governing body of an open-enrollment charter school shall include during a public meeting a discussion of the performance of students receiving special education services at the district or school.</p> <p>(b) The agency by rule shall adopt a set of performance indicators for measuring and evaluating the quality of learning and achievement for students receiving special education services at the school district or open-enrollment charter school to be considered at a meeting held under this section. The indicators must include performance on the college, career, or military readiness outcomes described by Section 48.110.</p>	

Comprehensive state system – focused on maximizing student outcomes

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2025-26 School Year	
Topic   Bill	Summary
Special Education: Model Form <i>SB 568</i>	Amends Section 29.0051 (Model Form) by adding Subsection (d) to read as follows: (d) From federal money appropriated or otherwise available for the purpose, the commissioner may develop or procure the model form developed under Subsection (a) in a digital format. If the commissioner develops or procures the model form in a digital format, the commissioner shall adopt rules regarding school district use of the form in that format.
Special Education: State Supported Living Centers <i>SB 568</i>	Amends Subchapter A of Chapter 29 by adding Section 29.0056 to read as follows: Sec. 29.0056. INFORMATION REGARDING STATE SUPPORTED LIVING CENTERS. (a) In this section, "state supported living center" has the meaning assigned by Section 531.002, Health and Safety Code. (b) The Health and Human Services Commission, in collaboration with the agency and stakeholders who represent the full continuum of educational residential placement options, shall develop and provide to the agency materials regarding educational residential placement options for children who may qualify for placement in a state supported living center. The agency shall make the materials developed under this subsection available to school districts. (c) At a meeting of a child's admission, review, and dismissal committee at which residential placement is discussed, the school district shall provide to the child's parent the materials developed under Subsection (b).
Special Education: Contracts for Services <i>SB 568</i>	Amends Subsections (a), (a-1), (a-2) and (e) of Section 29.008 to read as follows: Sec. 29.008. CONTRACTS FOR SERVICES: RESIDENTIAL AND DAY PLACEMENT PROGRAMS. (a) The commissioner shall set minimum standards for and develop and update as necessary a list of approved public or private facilities, institutions, agencies, or businesses inside or outside of this state that a school district, shared services arrangement unit, or regional education service center may contract with for the provision of services to students with disabilities in a residential or day placement program. (a-1) The commissioner may approve a facility, institution, agency, or business under Subsection (a) only after at least a programmatic evaluation of personnel qualifications, costs, adequacy of physical plant and equipment, and curriculum content. (a-2) Each contract described by this section must be approved by the commissioner. A school district, shared services arrangement unit, or regional education service center seeking to place a student in a residential or day placement program that is not on the list developed under Subsection (a) must submit to the commissioner an application for approval in accordance with Subsections (a) and (a-1). (d) The commissioner shall adopt rules for residential and day placement of students receiving special education services.
Special Education: Noneducational Community Based Support Services <i>SB 568</i>	Amends Section 29.013 to read as follows: Sec. 29.013. NONEDUCATIONAL COMMUNITY-BASED SUPPORT SERVICES GRANTS FOR CERTAIN STUDENTS WITH DISABILITIES. (a) The commissioner shall adopt rules establishing procedures and criteria for the allocation of grants under this section to students who are eligible under Subsection (b) and the students' families for the provision of noneducational community-based support services. (b) A grant may be awarded under this section only to a student with a disability who is placed by the student's admission, review, and dismissal committee in: (1) a residential program approved under Section 29.008; or (2) day placement program and is at risk of being placed in a residential program approved under Section 29.008. (c) The support services may not be related to the provision of a free appropriate public education to the student and may include in-home family support, behavioral and other disability-related supports for the student's family, respite care, and case management for the student's family. (d) A school district shall: (1) notify the parent of a student described by Subsection (b) of the availability of grants under this section; and (2) designate a campus or district staff member to assist families of students described by Subsection (b) in accessing grants under this section. (e) On request by the parent of a student described by Subsection (b), the commissioner shall create an account for the student to access a grant under this section through which the parent may request payment for approved support services. (f) In adopting rules under this section, the commissioner shall adopt rules and guidelines detailing the process to access grant money and the amount of each grant, including a process for a parent to apply for an increase in the grant amount. (g) The provision of services under this section does not supersede or limit the responsibility of a school district or other agencies to provide or pay for costs to enable any student with disabilities to receive a free appropriate public education in the least restrictive environment. (h) The commissioner may designate a regional education service center to administer grants under this section.
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2025-26 School Year	
Topic   Bill	Summary
Special Education: Parent Directed Services <i>SB 568</i>	Changes the heading to Subchapter A-1 of Chapter 29 from SUPPLEMENTAL SPECIAL EDUCATION SERVICES PROGRAM to PARENT-DIRECTED SERVICES FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES Amends Section 29.042 by amending Subsections (a) and (c) and adding Subsections (e) and (f) to read as follows: (a) The agency by rule shall establish and administer a parent-directed program for students receiving special education services through which a parent may direct supplemental services and supplemental instructional materials for the parent's student who meets the eligibility requirements for participation in the program. Subject to Subsection (c), the agency shall provide each student approved as provided by this subchapter a grant of not more than \$1,500 to purchase supplemental services and supplemental instructional materials. If the agency receives more acceptable applications for a grant for a school year than available funding for that school year, the agency shall place remaining students on a waitlist for the subsequent school year. (c) A student may receive one grant under this subchapter unless the legislature appropriates money for an additional grant in the General Appropriations Act. (e) The agency shall maintain an online user-friendly application system for parents to apply for a grant described by Subsection (a). (f) A regional education service center designated to administer the program under this subchapter for a school year is entitled to receive not more than four percent of the amount appropriated for purposes of making grants under this subchapter for that school year for the costs of administering the program. Also adds Section 29.0475: Sec. 29.0475. PROGRAM PARTICIPANT, PROVIDER, AND VENDOR AUTONOMY. (a) A provider of supplemental services or vendor of supplemental instructional materials that receives money distributed under the program is not a recipient of federal financial assistance on the basis of receiving that money. (b) A rule adopted or action taken related to the program by an individual, governmental entity, court of law, or program administrator may not: (1) consider the actions of a provider of supplemental services, vendor of supplemental instructional materials, or program participant to be the actions of an agent of state government; (2) limit: (A) a provider of supplemental services' ability to determine the methods used to educate the provider's students or to exercise the provider's religious or institutional values; or (B) a program participant's ability to determine the participant's educational content or to exercise the participant's religious values; (3) obligate a provider of supplemental services or program participant to act contrary to the provider's or participant's religious or institutional values, as applicable; (4) impose any regulation on a provider of supplemental services, vendor of supplemental instructional materials, or program participant beyond those regulations necessary to enforce the requirements of the program; or (5) require as a condition of receiving money distributed under the program: (A) a provider of supplemental services to modify the provider's creed, practices, admissions policies, curriculum, performance standards, employment policies, or assessments; or (B) a program participant to modify the participant's creed, practices, curriculum, performance standards, or assessments. (c) In proceeding challenging a rule adopted by a state agency or officer under this subchapter, the agency or officer has the burden of proof to establish by clear and convincing evidence that the rule: (1) is necessary to implement or enforce the program as provided by this subchapter; (2) does not violate this section; (3) does not impose an undue burden on a program participant or a provider of supplemental services or vendor of supplemental instructional materials that participates or applies to participate in the program; and (4) is the least restrictive means of accomplishing the purpose of the program while recognizing the independence of a provider of supplemental services to meet the educational needs of students in accordance with the provider's religious or institutional values. Also adds Section 29.0485: Sec. 29.0485. DETERMINATION OF COMMISSIONER FINAL. Notwithstanding Section 7.057, a determination of the commissioner under this subchapter is final and may not be appealed.
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## Curriculum and Instruction

2025-26 School Year

Topic   Bill	Summary
Special Education: Deaf and Hard of Hearing <i>SB 568</i>	<p>Amends Section 29.310 (Procedures for Assessment and Placement) by adding Subsection (d) to read as follows:</p> <p>(d) In recognizing the need for development of language and communication abilities in students who are deaf or hard of hearing but also calling for the use of methods of communication that will meet the needs of each individual student, each student who is deaf or hard of hearing must be thoroughly assessed to ascertain the student's potential for communicating through a variety of means.</p> <p>Amends Section 29.313 To read as follows:</p> <p>Sec. 29.313. EVALUATION OF DEAF AND HARD OF HEARING SERVICES <del>(PROGRAMS)</del>.</p> <p>(a) Each school district must provide continuous evaluation of the effectiveness of the district's services for students who are deaf or hard of hearing. The evaluations shall follow program excellence indicators established by the agency.</p> <p>(b) Each school district shall submit the evaluations under this section to the agency on a schedule set by the agency.</p> <p>Amends Section 29.316 to read as follows:</p> <p>Sec. 29.316. LANGUAGE ACQUISITION.</p> <p>(a) In this section, "language acquisition" includes expressive and receptive language acquisition and literacy development in English, American Sign Language, or both, or, if applicable, in another language primarily used by a child's parent or guardian, and is separate from any modality used to communicate in the applicable language or languages.</p> <p>(b) Each school district shall ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment approved by the commissioner.</p> <p>(c) On a schedule determined by the commissioner, each school district shall report to the commissioner through the Public Education Information Management System (PEIMS) or another method set by commissioner rule the assessment data collected under Subsection (b).</p> <p>(d) The commissioner shall adopt rules establishing the assessment data required to be reported under Subsection (c).</p> <p>(e) The commissioner shall annually post on the agency's Internet website a report on the language acquisition of children eight years of age or younger who are deaf or hard of hearing using the assessment data reported under Subsection (c).</p> <p>(f) The commissioner shall use the assessment data reported under Subsection (c) in determining whether to award a grant under Section 29.018 or in seeking federal money available for projects aimed at improving outcomes for students with disabilities.</p>
Special Education: RSPDPs <i>SB 568</i>	<p>Amends Section 30.083 (Statewide Plan -- Regional Day Schools for the Deaf) to read as follows:</p> <p>Sec. 30.083. STATEWIDE PLAN. The director of services shall develop and administer a comprehensive statewide plan for educational services for students who are deaf or hard of hearing and receive special education and related services through a regional day school program for the deaf. The plan shall be included as part of the comprehensive statewide plan under Section 30.002.</p>
Special Education: School Psychologist <i>H.B. 2538</i>	<p>An Act relating to a school psychologist licensed under the Occupations Code, (Effective September 1, 2025.)</p> <p>Amends certain provisions in the Education Code, Government Code, and Occupations Code to replace references to "licensed specialist in school psychology" with "school psychologist."</p>

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## Curriculum and Instruction

2025-26 School Year

Topic   Bill	Summary
Special Education: State Plan for Deaf and Hard of Hearing <i>SB 568</i>	<p>Amends the heading and Subsections (a), (b), and (c) of Section 30.002 to read:</p> <p>Sec. 30.002. STATE PLAN FOR CHILDREN WITH VISUAL IMPAIRMENTS, WHO ARE DEAF OR HARD OF HEARING, OR WHO ARE DEAF-BLIND.</p> <p>(a) The agency shall develop and administer a comprehensive statewide plan for the education of children who are under 22 years of age and who have visual impairments, are deaf or hard of hearing, or are deaf-blind that will ensure that the children have an opportunity for achievement equal to the opportunities afforded their peers who do not have visual impairments, are not deaf or hard of hearing, or are not deaf-blind.</p> <p>(b) The agency shall:</p> <ol style="list-style-type: none"> <li>(1) develop standards and guidelines for all special education and related services for children who have visual impairments, are deaf or hard of hearing, or are deaf-blind that it is authorized to provide or support under this code and federal law;</li> <li>(2) supervise regional education service centers and other entities in assisting school districts in serving children who have visual impairments, are deaf or hard of hearing, or are deaf-blind more effectively; and</li> <li>(3) maintain an effective liaison between special education programs provided for children who have visual impairments, are deaf or hard of hearing, or are deaf-blind by school districts and related initiatives of the Health and Human Services Commission, the Texas Workforce Commission, and other related programs, agencies, or facilities as appropriate.</li> </ol> <p>(c) The comprehensive statewide plan for the education of children who have visual impairments, are deaf or hard of hearing, or are deaf-blind must:</p> <ol style="list-style-type: none"> <li>(1) adequately provide for comprehensive diagnosis and evaluation of each school-age child who has a visual impairment, is deaf or hard of hearing, or is deaf-blind and adequately outline the expectations of a school district for such a child under three years of age;</li> <li>(2) include the procedures, format, and content of the individualized education program for each child who has a visual impairment, is deaf or hard of hearing, or is deaf-blind;</li> <li>(3) emphasize providing educational services to children who have visual impairments, are deaf or hard of hearing, or are deaf-blind in their home communities whenever possible;</li> <li>(4) include information regarding the establishment of regional day school programs for the deaf under Subchapter B and the parameters of those programs;</li> <li>(5) provide for flexibility on the part of school districts to meet the unique needs of children who have visual impairments, are deaf or hard of hearing, or are deaf-blind through:         <ol style="list-style-type: none"> <li>(A) specialty staff and resources provided by the district;</li> <li>(B) contractual arrangements with other qualified public or private agencies;</li> <li>(C) supportive assistance from regional education service centers or adjacent school districts;</li> <li>(D) short-term or long-term services through the Texas School for the Blind and Visually Impaired, the Texas School for the Deaf, regional day school programs for the deaf, or related facilities or programs; or</li> <li>(E) other instructional and service arrangements approved by the agency;</li> </ol> </li> <li>(6) provide for effective interaction between the classroom setting of the child who has a visual impairment, is deaf or hard of hearing, or is deaf-blind and the child's home environment, including providing for parental training and counseling either by school district staff or by representatives of other organizations directly involved in the development and implementation of the individualized education program for the child;</li> <li>(7) describe recommended and required professional development activities based on the special education and related services provided by school district staff to children who have visual impairments, are deaf or hard of hearing, or are deaf-blind;</li> <li>(8) provide for adequate monitoring and precise evaluation of special education services provided to children who have visual impairments, are deaf or hard of hearing, or are deaf-blind through school districts;</li> <li>(9) require that school districts providing special education services to children who have visual impairments, are deaf or hard of hearing, or are deaf-blind develop procedures for assuring that staff assigned to work with the children have prompt and effective access directly to resources available through:         <ol style="list-style-type: none"> <li>(A) cooperating agencies in the area;</li> <li>(B) the Texas School for the Blind and Visually Impaired;</li> <li>(C) the Texas School for the Deaf;</li> <li>(D) the statewide outreach center at the Texas School for the Deaf;</li> <li>(E) the Central Media Depository for specialized instructional materials and aids made specifically for use by students with visual impairments;</li> <li>(F) sheltered workshops participating in the state program of purchases of blind-made goods and services; and</li> <li>(G) related sources; and</li> </ol> </li> <li>(10) assist in the coordination of educational programs with other public and private agencies, including:         <ol style="list-style-type: none"> <li>(A) agencies operating early childhood intervention programs;</li> <li>(B) preschools;</li> <li>(C) agencies operating child development programs;</li> <li>(D) private nonsectarian schools;</li> <li>(E) agencies operating regional occupational centers and programs; and</li> <li>(F) as appropriate, postsecondary and adult programs for persons who are deaf or hard of hearing.</li> </ol> </li> </ol> <p>(e) Each eligible student who has a visual impairment, is deaf or hard of hearing, or is deaf-blind is entitled to receive educational programs according to an individualized education program that:</p> <ol style="list-style-type: none"> <li>(1) is developed in accordance with federal and state requirements for providing special education services;</li> <li>(2) is developed by a committee composed as required by federal law;</li> <li>(3) reflects that the student has been provided a detailed explanation of the various service resources available to the student in the community and throughout the state;</li> <li>(4) provides a detailed description of the arrangements made to provide the student with the evaluation and instruction required under this subchapter and Subchapter A, Chapter 29; and</li> <li>(5) sets forth the plans and arrangements made for contacts with and continuing services to the student beyond regular school hours to ensure the student learns the skills and receives the instruction required under this subchapter and Subchapter A, Chapter 29.</li> </ol>

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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
<div>Special Education: Visual Impairments</div> <div><i>SB 568</i></div>	<p>Amends Subchapter A of Chapter 30 (State and Regional Programs and Services – General Provisions) by adding Section 30.0021 to read as follows:</p> <p><b>Sec. 30.0021. REQUIREMENTS FOR CHILDREN WITH VISUAL IMPAIRMENTS.</b></p> <p>(a) Each child with a visual impairment must receive instruction in an expanded core curriculum required for children with visual impairments to succeed in classroom settings and to derive lasting, practical benefits from education in a school district, including instruction in:</p> <ul style="list-style-type: none"> <li>(1) compensatory skills, such as braille and concept development, and other skills necessary to access the rest of the curriculum;</li> <li>(2) orientation and mobility;</li> <li>(3) social interaction skills;</li> <li>(4) career education;</li> <li>(5) assistive technology, including optical devices;</li> <li>(6) independent living skills;</li> <li>(7) recreation and leisure enjoyment;</li> <li>(8) self-determination; and</li> <li>(9) sensory efficiency.</li> </ul> <p>(b) To determine a child's eligibility for a school district's special education program under Subchapter A, Chapter 29, on the basis of a visual impairment, the full individual and initial evaluation of the child under Section 29.004 and any reevaluation of the child must, in accordance with commissioner rule:</p> <ul style="list-style-type: none"> <li>(1) include an orientation and mobility evaluation conducted: <ul style="list-style-type: none"> <li>(A) by a person who is appropriately certified as an orientation and mobility specialist, as determined by commissioner rule; and</li> <li>(B) in a variety of lighting conditions and settings, including in the child's home, school, and community and in settings unfamiliar to the child; and</li> </ul> </li> <li>(2) provide for a person who is appropriately certified as an orientation and mobility specialist, as determined by commissioner rule, to participate, as part of a multidisciplinary team, in evaluating the data on which the determination of the child's eligibility is based.</li> </ul> <p>(c) In developing an individualized education program under Section 29.005 for a child with a visual impairment, proficiency in reading and writing must be a significant indicator of the child's satisfactory educational progress. The individualized education program must include instruction in braille and the use of braille unless the child's admission, review, and dismissal committee documents a determination, based on an evaluation of the child's appropriate literacy media and literacy skills and the child's current and future instructional needs, that braille is not an appropriate literacy medium for the child.</p> <p>(d) Braille instruction:</p> <ul style="list-style-type: none"> <li>(1) may be used in combination with other special education services appropriate to the educational needs of a child with a visual impairment; and</li> <li>(2) must be provided by a teacher certified to teach children with visual impairments under Subchapter B, Chapter 21.</li> </ul> <p>(e) A school district shall provide to each person assisting in the development of an individualized education program for a child with a visual impairment information describing the benefits of braille instruction.</p> <p>(f) To facilitate implementation of this section, the commissioner shall develop a system to distribute from the foundation school fund to school districts or regional education service centers a special supplemental allowance for each student with a visual impairment. The supplemental allowance may be spent only for special education services uniquely required by the nature of the child's disabilities and may not be used in lieu of educational funds otherwise available under this code or through state or local appropriations.</p>
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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
<div>Special Education: Provision of Information</div> <div><i>HB 1188</i></div>	<p>Amends Section 37.1086 to read as follows:</p> <p><b>Sec. 37.1086. RECOMMENDATIONS AND GUIDELINES FOR SCHOOL DRILL ACCOMMODATIONS AND MULTIHAZARD EMERGENCY OPERATIONS PLAN PROVISIONS FOR INDIVIDUALS WITH DISABILITIES OR IMPAIRMENTS.</b></p> <p>(a) The commissioner by rule shall establish:</p> <ul style="list-style-type: none"> <li>(1) recommendations regarding accommodations for a student with an individualized education program or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) during a mandatory school drill required under Section 37.114; and</li> <li>(2) guidelines for: <ul style="list-style-type: none"> <li>(A) the documentation of accommodations for a student described by Subdivision (1) in the provisions in a school district's multihazard emergency operations plan under Section 37.108(f)(4) to ensure the safety of students and district personnel with disabilities or impairments during a mandatory school drill required under Section 37.114 or a disaster or emergency situation;</li> <li>(B) required communications between campus administrators and staff regarding the accommodations described by Paragraph (A); and</li> <li>(C) required communications between campus administrators and the school district's school safety and security committee established under Section 37.109 regarding students or district personnel with disabilities or impairments for purposes of providing recommendations for updating the district's multihazard emergency operations plan required by Section 37.108(a).</li> </ul> </li> </ul> <p>(b) In establishing recommendations and guidelines under Subsection (a), the commissioner shall consult with:</p> <ul style="list-style-type: none"> <li>(1) the Texas School Safety Center;</li> <li>(2) regional education service centers;</li> <li>(3) public school educators and administrators who work with students with disabilities or impairments; and</li> <li>(4) advocacy groups representing individuals with disabilities or impairments.</li> </ul> <p>(c) A school district must follow the guidelines established by the commissioner under Subsection (a)(2) in adopting and implementing the district's multihazard emergency operations plan under Section 37.108.</p> <p>Also amends Section 37.019 (School Safety Committee) to require that the committee must include an administrator of special education and amends Subsections (b) and (c) as follows:</p> <p>(b) The committee shall:</p> <ul style="list-style-type: none"> <li>(1) participate on behalf of the district in developing and implementing emergency plans consistent with the district multihazard emergency operations plan required by Section 37.108(a) to ensure that the plans reflect specific campus, facility, or support services needs, including recommended accommodations for a student with an individualized education program or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794) ...</li> <li>(c) Except as otherwise provided by this subsection, the committee shall meet at least once during each academic semester and at least once during the summer and as necessary to provide recommendations, based on communications with campus administrators described by Section 37.108(a)(2)(C), for updating the district multihazard emergency operations plan required by Section 37.108(a) to include recommended accommodations for a student with an individualized education program or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794). A committee established by a school district that operates schools on a year-round system or in accordance with another alternative schedule shall meet at least three times during each calendar year, with an interval of at least two months between each meeting.</li> </ul> <p>As soon as practicable after the effective date of this Act but not later than June 1, 2026, the commissioner of education shall adopt rules establishing the recommendations and guidelines required by Section 37.1086, Education Code, as amended by this Act.</p> <p>Amends Subchapter A of Chapter 29 (Special Education Program) to add Section 29.030:</p> <p><b>Sec. 29.030. PROVISION OF INFORMATION REGARDING LOCAL INTELLECTUAL AND DEVELOPMENTAL DISABILITY AUTHORITY.</b></p> <p>(a) At the first individualized education program committee meeting during which a student's individualized education program is developed under Section 29.005, a school district shall provide the parent or legal guardian of a student who has an intellectual disability or a developmental delay with information about services and public benefits provided by the local intellectual and developmental disability authority that serves the county in which the student resides, including services under waiver programs established under Section 1915(c), Social Security Act (42 U.S.C. Section 1396(c)).</p> <p>(b) The agency, in collaboration with the Health and Human Services Commission, shall develop informational materials that include the information described by Subsection (a) and make those materials available for use by school districts.</p>
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TEA to provide recommended guidelines

Info to be provided at 1<sup>st</sup> ARD committee meeting

## 2025-26 School Year

## Summary

- TEA, the Health and Human Services Commission, and the Texas Workforce Commission shall publish the initial strategic plan required by Section 29.0091, Education Code, as added by this Act, on the agencies' respective Internet websites; and
- TEA shall submit the initial strategic plan described by Subdivision (1) of this section to the governor, the lieutenant governor, and the speaker of the house of representatives.

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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Classroom: Civics Instruction <i>HB 824</i>	Amends Section 28.002 (Required Curriculum) to require: (h-3) In adopting the essential knowledge and skills for the government component of the social studies curriculum for high school students, the State Board of Education shall adopt essential knowledge and skills to develop each student's civic knowledge, including: (1) the role of governmental officials, including: (A) statewide elected officials; (B) county officials; (C) city councilors; and (D) other local governmental officials; (2) the voting process and election laws of this state; (3) the eligibility requirements to run for elected office in this state; (4) Robert's Rules of Order; and (5) the elected officials who represent the student at each level of government. <div>Civics TEKS</div>
Classroom: Student Use of Personal Communication Devices <i>HB 1188</i>	Amends Section 37.082 (Possession of Paging Devices) as follows: Sec. 37.082. STUDENT USE (POSSESSION) OF PERSONAL COMMUNICATION (PAGING) DEVICES. (a) Notwithstanding any other law and subject to Subsection (c), the board of trustees of a school district or the governing body of an open-enrollment charter school shall adopt, implement, and ensure the district or school complies with a written policy prohibiting a student from using a personal communication device while on school property during the school day. The policy must establish disciplinary measures to be imposed for violation of the prohibition and may provide for confiscation of the personal communication device. (b) The policy may provide for the school district or open-enrollment charter school to: (1) comply with this section by: (A) prohibiting a student from bringing a personal communication device on school property; or (B) designating a method for the storage of a student's personal communication device while the student is on school property during the school day; and (2) dispose of a confiscated personal communication device in any reasonable manner after having provided the student's parent 90 days' prior notice in writing of the district's or school's intent to dispose of that device. (c) In adopting the policy, the board of trustees of a school district or governing body of an open-enrollment charter school must authorize the use of a personal communication device: (1) necessary to implement an individualized education program, a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or a similar program or plan; (2) by a student with a documented need based on a directive from a qualified physician; or (3) necessary to comply with a health or safety requirement imposed by law or as part of the district's or school's safety protocols. (d) In this section, "personal communication device" means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication. The term does not include an electronic device provided to a student by a school district or open-enrollment charter school. (e) The agency shall develop and publish on the agency's Internet website model language for the policy required under this section. (f) This section does not apply to an adult education program operated under a charter granted under Subchapter G, Chapter 12.



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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Classroom: Display of the Ten Commandments <i>SB 30</i>	Amends Chapter 1 of the Education Code by adding Section 1.0041 to read as follows: Sec. 1.0041. DISPLAY OF TEN COMMANDMENTS. (a) Subject to Subsection (e), a public elementary or secondary school shall display in a conspicuous place in each classroom of the school a durable poster or framed copy of the Ten Commandments that meets the requirements of Subsection (b). (b) A poster or framed copy of the Ten Commandments described by Subsection (a) must: (1) include only the text of the Ten Commandments as provided by Subsection (c) in a size and typeface that is legible to a person with average vision from anywhere in the classroom in which the poster or framed copy is displayed; and (2) be at least 16 inches wide and 20 inches tall. (c) The text of the poster or framed copy of the Ten Commandments described by Subsection (a) must read as follows: "The Ten Commandments I AM the LORD thy God. Thou shalt have no other gods before me. Thou shalt not make to thyself any graven images. Thou shalt not take the Name of the Lord thy God in vain. Remember the Sabbath day, to keep it holy. Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee. Thou shalt not kill. Thou shalt not commit adultery. Thou shalt not steal. Thou shalt not bear false witness against thy neighbor. Thou shalt not covet thy neighbor's house. Thou shalt not covet thy neighbor's wife, nor his manservant, nor his maidservant, nor his cattle, nor anything that is thy neighbor's." (d) A public elementary or secondary school in which each classroom does not include a poster or framed copy of the Ten Commandments as required by Subsection (a) must: (1) accept any offer of a privately donated poster or framed copy of the Ten Commandments provided that the poster or copy: (A) meets the requirements of Subsection (b); and (B) does not contain any additional content; and (2) display the poster or framed copy as specified in Subsection (a). (e) A public elementary or secondary school in which each classroom does not include a poster or framed copy of the Ten Commandments as required by Subsection (a) may, but is not required to, purchase posters or copies that meet the requirements of Subsection (b) using district funds. (f) Notwithstanding any other law, a public elementary or secondary school is not exempt from this section. (g) The attorney general shall defend a public elementary or secondary school in a cause of action relating to any claims arising out of a school's compliance with this section. In a cause of action defended by the attorney general under this subsection, the state is liable for the expenses, costs, judgments, or settlements of the claims arising out of the representation. The attorney general may settle or compromise any and all claims under this subsection.
Restriction on Instruction Regarding Sexual Orientation and Gender Identity <i>SB 32</i>	Amends Subchapter A of Chapter 28 (Essential Knowledge and Skills: Curriculum) by adding Section 28.0043" Sec. 28.0043. RESTRICTION ON INSTRUCTION REGARDING SEXUAL ORIENTATION AND GENDER IDENTITY. (a) A school district, open-enrollment charter school, or district or charter school employee may not provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity to students enrolled in prekindergarten through 12th grade. (b) This section may not be construed to: (1) limit a student's ability to engage in speech or expressive conduct protected by the First Amendment to the United States Constitution or by Section 8, Article I, Texas Constitution, that does not result in material disruption to school activities; (2) limit the ability of a person who is authorized by the district to provide physical or mental health-related services to provide the services to a student, subject to any required parental consent; or (3) prohibit an organization whose membership is restricted to one sex and whose mission does not advance a political or social agenda from meeting on a school district or open-enrollment charter school campus. Amends Section 28.002 by adding Subsection (c-6) to read as follows: (c-6) AAThe State Board of Education may not adopt standards in violation of Section 28.0043.

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2025-26 School Year	
Topic   Bill	Summary
Classroom: GPA <i>SB 1191</i>	<p>Amends Subsections (a) and (b) of Section 28.0252 (Computation of High School Grade Point Average):</p> <p>(a) The commissioner shall develop a standard method of computing a student's high school grade point average that provides for additional weight to be given to each honors course, advanced placement course, international baccalaureate course, OnRamps dual enrollment course, or dual credit course completed by a student. The method must provide for:</p> <p>(1) an equal amount of additional weight to be given to an advanced placement course, an international baccalaureate course, an OnRamps dual enrollment course, and a dual credit course not included in the Workforce Education Course Manual or its successor adopted by the Texas Higher Education Coordinating Board; and</p> <p>(2) the amount of additional weight to be given to a dual credit course described by Subdivision (1) to be different from the amount of additional weight to be given to a dual credit course included in the Workforce Education Course Manual or its successor adopted by the Texas Higher Education Coordinating Board.</p> <p>(b) A school district shall use the standard method developed by the commissioner under Subsection (a) to compute a student's high school grade point average.</p>
Excused Absence to Attend a Released Time Course <i>SB 1049</i>	<p>Amends Subchapter C of Chapter 25 (Operation of Schools and School Attendance) by adding Section 25.0875 to read as follows:</p> <p>Sec. 25.0875. EXCUSED ABSENCE TO ATTEND RELEASED TIME COURSE.</p> <p>(a) In this section, "released time course" means a course in religious instruction offered by a private entity.</p> <p>(b) A school district or open-enrollment charter school shall, on the request of a parent or legal guardian of a student enrolled at the district or school and subject to the policy adopted under Subsection (c), excuse the student from attending school to attend a released time course for at least one but not more than five hours a week.</p> <p>(c) Each school district and open-enrollment charter school shall adopt a policy for excusing a student enrolled at the district or school from attending school to attend a released time course. The policy:</p> <p>(1) must require:</p> <p>(A) the student's parent or legal guardian to provide written consent for the student to attend the released time course;</p> <p>(B) the private entity offering the released time course to maintain attendance records and make the records available to the district or school at which the student is enrolled;</p> <p>(C) the private entity, parent or legal guardian, or student to assume responsibility for transportation, including transportation for a student with a disability, to and from any location at which the released time course is offered;</p> <p>(D) the private entity to make provisions for and assume liability for the student enrolled in the released time course while the student is under the private entity's care; and</p> <p>(E) the student to assume responsibility for any schoolwork issued during the student's absence;</p> <p>(2) must prohibit:</p> <p>(A) the district or school from using district or school funds, excluding de minimis costs, to facilitate the provision of a released time course; and</p> <p>(B) the private entity from offering the released time course on district or school property, unless permitted under a neutral policy of equal access that allows community organizations to use district or school property; and</p> <p>(3) <i>Amay</i> not interfere with the ability of the student's parent or legal guardian to request or access a released time course for the student.</p> <p>Not later than January 1, 2026, each school district and open-enrollment charter school shall adopt the excused absence policy required by Section 25.0875, Education Code, as added by this Act.</p>
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Curriculum and Instruction	
2026-27 School Year	
Topic & Bill #	Summary
Personal Financial Literacy <i>HB 27</i>	<p>Amends Section 28.025 (High School Diploma and Certificate) to modify the social studies credits for a foundation high school program:</p> <p>(b-1) The State Board of Education by rule shall require that the curriculum requirements for the foundation high school program under Subsection (a) include a requirement that students successfully complete: ...</p> <p>(4) three credits in social studies under Section 28.002(a)(1)(D), including one credit in United States history, at least one-half credit in government and at least one-half credit in <del>(economics or)</del> personal financial literacy <del>(<del>economics</del>)</del>, and one credit in economics, world geography, or world history;</p> <p>(b-24) In adopting rules under Subsection (b-1), the State Board of Education shall allow a student to comply with the curriculum requirement under Subsection (b-1)(4) for a one-half credit in personal financial literacy by successfully completing an advanced placement course designated by the State Board of Education as containing substantively similar and rigorous academic content.</p> <p>Applies beginning with the 2026-27 School Year; but only to students entering 9th grade during the 2026-27 school year or a later school year)</p>
Adoption and Use of Instructional Materials <i>HB 100</i>	<p>Amends Section 31.0211 (Instructional Materials and Technology Allotment):</p> <p>(f) Funds allotted under this section may not be used to purchase instructional material that:</p> <p>(1) contains obscene or harmful content or would otherwise cause the school district to which the funds were allotted to be unable to submit the certification required under Section 31.1011(a)(1)(B); or</p> <p>(2) is on the list of rejected instructional materials maintained by the State Board of Education under Section 31.022(a).</p> <p>Amends Section 31.022 (State Board of Education Instructional Materials Review and Approvals):</p> <p>(b-1) Not later than the 45th day before the date the State Board of Education intends to add an instructional material to the list of rejected instructional materials under Subsection (a), the board shall add the material to a list of proposed rejected instructional materials and issue a proclamation requesting the revision of the applicable instructional material before the end of the 45-day period.</p> <p>Amends Subchapter B of Chapter 31 (State Review and Adoption) by adding Section 31.024:</p> <p>Sec. 31.024. LIMITATION ON THE ADOPTION AND USE OF INSTRUCTIONAL MATERIAL. A school district may not adopt or otherwise use instructional material included on the list of rejected instructional materials maintained by the State Board of Education under Section 31.022(a).</p> <p>Amends Section 31.073 (Selection by School District) by adding subsection (b) and amending subsection (c):</p> <p>(b) A school district or open-enrollment charter school may only adopt or otherwise use an open education resource instructional material that is not included on the list of rejected instructional materials maintained by the State Board of Education under Section 31.022(a).</p> <p>(c) A school district or open-enrollment charter school may adopt open education resource instructional material that complies with Subsection (b) at any time.</p> <p>Amends Section 31.106 (Use of Local Funds):</p> <p>Sec. 31.106. USE OF LOCAL FUNDS. In addition to any instructional material selected under this chapter, a school district or open-enrollment charter school may use local funds to purchase any instructional materials not included on the list of rejected instructional materials maintained by the State Board of Education under Section 31.022(a).</p>
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Curriculum and Instruction	
2026-27 School Year	
Topic & Bill #	Summary
<div> <div>TEKS:</div> <div>Understanding of Communist Regimes and Ideologies</div> <div>SB 24</div> </div>	<p>Amends Section 28.002 (Required Curriculum) adding Subsections (h-11) and (h-12) to read as follows:</p> <p>(h-11) In adopting the essential knowledge and skills for the social studies curriculum for each grade level from grade 4 through grade 12, the State Board of Education shall, as appropriate, adopt essential knowledge and skills that develop each student's understanding of communist regimes and ideologies and include age appropriate and developmentally appropriate instruction with information on:</p> <ol style="list-style-type: none"> <li>(1) the history of and tactics used by communist movements in the United States;</li> <li>(2) historical events and atrocities attributable to communist regimes, including: <ol style="list-style-type: none"> <li>(A) the Cultural Revolution and the Great Leap Forward;</li> <li>(B) the Holodomor, otherwise known as the Ukrainian Famine;</li> <li>(C) the Soviet-era political purge known as the Great Terror;</li> <li>(D) the Cambodian genocide under Pol Pot and the Khmer Rouge;</li> <li>(E) the origins and policies of the Communist Party of Cuba;</li> <li>(F) communist guerrilla movements in Latin America; and</li> <li>(G) the oppression and suffering experienced by people living under communist regimes, including mass murder, violent land seizures, show trials, concentration camps, forced labor, poverty, and general economic deterioration;</li> </ol> </li> <li>(3) a comparative analysis of: <ol style="list-style-type: none"> <li>(A) the ideologies of communism and totalitarianism contrasted with the United States' founding principles of freedom and democracy; and</li> <li>(B) collectivist ideologies contrasted with the United States' founding principles of individual rights, merit-based advancement, and free enterprise;</li> </ol> </li> <li>(4) modern threats to the United States and its allies posed by communist regimes and ideologies;</li> <li>(5) common economic, industrial, and political events that historically precede communist revolutions;</li> <li>(6) the evolution of communist ideologies from economic, class-based theories into broader cultural movements that divide societies and maintain collective control over individual rights;</li> <li>(7) common historical and modern methods used to spread communist ideologies, including: <ol style="list-style-type: none"> <li>(A) propaganda;</li> <li>(B) public shaming tactics;</li> <li>(C) censorship; and</li> <li>(D) forced conformity; and</li> <li>(E) first-person accounts, in the form of in-person, video-recorded, or written testimony, from the victims of communist regimes.</li> </ol> </li> </ol> <p>(h-12) In adopting the essential knowledge and skills required under Subsection (h-11), the State Board of Education:</p> <ol style="list-style-type: none"> <li>(1) shall adopt and publish standards for the required instruction;</li> <li>(2) shall seek input from: <ol style="list-style-type: none"> <li>(A) victims of communism willing to share their first-person accounts; and</li> <li>(B) nationally recognized organizations dedicated to commemorating victims of communism; and</li> </ol> </li> <li>(3) may incorporate material from existing educational programs that provide instruction on the topic of communist regimes and ideologies, if the material meets the standards adopted by the State Board of Education under Subdivision (1).</li> </ol>
Assessment	
2025-26 School Year	
Topic	Summary
Pre-ACT SB 1418	Makes conforming changes in a number of sections changing ACT-Plan to PreACT.
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Required  
TEKS:  
Communist  
Regimes  
and  
Ideologies  
(Gr. 4-12)

# Curriculum and Instruction

## Postsecondary

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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Postsecondary Outcomes <i>HB 120</i>	<p>Amends Section 4.002 (Public Education Goals) to add:</p> <p>GOAL 5: The students who graduate high school in the public education system will have the skills and credentials necessary to immediately enter this state's workforce.</p> <p>GOAL 6: The students who graduate high school in the public education system and who elect to pursue postsecondary education will be ready for postsecondary coursework without the need for remediation.</p> <p>Amends Chapter 7 (Texas Education Agency) to add:</p> <p>Sec. 7.0405. POSTING OF POSTSECONDARY OUTCOMES.</p> <p>(a) Subject to Subsection (b), the agency shall post on the agency's Internet website the following de-identified data, disaggregated by school district or open-enrollment charter school, high school campus, and annual cohort for the 10 most recent annual cohorts:</p> <p>(1) for students who graduate from high school:</p> <p>(A) the number and percentage of students who enroll in, enroll in remedial postsecondary coursework as part of, persist for at least one year in, or complete a postsecondary degree, certificate, or other credentialing program, disaggregated by program and postsecondary educational institution; and</p> <p>(B) employment status, occupation, industry, wage, and county of employment and residence, as reported under Section 204.0025, Labor Code; and</p> <p>(2) for students who did not graduate from high school:</p> <p>(A) the highest grade level completed;</p> <p>(B) for each cohort for which data is available, employment status, occupation, industry, wage, and county of employment and residence, as reported under Section 204.0025, Labor Code; and</p> <p>(C) whether the student has earned a high school equivalency certificate.</p> <p>(a-1) The agency is required to provide data regarding students who graduate from high school and enroll in remedial postsecondary coursework as part of a postsecondary degree, certificate, or other credentialing program under Subsection (a)(1)(A) only to the extent that data is available.</p> <p>(b) The agency shall post the data required under Subsection (a) in a manner that complies with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) and may, if necessary to comply with that act, create a private portal for school district board of trustees or open-enrollment charter school governing body members, school administrators, and school counselors at a high school to access data for the member's, administrator's, or counselor's school district or open-enrollment charter school. (c)AAThe agency shall ensure the data posted under Subsection (a) is made available to:</p> <p>(1) school district board of trustees and open-enrollment charter school governing body members and superintendents to assist in adopting college, career, and military readiness plans under Section 11.186; and</p> <p>(2) school counselors at a high school to assist the counselors in performing the duties under Section 33.007.</p> <p>Sec. 7.043. STATEWIDE GOAL FOR CAREER READINESS.</p> <p>(a) Using the data posted under Subsection 7.0405(a), the agency shall create a quantifiable statewide goal for public school students to achieve career readiness, including by attaining a workforce-aligned credential while in high school.</p> <p>(b) The agency shall update the goal created under Subsection (a) at least once every five years.</p> <p>The Texas Education Agency shall first update the statewide goal for career readiness created under Section 7.043(a), Education Code, as added by this Act, in accordance with Subsection (b) of that section not later than the 2028-2029 school year.</p>
CTE <i>HB 120</i>	<p>Amends Section 29.182 (State Plan for CTE) by amending Subsection (b):</p> <p>(b) The state plan must include procedures designed to ensure that: ...</p> <p>(1) a course of study offered under a Junior Reserve Officers' Training Corps program established under 10 U.S.C. Section 2031 is considered a career and technology education program.</p> <p>Amends Section 29.190 (Subsidy for Certification Exam) by amending Subsections (a-1), (b), and (c):</p> <p>(a-1) A student may not receive more than two subsidies under this section.</p> <p>(b) A teacher is entitled to a subsidy under this section if the teacher passes a certification examination related to career and technology education <del>(by necessity)</del>.</p> <p>(c) On approval by the commissioner, the agency shall pay each school district an amount equal to the cost paid by the district for a certification examination under this section, including any costs paid for associated fingerprinting or criminal history record information review. To obtain reimbursement for a subsidy paid under this section, a district must:</p> <p>(1) pay the costs described by this subsection; and</p> <p>(2) submit to the commissioner a written application on a form prescribed by the commissioner stating the amount of the costs paid under Subdivision (1).</p>
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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
CTE <i>HB 120</i>	<p>Amends Subchapter Z of Chapter 29 (Miscellaneous Programs) to add:</p> <p>Sec. 29.9017. NOTICE REGARDING MILITARY-RELATED TRAINING PROGRAMS.</p> <p>(a) As part of the high school registration process and annually, a school district or open-enrollment charter school shall notify the parent or guardian of each student enrolled in a Junior Reserve Officers' Training Corps program established under 10 U.S.C. Section 2031 regarding any early registration or scholarship program available to students in military-related training programs.</p> <p>(b) The notice required under Subsection (a) must provide the student's parent or guardian with the option to share the student's data with one or more public institutions of higher education for the purpose of learning about any opportunity to participate in an early registration or scholarship program described by Subsection (a), including:</p> <p>(1) the student's directory contact information;</p> <p>(2) the student's education records; or</p> <p>(3) any other information prescribed by the agency, in coordination with the Texas Higher Education Coordinating Board, that would allow the student to learn about an opportunity to participate in military-related training programs at public institutions of higher education, including financial aid or scholarship programs.</p>
R-PEP <i>HB 120</i>	<p>Amends Section 29.912 (Rural Pathway Excellence Partnership) to add subsection (c-1) and amend subsection (j):</p> <p>(c-1) A school district that has participated in the program may continue to participate in the program regardless of the number of students in average daily attendance in the district for the current school year.</p> <p>Adds the following sentence to the end of subsection (j):</p> <p>The total amount of grants awarded under this subsection for a school year may not exceed \$5 million.</p>
HB 3 Board Goals <i>CCMR</i> <i>HB 120</i>	<p>Amends Section 11.186 (HB Board Goals: CCMR) by amending Subsections (b) and (c) and adding Subsections (d), (e), and (f) to read as follows:</p> <p>(b) Each plan adopted under Subsection (a) must:</p> <p>(1) identify annual goals for students in each group evaluated under the closing the gaps domain under Section 39.053(c)(3);</p> <p>(2) include an annual goal for aggregate student growth on each college, career, and military readiness indicator evaluated under the student achievement domain under Section 39.053(c)(1);</p> <p>(3) include specific annual goals for student completion while enrolled in high school of postsecondary credentials, including industry-based credentials, level one or level two certificates, and associate degrees, prioritizing credentials identified in the long-range master plan for higher education established under Section 61.051 and the performance tier funding for public junior colleges for credentials of value under Section 130A.101;</p> <p>(4) include annual goals for the outcomes of the district's annual graduates at one, three, and five years after graduation from high school, including goals for:</p> <p>(A) the rate of enrollment at a postsecondary educational institution;</p> <p>(B) the percentage of graduates who enroll at a postsecondary educational institution and do not require remedial postsecondary coursework;</p> <p>(C) the rate of persistence at a postsecondary educational institution in each of the first two years of enrollment;</p> <p>(D) the rate of completion of a postsecondary degree, certificate, or other credentialing program; and</p> <p>(E) wages earned;</p> <p>(5) assign at least one district-level administrator or employee of the regional education service center for the district's region to:</p> <p>(A) coordinate implementation of the plan; and</p> <p>(B) submit an annual report to the board of trustees, the agency, and the Legislative Budget Board on the district's performance and progress toward the goals set under the plan; and</p> <p>(6) be reviewed and approved by majority vote annually by the board of trustees at a public meeting.</p> <p>(c) In identifying and including goals in each plan adopted under Subsection (a) as provided by Subsection (b), the board of trustees shall use longitudinal student outcomes data posted under Section 7.0405(a) and any other resources available to the board.</p> <p>(d) A school district shall post the annual report described by Subsection (b)(5)(B) on the district's Internet website and on the Internet website, if any, of each campus in the district not later than two weeks before the date of the public meeting at which the report is reviewed and approved as required by Subsection (b)(6). The district shall update the annual report on each Internet website if any modifications are made to the report by the board of trustees.</p> <p>(e) The commissioner by rule shall establish a deadline for the submission of the annual reports described by Subsection (b)(5)(B). The agency shall compile and make publicly accessible on the agency's Internet website the annual reports.</p> <p>The agency may evaluate the goals identified or included in an annual report described by Subsection (b)(5)(B) to determine whether those goals align with state secondary, postsecondary, and workforce goals.</p>
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HB 3 Board Goals

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2025-26 School Year	
Topic   Bill	Summary
Financial Aid for Swift Transfer (FAST) Program HB 120	<p>Amends Section 28.0095 (Financial Aid for Swift Transfer (FAST) Program) by adding Subsection (c-1)</p> <p>(c-1) Notwithstanding Subsection (c)(1)(A), a student otherwise described by Subsection (c) is eligible to enroll at no cost in a dual credit course under the program if the student has graduated from high school but is:</p> <ol style="list-style-type: none"> <li>(1) enrolled in a school district or open-enrollment charter school at a campus designated as a P-TECH school under Section 29.556 or in a school district participating in a partnership under Section 29.912; and</li> <li>(2) completing a course of study offered through an articulation agreement or memorandum of understanding with an institution of higher education and the district or school described by Subdivision (1), as applicable, under the Pathways in Technology Early College High School (P-TECH) program under Subchapter N, Chapter 29, or the Rural Pathway Excellence Partnership (R-PEP) program under Section 29.912.</li> </ol>
Counseling Regarding Postsecondary Education HB 120	<p>Amends Section 33.007 (Counseling Regarding Postsecondary Education) by amending subsection (b) and adding subsection (d):</p> <p>(b) During the first school year a student is enrolled in a high school or at the high school level in an open-enrollment charter school, and again during each year of a student's enrollment in high school or at the high school level, a school counselor shall provide information about postsecondary education to the student and the student's parent or guardian. The information must include information regarding:</p> <ol style="list-style-type: none"> <li>(1) the importance of postsecondary education, including: <ol style="list-style-type: none"> <li>(A) career readiness and workforce training opportunities; and</li> <li>(B) a link to the My Texas Future Internet website and information regarding how to create a profile on that website;</li> </ol> </li> <li>—</li> <li>(12) opportunities to complete career training and obtain a postsecondary credential while enrolled in high school, whether at the student's campus, another campus in the school district or open-enrollment charter school, or an educational institution that partners with the district or school, including: <ol style="list-style-type: none"> <li>(A) information regarding program costs, program completion rates, and the average wages of students who complete the program; and</li> <li>(B) the availability of information regarding those opportunities on the My Texas Future Internet website; and</li> </ol> </li> <li>(13) the outcomes of graduates from the campus and school district or open-enrollment charter school in which the student is enrolled, including completion rates and average wages based on postsecondary pathways available to those graduates at the campus, district, or school using data posted under Section 7.0405(a) or available on the My Texas Future Internet website.</li> </ol> <p>(d) The agency shall make available to school counselors an annual online training regarding statewide trends identified in the data posted under Section 7.0405(a) or available on the My Texas Future Internet website. The training must include information to assist school counselors in identifying the postsecondary outcomes for students at the counselor's campus and school district or open-enrollment charter school for purposes of performing the counselor's duties under this section. The agency may make the training or other resources provided by the Texas Higher Education Coordinating Board available through the Texas OnCourse Internet website.</p>
College Preparation Assessments HB 120	<p>Amends Section 39.0261 (College Preparation Assessments) by amending the title and subsection (a):</p> <p>Sec. 39.0261. COLLEGE PREPARATION AND CAREER READINESS ASSESSMENTS.</p> <p>(a) In addition to the assessment instruments otherwise authorized or required by this subchapter: ...</p> <ol style="list-style-type: none"> <li>(3) high school students in the spring of the 11th grade or during the 12th grade may select and take once, at state cost: <ol style="list-style-type: none"> <li>(A) one of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes;</li> <li>(B) the assessment instrument designated by the Texas Higher Education Coordinating Board under Section 51.334; or</li> <li>(C) a nationally recognized career readiness assessment instrument that measures foundational workforce skills approved by commissioner rule.</li> </ol> </li> </ol>

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# Curriculum and Instruction

## Discipline



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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Discipline: Student Code of Conduct <i>HB 6</i>	<p>Amends Section 37.001(a)(2) to require that the district's Student Code of Conduct:</p> <p>(2) specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program, which must expressly provide that an appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by Section 161.081, Health and Safety Code;</p> <p>Amends Section 37.001 by adding subsection (10) to require that the district's Student Code of Conduct:</p> <p>(10) include a statement regarding whether the board has adopted a policy for parental involvement in school disciplinary placements under Section 37.0014 and, if so, the provisions of the policy.</p> <p>Amends Section 37.001(b-1) by adding the clarification in bold:</p> <p>(b-1) The methods adopted under Subsection (a)(8) must provide that a student who is enrolled in a special education program under Subchapter A, Chapter 29, may not be disciplined in a manner that results in a change in the student's educational placement for conduct prohibited in accordance with Subsection (a)(7) [which relates to bullying, harassment, and making hit lists] until an admission, review, and dismissal committee meeting has been held to review the conduct.</p>
Discipline: Campus Behavior Coordinator <i>HB 6</i>	<p>Amends Section 37.0012 (Designation of Campus Behavior Coordinator) to specify in subsection (a) that a <u>single</u> person must be designated to serve as the campus behavior coordinator (CBC).</p> <p>Also adds subsections (a-1) and (b-1) to provide:</p> <p>(a-1) Additional school staff members may assist the campus behavior coordinator in the performance of the campus behavior coordinator's duties, provided that the campus behavior coordinator personally verifies that all aspects of this subchapter are appropriately implemented.</p> <p>(b-1) The campus behavior coordinator shall:</p> <p>(1) monitor disciplinary referrals;</p> <p>(2) report to the campus's threat assessment and safe monitor disciplinary referrals and supportive school team established under Section 37.115 any student who engages in conduct that contains the elements of:</p> <p>(A) the offense of terroristic threat under Section 22.07, Penal Code;</p> <p>(B) the offense of unlawfully carrying weapons under Section 46.02, Penal Code;</p> <p>(C) an offense relating to prohibited weapons under Section 46.05, Penal Code; or</p> <p>(D) the offense of exhibiting, using, or threatening to exhibit or use a firearm under Section 37.125 of this code; and</p> <p>(3) report to the campus's threat assessment and safe and supportive school team established under Section 37.115 any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.</p>
Discipline: Parental Involvement in School Disciplinary Placements <i>HB 6</i>	<p>Adds Section 37.0014 to read as follows:</p> <p>Sec. 37.0014. POLICY FOR PARENTAL INVOLVEMENT IN SCHOOL DISCIPLINARY PLACEMENTS.</p> <p>(a) The board of trustees of a school district may adopt a policy for parental involvement in school disciplinary placements.</p> <p>(b) A policy adopted under this section must provide for:</p> <p>(1) the principal, campus behavior coordinator, or other appropriate administrator to notify the parent or person standing in parental relation to a student who has been placed in a disciplinary alternative education program or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student to be developed; and</p> <p>(2) if a behavioral agreement described by Subdivision (1) is developed and the student and the student's parent or person standing in parental relation comply with the terms of the agreement, subject to Subsection (c), a reduction in the period of the disciplinary placement imposed on the student.</p> <p>(c) A reduction in the period of a disciplinary placement under Subsection (b)(2) does not entitle the student for whom the period of placement was reduced to a different disciplinary placement. The reduction in the period of a disciplinary placement is at the sole discretion of the principal, campus behavior coordinator, or other appropriate administrator and may be revoked or amended at any time if the student or the student's parent or person standing in parental relation does not comply with the terms of the behavioral agreement developed under Subsection (b)(1).</p> <p>(d) A behavioral agreement developed under Subsection (b)(1) must include in writing the specific reduction in the period of the student's disciplinary placement with which the student will be credited if the student and the student's parent or person standing in parental relation comply with the terms of the behavioral agreement.</p> <p>(e) The commissioner shall adopt a model behavioral agreement for use by school districts in developing a behavioral agreement under Subsection (b)(1).</p>
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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Discipline: Teacher Removals from Class <i>HB 6</i>	<p>Amends subsections of Section 37.002 (Removal by Teacher) to read as follows:</p> <p>(b) A teacher may remove a student who</p> <p>(1) repeatedly interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn;</p> <p>(2) demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student; or</p> <p>(3) engages in conduct that constitutes bullying, as defined by Section 37.0082.</p> <p>(b-2) A teacher, campus behavior coordinator, or other appropriate administrator shall notify a parent or person standing in parental relation to a student of the removal of a student under this section.</p> <p>(b-3) Subject to Sections 28.0022(a)(2) and (d), a teacher may remove a student from class under Subsection (b) of this section based on a single incident of behavior described by Subsection (b)(1), (2), or (3).</p> <p>(c) If a teacher removes a student from class under Subsection (b), the principal may place the student into another appropriate classroom, into in-school suspension, or into a disciplinary alternative education program as provided by Section 37.008. The principal may not return the student to that teacher's class without the teacher's written consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available and, not later than the third class day after the day on which the student was removed from class, a conference in which the teacher has been provided an opportunity to participate has been held in accordance with Section 37.009(a). The principal may not return the student to that teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for that student. The principal may only designate an employee of the school whose primary duties do not include classroom instruction to create a return to class plan. The terms of the removal may prohibit the student from attending or participating in school-sponsored or school-related activity.</p> <p>(c-1) A return to class plan required under Subsection (c) must be created before or at the conference described by that subsection. A plan created before the conference must be discussed at the conference.</p> <p>(c-2) The commissioner shall adopt a model return to class plan for use by a school district in creating a return to class plan for a student under Subsection (c).</p> <p>(d) A teacher shall remove from class and send to the principal for placement in a disciplinary alternative education program or for expulsion, as appropriate, a student who engages in conduct described under Section 37.006 or 37.007. The student may not be returned to that teacher's class without the teacher's written consent unless the committee established under Section 37.003 determines that such placement is the best or only alternative available and a conference in which the teacher has been provided an opportunity to participate has been held in accordance with Section 37.009(a). If the teacher removed the student from class because the student has engaged in the elements of any offense listed in Section 37.007(a)(2)(A) or (a)(4) [(b)(2)(C)] against the teacher, the student may not be returned to the teacher's class without the teacher's written consent. The teacher may not be coerced to consent.</p> <p>(f) A student may appeal the student's removal from class under this section to:</p> <p>(1) the school's placement review committee established under Section 37.003; or</p> <p>(2) the campus's threat assessment and safe and supportive school team established under Section 37.115, in accordance with a district policy providing for such an appeal to be made to the team.</p> <p>(f-1) The principal, campus behavior coordinator, or other appropriate administrator shall, at the conference required under Section 37.009(a), notify a student who has been removed from class under this section and the parent or person standing in parental relation to the student of the student's right to appeal under Subsection (f).</p> <p>(g) Section 37.004 (Placement of Students with Disabilities) applies to the removal or placement under this section of a student with a disability who receives special education services.</p>
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Topic   Bill	Summary
Discipline: Suspension <i>HB 6</i>	Amends subsections of Section 37.005 (Suspension) to read as follows: <ul style="list-style-type: none"> <li>(a) The principal or other appropriate administrator may suspend a student who engages in conduct identified in the student code of conduct adopted under Section 37.001 as conduct for which a student may be subject to an in-school or out-of-school suspension.</li> <li>(b) An out-of-school suspension under this section may not exceed three school days. An in-school suspension under this section is not subject to any time limit.</li> <li>(b-1) A school's principal or other appropriate administrator shall review the in-school suspension of a student under this section at least once every 10 school days after the date the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate. If the principal or other appropriate administrator determines that continued in-school suspension is appropriate, the principal or other appropriate administrator shall document the determination.</li> <li>(b-2) A school shall provide a student subject to an in-school suspension under this section with appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services under Subchapter A, Chapter 29, the student must:               <ul style="list-style-type: none"> <li>(1) continue to receive special education and related services specified in the student's individualized education program; and</li> <li>(2) continue to have an opportunity to progress in the general curriculum.</li> </ul> </li> <li>(c) A student who is enrolled in a grade level below grade three may not be placed in out-of-school suspension unless while on school property or while attending a school-sponsored or school-related activity on or off of school property, the student engages in:               <ul style="list-style-type: none"> <li>(1) conduct that contains the elements of an offense related to weapons under Section 46.02 or 46.05, Penal Code;</li> <li>(2) conduct that threatens the immediate health and safety of other students in the classroom;</li> <li>(3) documented conduct that results in repeated or significant disruption to the classroom; or</li> <li>(4) selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:                   <ul style="list-style-type: none"> <li>(A) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq.;</li> <li>(B) a dangerous drug, as defined by Chapter 483, Health and Safety Code; or</li> <li>(C) an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code.</li> </ul> </li> </ul> </li> <li>(c-2) On receiving a written request from the student's parent or person standing in parental relation to the student, the principal or other appropriate administrator may at the principal's or other appropriate administrator's sole discretion reassign a student placed in out-of-school suspension under Subsection (c) to an in-school suspension if the student's parent or person standing in parental relation to the student demonstrates through supporting information and documentation that the parent or person is unable to provide suitable supervision for the student during school hours during the period of the suspension. The alternative placement provided by this section may be used only in extenuating circumstances and may not be used as a routine replacement for out-of-school suspension. The school district shall maintain documentation of each reassignment under this subsection, including the parent's or person's request, the reason for the parent's or person's unavailability, and the supporting information and documentation.</li> <li>(d) A school district or open-enrollment charter school may not place a student who is homeless in out-of-school suspension unless the student engages in conduct described by Subsections (c)(1)-(4) while on school property or while attending a school-sponsored or school-related activity on or off of school property. The campus behavior coordinator may coordinate with the school district's homeless education liaison to identify appropriate alternatives to out-of-school suspension for a student who is homeless. In this subsection, "student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a.</li> </ul>
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Topic   Bill	Summary
Discipline: DAEP Placement <i>HB 6</i>	Amends subsections of Section 37.006 (Removal for Certain Conduct) to read as follows: <ul style="list-style-type: none"> <li>(b) A student shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 if the student engages in conduct on or off of school property against any school employee or volunteer as defined by Section 22.053 that contains the elements of the offense of:               <ul style="list-style-type: none"> <li>(1) retaliation under Section 36.06, Penal Code; or</li> <li>(2) harassment under Section 42.07, Penal Code.</li> </ul> </li> <li>(c) In addition to Subsections (b) and (b), a student shall be removed from class and placed in a disciplinary alternative education program under Section 37.008 based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:               <ul style="list-style-type: none"> <li>(1) the student receives deferred prosecution under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:                   <ul style="list-style-type: none"> <li>(A) a felony offense under Title 5;</li> <li>(B) the offense of deadly conduct under Section 22.05;</li> <li>(C) the felony offense of aggravated robbery under Section 29.03;</li> <li>(D) the offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or</li> <li>(E) the offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section;</li> </ul> </li> <li>(2) a court or jury finds that the student has engaged in delinquent conduct under Section 54.03, Family Code, for conduct defined as an offense listed in Subdivision (1);</li> <li>(3) the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in a conduct defined as an offense listed in Subdivision (1);</li> </ul> </li> <li>(d) In addition to Subsections (a), (b), and (c), a student may be removed from class and placed in a disciplinary alternative education program under Section 37.008:               <ul style="list-style-type: none"> <li>(1) if the student:                   <ul style="list-style-type: none"> <li>(A) engages in conduct that contains the elements of the offense of disruptive activities under Section 37.123;</li> <li>(B) subject to Subsection (d-1), engages in conduct that contains the elements of the offense of disruption of classes under Section 37.124, unless Subsection (d) of that section applies to the student; or</li> <li>(C) possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Section 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days; or</li> </ul> </li> <li>(2) based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:                   <ul style="list-style-type: none"> <li>(A) the superintendent or the superintendent's designee has a reasonable belief that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Section 29.03, Penal Code, or those offenses defined in Title 5, Penal Code; and</li> <li>(B) the continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.</li> </ul> </li> </ul> </li> <li>(d-1) A student may be removed from class under Subsection (d)(1)(B) for conduct described by Section 37.124(c)(1)(A) only if the conduct is intentional and repeated.</li> </ul>
Discipline: Expulsion <i>HB 6</i>	Amends subsections of Section 37.007 (Expulsion for Serious Offenses) as follows: <ul style="list-style-type: none"> <li>(a) Except as provided by Subsection (k) and subject to the requirements of Section 37.009(a), a student shall be expelled from a school if the student, <del>(on school property or while attending a school-sponsored or school-related activity)</del> on or off of school property: (the section then proceeds to list the offenses that require expulsion ... with a few added offenses: kidnapping, burglary and robbery and</li> <li>(k) engages in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code, against a school district employee or volunteer as defined by Section 22.053 of this code; or</li> <li>(l) engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Section 37.125 of this code.</li> </ul>
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DAEP

Expulsion

**Virtual Expulsion**

**quicklook**

(This is an early summary. Gov. Abbott has until June 22nd to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)

**Preliminary Summary of Key Legislation Impacting Curriculum & Instruction, Assessment or Accountability - 89th Texas Legislative Session**

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Curriculum and Instruction	
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<p>Discipline: Virtual Expulsion <i>HB 6</i></p>	<p>Amends Chapter 37 to add a new Section 37.008:</p> <p><b>Sec. 37.008. VIRTUAL EXPULSION PROGRAM.</b></p> <p>(i) The principal or other appropriate administrator may place a student who has been expelled under Section 37.007 or 37.0081 in a virtual expulsion program established by the district and provide virtual instruction and instructional materials for remote learning to the student only if:</p> <ol style="list-style-type: none"> <li>(1) the school district is located in a county that operates a juvenile justice alternative education program or the school district contracts with the juvenile board of another county for the provision of a juvenile justice alternative education program, and the juvenile justice alternative education program rejects admission of the student or returns the student before the expiration of the discipline assignment; or</li> <li>(2) the school district is not located in a county that operates a juvenile justice alternative education program and does not contract with the juvenile board of another county for the provision of a juvenile justice alternative education program.</li> </ol> <p>(a-1) If the principal or other appropriate administrator places a student in a virtual expulsion program under this section, the school district shall ensure that the student has suitable computer equipment and Internet access and provide the computer equipment and Internet access if necessary.</p> <p>(ii) A school district must ensure that, to the extent practicable in a virtual setting, the district's virtual expulsion program complies with the requirements for a disciplinary alternative education program under Section 37.006.</p> <p>(iii) The principal or other appropriate administrator shall review the placement of a student in a virtual expulsion program under this section at least once every 45 school days after the date the placement begins to determine if continued placement in the program is appropriate. The review must consider whether a position for the grade level in which the student is enrolled has become available in an in-person setting under Subsection (a)(1). If the principal or other appropriate administrator determines that such a position has become available, the school district shall plan for the student's transition to an in-person setting as soon as practicable. If the principal or other appropriate administrator determines that continued placement is appropriate, the principal or other appropriate administrator shall document the determination.</p> <p>(iv) A student placed in a virtual expulsion program shall be counted toward the district's average daily attendance for purposes of receipt of state funds under the Foundation School Program if the district can confirm the student's daily attendance in the virtual expulsion program.</p> <p>(v) A school district may not require a teacher who provides virtual instruction to students in a virtual expulsion program to provide virtual instruction and in-class instruction for a course during the same class period.</p> <p>(vi) A teacher may not provide instruction for a virtual expulsion program course unless the teacher has completed a professional development course on virtual instruction.</p> <p>(vii) The commissioner shall adopt rules as necessary to implement this section, including rules providing for a method of taking attendance for students placed in a virtual expulsion program and rules requiring school districts to provide basic professional development training for teachers providing instruction in a virtual expulsion program.</p> <p>Also amends Section 37.009, to add (f-1) to read as follows:</p> <p>(f-1) The board or the board's designee may order the placement of a student expelled under Section 37.007 in an alternative education program as provided by Section 37.0083.</p>
<p>Discipline: Emergency Placement <i>HB 6</i></p>	<p>Amends Section 37.019 (Emergency Placement or Expulsion) to add subsection (b-1):</p> <p>(b-1) The principal or principal's designee may order the emergency placement or expulsion of a student under this section based on a single incident of behavior by the student.</p>
<p>Discipline: Penalties for Imposition of Disciplinary Measures Prohibited <i>HB 6</i></p>	<p>Amends Chapter 37 to add new Section 37.028:</p> <p><b>Sec. 37.028. PENALTIES FOR IMPOSITION OF DISCIPLINARY MEASURES PROHIBITED.</b></p> <p>(a) The agency may not withhold any state funding or impose a penalty on a school district based on the number of students in the district that have been removed from a classroom, placed into school or out-of-school suspension, placed in a disciplinary alternative education program or a juvenile justice alternative education program, or expelled.</p> <p>(b) This section may not be construed to limit the agency from taking any action to enforce requirements under federal law related to a determination of significant disproportionality based on the race and ethnicity of students with disabilities.</p>

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**Threat Assessment Team**

**quicklook**

(This is an early summary. Gov. Abbott has until June 22nd to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)

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<p>Discipline: Threat Assessment and Safe and Supportive School Program and Team <i>HB 6</i></p>	<p>Amends subsection (d) of Section 37.115 (relating to Threat Assessment and Safe and Supportive School Program and Team) as follows:</p> <p>(d) The superintendent of the district shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a school district, provided that:</p> <ol style="list-style-type: none"> <li>(1) each district campus is assigned a team; and</li> <li>(2) in serving a particular campus, the team includes the person designated to serve as the campus behavior coordinator under Section 37.0012 for that campus.</li> </ol> <p>(d-1) Notwithstanding Subsection (d), if a student in a special education program under Subchapter A, Chapter 29, is the subject of a threat assessment under Subsection (f), the team conducting the assessment must include a person who has knowledge of student disabilities and how student disabilities manifest and may include:</p> <ol style="list-style-type: none"> <li>(1) an educational diagnostician;</li> <li>(2) a behavior specialist;</li> <li>(3) a special education teacher assigned to the student;</li> <li>(4) a licensed behavior analyst;</li> <li>(5) a licensed clinical or licensed master social worker; or</li> <li>(6) a licensed specialist in school psychology.</li> </ol>
<p>Discipline: Professional Employee Immunity <i>HB 6</i></p>	<p>Adds Section 22.05123 which provides, in subsections (b) and (c):</p> <p>(b) A professional employee of a school district may not be subject to disciplinary proceedings for:</p> <ol style="list-style-type: none"> <li>(1) the reporting of a violation of Chapter 37 to another professional employee of a school district, the agency, or a law enforcement agency; or</li> <li>(2) an action taken in good faith to remove a student from class under Section 37.002.</li> </ol> <p>(c) The immunity provided by Subsection (b) is in addition to any other immunity provided by law. This section may not be construed to interfere with any other immunity provided by law.</p>
<p>Discipline: Charter Schools <i>HB 6</i></p>	<p>Amends Section 12.111(a)(5) to allow charter schools to provide for the exclusion of a student who:</p> <ol style="list-style-type: none"> <li>(i) has engaged in conduct outlined in Section 37.006 related to placement in a DAEP or a JIAEP;</li> <li>(ii) has engaged in conduct outlined in Section 37.007 related to expulsion; or</li> <li>(iii) has been convicted of a criminal offense or has a juvenile court adjudication.</li> </ol> <p>Amends Section 12.111 by adding subsection (a-1):</p> <p>(a-1) Notwithstanding Subsection (a)(5), a charter granted under this subchapter may provide for the exclusion of a student from an open-enrollment charter school campus that includes a child-care facility based on the student's conviction for a criminal offense that would preclude the student from being admitted to a school district campus that includes a child-care facility.</p>
<p>Discipline: Summary of Changes <i>HB 6</i></p>	<p>Not later than the first day of the 025-2026 school year, the Texas Education Agency shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025.</p> <p>A school district shall provide to each student and the parent of or person standing in parental relation to the student the report prepared by TEA.</p>

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# Curriculum and Instruction

## General

### Curriculum and Instruction

2025-26 School Year

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Texas Child Health Access through Telemedicine <i>HB 6</i>	<p>Amends Subchapter F of Chapter 38 (Mental Health Resources) by adding Section 38.2545:</p> <p>Sec. 38.2545. TEXAS CHILD HEALTH ACCESS THROUGH TELEMEDICINE.</p> <p>(a) In this section:</p> <p>(1) "Consortium" means the Texas Child Mental Health Care Consortium established under Chapter 113, Health and Safety Code.</p> <p>(2) "Program" means the Texas Child Health Access through Telemedicine program operated by the consortium.</p> <p>(b) If the consortium makes available mental health services to a school district through the program, the district may offer to each student enrolled in the district access to those mental health services.</p> <p>(c) A school district may not:</p> <p>(1) refer to the program a student who is younger than 18 years of age unless the district obtains consent from the parent or legal guardian of the student;</p> <p>(2) require a student to participate in any service provided under Subsection (b); or</p> <p>(3) allow a student who is younger than 18 years of age to participate in any component of the program that involves mental health education or screening unless the program has obtained signed written consent from the student's parent or legal guardian.</p> <p>(d) The program must obtain written consent from the parent or legal guardian of a student as required by Section 113.0152, Health and Safety Code, before providing to the student a mental health service under this section.</p> <p>(e) The Texas Child Health Access through Telemedicine program is not considered a "school official with a legitimate educational interest" for purposes of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). A school district may not share records relating to a student with the program unless the district obtains written consent from the student, or the parent or legal guardian of the student, if the student is younger than 18 years of age.</p> <p>(f) The program shall maintain, provide to each school district at which the program is available, and post quarterly on the consortium's Internet website:</p> <p>(1) a list of health providers to which the program refers participants; and</p> <p>(2) the process used by the program in vetting providers described by Subdivision (1).</p> <p>Also amends Section 113.0251 of the Health and Safety Code to require that the biennial report prepared by the consortium include the following information:</p> <p>(1) during the preceding two years, the percentage of participants in the Texas Child Health Access through Telemedicine program operated by the consortium:</p> <p>(A) who were prescribed a psychotropic drug by the consortium;</p> <p>(B) who were referred to a health provider for further mental health services;</p> <p>(C) who completed program treatment goals; and</p> <p>(D) who were provided information on consortium research programs on the participant's discharge from the program;</p> <p>(4) during the preceding two years, the percentage of potential participants:</p> <p>(A) for whom a parent or legal guardian declined to give informed consent to participate in the program; and</p> <p>(B) who were referred to but not enrolled in the program because the potential participant needed more emergent care;</p>



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Topic   Bill	Summary
Applied Science Pathway Program HB 20	<p>Amends Subchapter 2 of Chapter 29 (Miscellaneous Programs) by adding Section 29.914:</p> <p><b>Sec. 29.914. APPLIED SCIENCES PATHWAY PROGRAM.</b></p> <p>(a) In this section:</p> <p>(1) "Certificate program" and "institution of higher education" have the meanings assigned by Section 61.003.</p> <p>(2) "Program" means the Applied Sciences Pathway program established under this section.</p> <p>(b) The commissioner shall establish and administer the Applied Sciences Pathway program to provide opportunities for students to concurrently earn high school diplomas and certificates from institutions of higher education.</p> <p>(c) The commissioner shall approve for participation in the program partnerships between school districts or open-enrollment charter schools and institutions of higher education to provide courses in a non-duplicative sequence of progressive achievement that lead to:</p> <p>(1) a high school diploma; and</p> <p>(2) completion of a certificate program with a successful job placement rate in high-wage, high-growth jobs in one of the following industries: (A) plumbing and pipe fitting; (B) electrical; (C) welding; (D) sheet metal; (E) carpentry; (F) masonry; (G) diesel and heavy equipment; (H) aviation maintenance; (I) heating, ventilation, and air conditioning; (J) construction management and inspection; (K) mechanical and aerospace engineering; (L) industrial maintenance and processes; (M) robotics and automation; (N) information technology and cybersecurity; (O) oil and gas exploration and production; (P) refining and chemical processes; (Q) transportation distribution and logistics; (R) manufacturing and industrial technology; (S) electronics technology; or (T) automotive technology.</p> <p>(c-1) Beginning with the 2027-2028 school year, the commissioner may revise the industries approved for purposes of Subsection (c)(2) once every five years to reflect current labor market trends.</p> <p>(d) A partnership participating in the program must:</p> <p>(1) enable the school district or open-enrollment charter school to provide at least one course of study described by Subsection (c) through a partnership with an institution of higher education under the program;</p> <p>(2) provide for a course of study described by Subsection (c) that enables a participating student in grade level 11 or 12 to concurrently:</p> <p>(A) enroll in a certificate program described by Subsection (c)(2) at the partnering institution of higher education under which the student may receive instruction from an instructor employed by the institution and any appropriate work-based learning opportunities from the institution and earn: (i) a level one or level two certificate, as defined by the Texas Higher Education Coordinating Board; or (ii) a credential recognized as a credential of value by Texas Higher Education Coordinating Board rule and approved by the commissioner for purposes of the program; and</p> <p>(B) satisfy high school graduation requirements and receive a high school diploma;</p> <p>(3) require the partnering school district or open-enrollment charter school to permit all district or school students in grade level 11 or 12 to enroll in a course of study provided under Subdivision (2);</p> <p>(4) be governed by an institutional agreement between the partnering school district or open-enrollment charter school and institution of higher education that meets the requirements for a dual credit partnership adopted by Texas Higher Education Coordinating Board rule; and</p> <p>(5) meet any other requirements established by commissioner rule.</p> <p>(e) Except as provided by Subsection (e-1), the commissioner may approve the substitution of a credit in a subject area required for high school graduation under Section 28.025 with a credit in a career and technology education course provided by an institution of higher education under the program that substantially covers the essential knowledge and skills of the course for which it is substituted. This subsection may not be construed to limit the number of substituted credits a student may earn while participating in the program.</p> <p>(e-1) Before a student may earn substituted credit under Subsection (e) for a secondary-level course in a subject described by Section 28.025(b-1)(1), (2), (3), or (4), the student must perform satisfactorily on each end-of-course assessment instrument required for courses in the corresponding subject that precede the course for which the student seeks substituted credit in the district's prescribed course sequence.</p> <p>(f) A career and technology education course authorized as a substitute credit under Subsection (e) may not count:</p> <p>(1) for more than one credit toward the student's high school graduation requirements; or</p> <p>(2) as a credit for more than one subject area.</p> <p>(g) Time that a student spends participating in the program is counted as part of the minimum number of instructional hours required for a student to be considered a full-time student in average daily attendance for purposes of Section 48.005.</p> <p>(h) This section may not be construed to:</p> <p>(1) prevent a student's participation in career and technology education or dual credit courses before the student begins participating in the program; or</p> <p>(2) authorize the commissioner to require approval by the commissioner for partnerships between school districts or open-enrollment charter schools and institutions of higher education for purposes other than the program, including partnerships to provide dual credit courses.</p> <p>(i) The commissioner shall adopt rules as necessary to administer the program.</p> <p>(j) This section expires September 1, 2031.</p>
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Topic   Bill	Summary
Student Eligibility: Foundation School Program HB 120	<p>Amends Section 48.003 (Student Eligibility) by amending subsection (a):</p> <p>(a) A student is entitled to the benefits of the Foundation School Program if, on September 1 of the school year, the student:</p> <p>(1) is 5 years of age or older and under 21 years of age and:</p> <p>(A) has not graduated from high school; or</p> <p>(B) has graduated from high school but is:</p> <p>(i) enrolled in a school district at a campus designated as a P-TECH school under Section 29.556 or in a school district participating in a partnership under Section 29.912; and</p> <p>(ii) completing a course of study offered through an articulation agreement or memorandum of understanding with an institution of higher education, as defined by Section 61.003, and the district described by Subparagraph (i), as applicable, under the Pathways in Technology Early College High School (P-TECH) program under Subchapter N, Chapter 29, and the Rural Pathway Excellence Partnership (R-PEP) program under Section 29.912, regardless of whether the student is enrolled in the district providing the course of study;</p> <p>—</p> <p>Amends Subchapter A of Chapter 48 (Foundation School Program) by adding:</p> <p><b>Sec. 48.0035. USE OF FUNDING FOR CERTAIN PURPOSES.</b> A school district may use funding to which the district is entitled under this chapter to:</p> <p>(1) provide district graduates, during the first two years after high school graduation, advising support toward the successful completion of a certificate or degree program at a public institution of higher education or a postsecondary vocational training program; and</p> <p>(2) educate a student who has graduated from high school but is enrolled in the district in a program through which the student may earn dual credit, including the Pathways in Technology Early College High School (P-TECH) program under Subchapter N, Chapter 29, and the Rural Pathway Excellence Partnership (R-PEP) program under Section 29.912.</p>
Reimbursement for Certification Examinations HB 120	<p>Amends Section 48.155 by changing the title to:</p> <p><b>Sec. 48.155. COLLEGE PREPARATION AND CAREER READINESS ASSESSMENT REIMBURSEMENT.</b></p> <p>Amends Section 48.156 to read:</p> <p><b>Sec. 48.156. CERTIFICATION EXAMINATION REIMBURSEMENT.</b></p> <p>(a) A school district is entitled to reimbursement for the amount of a subsidy paid by the district for not more than two certification examinations per student under Section 29.190(a), including costs paid for associated fingerprinting or criminal history record information review, as provided by Section 29.190(c).</p> <p>(b) Notwithstanding Subsection (a), the total amount that may be used for reimbursement under that subsection for a school year may not exceed \$20 million, of which not more than \$500,000 may be used to reimburse the costs of fingerprinting or criminal history record information review. If the total amount to which school districts are entitled under Subsection (a) exceeds the amount permitted under this subsection, the commissioner shall proportionately reduce each school district's entitlement under this section.</p>
Excused Absences from Public School for Students with Severe or Life-Threatening Illnesses HB 367	<p>Amends Section 25.087 (Excused Absences) by amending Subsection (b) and adding Subsection (g) to read as follows:</p> <p>(b) A school district shall excuse a student from attending school for: —</p> <p>(3) an absence resulting from a serious or life-threatening illness or related treatment that makes the student's attendance infeasible, if the student or the student's parent or guardian provides on a form adopted by the district under Subsection (g) a certification from a physician licensed to practice medicine in this state specifying the following information, as determined by the physician:</p> <p>(A) the student's illness;</p> <p>(B) a statement that the illness is serious or life-threatening;</p> <p>(C) the anticipated period of the student's absence relating to the illness or related treatment; and</p> <p>(D) a statement that the illness makes the student's attendance infeasible during the anticipated period of absence described by Paragraph (C).</p> <p>(f) For purposes of excusing a student with a serious or life-threatening illness from attending school under Subsection (b)(3), a school district:</p> <p>(1) shall adopt a form to provide the certification described by that subsection; and</p> <p>(2) may not require the student or the student's parent or guardian to provide more documentation or information than is required by the form adopted under Subdivision (1).</p> <p>As soon as practicable after the effective date of this Act, each school district shall adopt the form required by Section 25.087(g).</p>
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Use of funds  
for certain  
graduates

Reimbursement

Severe or Life  
Threatening  
Illness

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Topic   Bill	Summary
<div> <div>Texas Commission on Teacher Job Satisfaction and Retention</div> <div>HB 2243</div> </div>	<p>Amends Chapter 21 (Educators) by adding SUBCHAPTER P. TEXAS COMMISSION ON TEACHER JOB SATISFACTION AND RETENTION</p> <p>Sec. 21.751. DEFINITION. In this subchapter, "commission" means the Texas Commission on Teacher Job Satisfaction and Retention.</p> <p>Sec. 21.752. TEXAS COMMISSION ON TEACHER JOB SATISFACTION AND RETENTION.</p> <p>(a) The Texas Commission on Teacher Job Satisfaction and Retention is established to develop and make recommendations for improving teacher job satisfaction and retention.</p> <p>(b) The commission is composed of 13 members, consisting of the following:</p> <ul style="list-style-type: none"> <li>(1) five members appointed by the governor;</li> <li>(2) four members appointed by the lieutenant governor; and</li> <li>(3) four members appointed by the speaker of the house of representatives.</li> </ul> <p>(c) The members appointed by the governor must include at least three people who are current or former classroom teachers with at least 10 years of teaching experience.</p> <p>(d) The appointments made by the lieutenant governor and the speaker of the house of representatives must each consist of:</p> <ul style="list-style-type: none"> <li>(1) three members of the applicable legislative chamber; and</li> <li>(2) an administrator in the public school system or an elected member of the board of trustees of a school district.</li> </ul> <p>(e) In making appointments under Subsections (b)(1), (2), and (3), the governor, lieutenant governor, and speaker of the house of representatives shall coordinate to ensure that the membership of the commission reflects, to the extent possible, the geographic diversity of this state.</p> <p>Sec. 21.753. PRESIDING OFFICER. The governor shall designate a member of the commission to serve as presiding officer of the commission.</p> <p>Sec. 21.754. COMPENSATION AND REIMBURSEMENT. A member of the commission is not entitled to compensation for service on the commission but is entitled to reimbursement for actual and necessary expenses incurred in performing commission duties.</p> <p>Sec. 21.755. COMMISSION PERSONNEL. The commission may hire employees and hire or contract with legal counsel as necessary to carry out the purposes of this subchapter.</p> <p>Sec. 21.756. ADMINISTRATIVE SUPPORT AND FUNDING.</p> <p>(a) Staff members of the agency shall provide administrative support for the commission.</p> <p>(b) If the agency employs a staff member whose sole duty is to provide administrative support for the commission under this section, the agency shall consult with the presiding officer or the presiding officer's designee in the hiring or selection of the staff member.</p> <p>(c) Funding for the administrative, staffing, legal, and operational expenses of the commission shall be provided by appropriation to the agency for that purpose.</p> <p>Sec. 21.757. PROCUREMENT.</p> <p>(a) The agency may procure goods and services to support the commission's work, including research and consulting services.</p> <p>(b) The competitive bidding contract procedures established by Chapters 2155, 2156, 2157, and 2158, Government Code, and the requirements of Chapter 2254, Government Code, do not apply to a contract awarded by the agency to implement this subchapter.</p> <p>(c) For the purposes of procurement under Subsection (a), the agency shall enter into a contract only if the contract is approved by a majority vote of the commission's members.</p> <p>Sec. 21.758. RECOMMENDATIONS.</p> <p>(a) The commission shall develop recommendations under this subchapter to improve student outcomes by addressing issues related to teacher job satisfaction and retention, including:</p> <ul style="list-style-type: none"> <li>(1) methods to reduce the paperwork and other administrative burdens placed on teachers, including by evaluating the effectiveness of Section 7.060 and other laws in reducing paperwork for teachers;</li> <li>(2) the impact of requirements in this code and commissioner rules on administrative staffing levels in public schools;</li> <li>(3) methods to lessen administrative burdens in public schools to focus more resources on supporting teachers;</li> <li>(4) the impact of state and federal law relating to student discipline on teacher job satisfaction and effectiveness;</li> <li>(5) the impact of compliance with federal education law on teacher job satisfaction and retention, including the impact on teachers, public school students, and public primary and secondary education programs in this state if this state were to decline federal education funding; and</li> <li>(6) the impact of an administrator's competency in effectively discharging the administrator's duties on teacher job satisfaction and effectiveness.</li> </ul> <p>(b) The commission may establish one or more working groups composed of not more than five members of the commission to study, discuss, and address specific policy issues and recommendations to refer to the commission for consideration.</p> <p>Sec. 21.759. REPORT. Not later than December 31, 2026, the commission shall prepare and deliver a report to the governor and the legislature that recommends statutory changes to improve teacher job satisfaction and retention.</p> <p>Sec. 21.760. PUBLIC MEETINGS AND PUBLIC INFORMATION.</p> <p>(a) The commission may hold public meetings as needed to fulfill its duties under this subchapter.</p> <p>(b) Commission meetings are not subject to Chapter 551, Government Code, (a)AThe commission is a governmental body for the purposes of Chapter 552, Government Code.</p> <p>Sec. 21.761. COMMISSION ABOLISHED; EXPIRATION. The commission is abolished and this subchapter expires September 1, 2027.</p>
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Topic   Bill	Summary
<div> <div>Period of Prayer and Reading of the Bible or other Religious Text</div> <div>SB 58</div> </div>	<p>Amends Subchapter C of Chapter 25 (Operation of Schools and School Attendance) by adding Section 25.0823 to read as follows:</p> <p>Sec. 25.0823. PERIOD OF PRAYER AND READING OF BIBLE OR OTHER RELIGIOUS TEXT.</p> <p>(a) The board of trustees of a school district or the governing body of an open-enrollment charter school that is not operated by or affiliated with a religious organization may by record vote on a resolution described by Subsection (a-1) adopt a policy requiring every campus of the district or school to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text on each school day in accordance with this section.</p> <p>(a-1) A resolution to adopt a policy under Subsection (a) must read as follows:</p> <p>"The (insert name of school district or open-enrollment charter school) shall adopt a policy requiring every campus of (insert name of district or school) to provide a period of prayer and reading of the Bible or other religious text as provided by Section 25.0823, Education Code."</p> <p>(b) A policy adopted under Subsection (a) must:</p> <ul style="list-style-type: none"> <li>(1) prohibit a student or employee of the school district or open-enrollment charter school from being permitted to participate in the period of prayer and reading of the Bible or other religious text unless the employee or parent or guardian of the student submits to the district or school a signed consent form that includes:             <ul style="list-style-type: none"> <li>(A) an acknowledgment that the student or employee has a choice as to whether to participate in the period of prayer and reading of the Bible or other religious text;</li> <li>(B) a statement that the person has no objection to the student's or employee's participation in or hearing of the prayers or readings offered during the period; and</li> <li>(C) an express waiver of the person's right to bring a claim under state or federal law arising out of the adoption of a policy under this section, including a claim under the Establishment Clause of the First Amendment to the United States Constitution or a related state or federal law, releasing the district or school and district or school employees from liability for those claims brought in state or federal court;</li> </ul> </li> <li>(2) prohibit the provision of a prayer or reading of the Bible or other religious text over a public address system; and</li> <li>(3) specify that a period of prayer or reading of the Bible or other religious text may not be a substitute for instructional time.</li> </ul> <p>(c) An employee or parent or guardian of a student may revoke the person's consent provided under Subsection (b)(1) by informing the appropriate school administrator, as determined by the school district or open-enrollment charter school, an employee or student for whom consent has been revoked under this subsection:</p> <ul style="list-style-type: none"> <li>(1) may not participate in the period of prayer and reading of the Bible or other religious text until the employee or parent or guardian of the student submits to the district or school a new consent form under Subsection (b)(1); and</li> <li>(2) remains bound by the waiver described by Subsection (b)(1)(C).</li> </ul> <p>(d) A policy adopted under Subsection (a):</p> <ul style="list-style-type: none"> <li>(1) must include provisions ensuring a prayer or reading of the Bible or other religious text is not provided in the physical presence of, within the hearing of, or in another manner which would constitute an injury in fact within the meaning of the United States or Texas Constitution on a person for whom a signed consent form has not been submitted under Subsection (b)(1) or has been revoked under Subsection (c); and</li> <li>(2) in order to comply with this subsection, may require that the period of prayer and reading of the Bible or other religious text be provided:             <ul style="list-style-type: none"> <li>(A) before normal school hours;</li> <li>(B) only in classrooms or other areas in which a consent form under Subsection (b)(1) has been submitted for every employee and student, which may include an entire school district or open-enrollment charter school campus if a consent form has been submitted for each employee and student at the campus; or</li> <li>(C) by any other method recommended by the attorney general or legal counsel for the district or school.</li> </ul> </li> </ul> <p>(e) The attorney general, on request from the board of trustees of a school district or the governing body of an open-enrollment charter school, shall:</p> <ul style="list-style-type: none"> <li>(1) provide advice on best methods for a district or school to comply with the requirements of this section;</li> <li>(2) provide a model consent form that may be used for purposes of providing consent under Subsection (b)(1); and</li> <li>(3) defend the district or school in a cause of action arising out of the adoption of a policy under Subsection (a).</li> </ul> <p>(f) If the attorney general defends a school district or open-enrollment charter school under Subsection (a)(3), the state is liable for the expenses, costs, judgments, or settlements of the claims arising out of the representation. The attorney general may settle or compromise any and all claims under this subsection. The state may not be liable for any expenses, costs, judgments, or settlements of any claims arising out of the adoption of a policy under Subsection (a) against a district or school not being represented by the attorney general.</p> <p>(g) Regardless of whether the board of trustees of a school district or the governing body of an open-enrollment charter school adopts a policy under Subsection (a), this section does not prohibit a student or employee of the district or school from participating in prayer or reading of the Bible or other religious text during a period of the school day that is not designated as a period of prayer and reading of the Bible or other religious text.</p> <p>Not later than six months after the effective date of this Act, each board of trustees of a school district and each governing body of an open-enrollment charter school shall take a record vote on whether to adopt a resolution described by Section 25.0823(a-1), Education Code, as added by this Act.</p>
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Only for students and employees who have signed a consent

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Topic   Bill	Summary
Parental Fundamental Rights <i>SB 12</i>	<p>Amends Chapter 1 (General Provisions) by adding Section 1.009 to read as follows:</p> <p>Sec. 1.009. INFRINGEMENT OF PARENTAL RIGHTS PROHIBITED. The fundamental rights granted to parents by their Creator and upheld by the United States Constitution, the Texas Constitution, and the laws of this state, including the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the parent's child under Section 151.001, Family Code, may not be infringed on by any public elementary or secondary school or state governmental entity, including the state or a political subdivision of the state, unless the infringement is:</p> <ol style="list-style-type: none"> <li>(1) necessary to further a compelling state interest, such as providing life-saving care to a child; and</li> <li>(2) narrowly tailored using the least restrictive means to achieve that compelling state interest.</li> </ol>
Parent Rights <i>SB 12</i>	<p>Amends Section 26.001 (Parent Rights and Responsibilities - Purpose) by amending Subsections (a), (c), (d), and (e) and adding Subsection (c-1) to read as follows:</p> <ol style="list-style-type: none"> <li>(a) As provided under Section 151.001, Family Code, a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from this state, any political subdivision of this state, a school district or open-enrollment charter school, or any other governmental entity.</li> <li>(c) Unless otherwise provided by law, a board of trustees, administrator, educator, or other person shall comply with Section 1.009 and may not limit parental rights or withhold information from a parent regarding the parent's child.</li> <li>(c-1) A school district may not be considered to have withheld information from a parent regarding the parent's child if the district's actions are in accordance with other law, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).</li> <li>(d) Each board of trustees shall: <ol style="list-style-type: none"> <li>(1) provide for procedures to consider complaints that a parent's right has been denied;</li> <li>(2) develop a plan for parental participation in the district to improve parent and teacher cooperation, including in the areas of homework, school attendance, and discipline;</li> <li>(3) cooperate in the establishment of ongoing operations of at least one parent-teacher organization at each school in the district to promote parental involvement in school activities; and</li> <li>(4) provide to a parent of a child on the child's enrollment in the district for the first time and to the parent of each child enrolled in the district at the beginning of each school year information about parental rights and options, including the right to withhold consent for or exempt the parent's child from certain activities and instruction, that addresses the parent's rights and options concerning: <ol style="list-style-type: none"> <li>(A) the child's course of study and supplemental services;</li> <li>(B) instructional materials and library materials;</li> <li>(C) health education instruction under Section 28.004;</li> <li>(D) instruction regarding sexual orientation and gender identity under Section 28.0043;</li> <li>(E) school options, including virtual and remote schooling options;</li> <li>(F) immunizations under Section 38.001;</li> <li>(G) gifted and talented programs;</li> <li>(H) promotion, retention, and graduation policies;</li> <li>(I) grade, class rank, and attendance information;</li> <li>(J) state standards and requirements;</li> <li>(K) data collection practices;</li> <li>(L) health care services, including notice and consent under Section 26.0083(g);</li> <li>(M) the grievance procedure under Section 26.011; and</li> <li>(N) special education and bilingual education and special language programs.</li> </ol> </li> </ol> </li> <li>(e) The agency shall develop a form for use by school districts in providing information about parental rights and options under Subsection (d)(4). Each school district shall post the form in a prominent location on the district's Internet website.</li> </ol> <p>Amends Chapter 26 (Parent Rights and Responsibilities) by amending Section 26.0025 to read as follows:</p> <p>Sec. 26.0025. RIGHT TO SELECT EDUCATIONAL SETTING. A parent is entitled to choose the educational setting for the parent's child, including public school, private school, or home school.</p> <p>Amends Section 26.004(b) (Access to Student Records) to specify that:</p> <ol style="list-style-type: none"> <li>(b) A parent is entitled to access to all written records of a school district concerning the parent's child, including: ... <ol style="list-style-type: none"> <li>(1) medical records in accordance with Section 38.0095, including health and immunization information; ...</li> <li>(2) records relating to library materials checked out by the child from a school library.</li> </ol> </li> </ol>
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Topic   Bill	Summary
Parent Rights <i>SB 204</i>	<p>Amends Section 11.159 (Member Training and Orientation) by adding Subsection (b-2):</p> <ol style="list-style-type: none"> <li>(b-2) The State Board of Education shall require a trustee to complete training on the rights of a parent regarding the education of the parent's child. The state board, with assistance from the agency, shall develop the curriculum and materials for the training.</li> </ol> <p>Also amends Chapter 26 (Parental Rights and Responsibilities) by adding Section 26.0025:</p> <p>Sec. 26.0025. PARENTAL RIGHTS HANDBOOK.</p> <ol style="list-style-type: none"> <li>(a) The agency shall create and maintain a handbook that explains all rights of a parent regarding the education of the parent's child, including a student's rights that the parent may enforce on the student's behalf.</li> <li>(b) The handbook must be: <ol style="list-style-type: none"> <li>(1) written in plain language;</li> <li>(2) updated on an annual basis to reflect any relevant changes in applicable law or agency guidance; and</li> <li>(3) made publicly available in a searchable format on the agency's Internet website.</li> </ol> </li> </ol>
Parent Rights: Teaching Materials, Instructional Plan and Parent Engagement Policy <i>SB 12</i>	<p>Amends Section 26.006 (Access to Teaching Materials) by adding Subsection (g) to read as follows:</p> <ol style="list-style-type: none"> <li>(g) Each school district and open-enrollment charter school shall post on the home page of the district's or school's Internet website a notice stating that a parent of a student enrolled in the district or school is entitled to review the materials described by Subsection (a)(1) and may request that the district or school make the materials available for review as provided by this section.</li> </ol> <p>Amends Chapter 26 (Parental Rights and Responsibilities) by adding Sections 26.0062 and 26.0071 to read as follows:</p> <p>Sec. 26.0062. REQUIRED DISCLOSURE REGARDING INSTRUCTIONAL PLAN.</p> <ol style="list-style-type: none"> <li>(a) Each school district shall adopt a policy to make available on the district's Internet website at the beginning of each semester an instructional plan or course syllabus for each class offered in the district for that semester.</li> <li>(b) The policy adopted under Subsection (a) must: <ol style="list-style-type: none"> <li>(1) require each teacher to provide before the beginning of each semester a copy of the teacher's instructional plan or course syllabus for each class for which the teacher provides instruction to: <ol style="list-style-type: none"> <li>(A) district administration; and</li> <li>(B) the parent of each student enrolled in the class; and</li> </ol> </li> <li>(2) provide for additional copies of an instructional plan or course syllabus to be made available to a parent of a student enrolled in the class on the parent's request.</li> </ol> </li> </ol> <p>Sec. 26.0071. PARENTAL ENGAGEMENT POLICY. Each board of trustees of a school district shall develop a parental engagement policy that:</p> <ol style="list-style-type: none"> <li>(1) provides for an Internet portal through which parents of students enrolled in the district may submit comments to campus or district administrators and the board;</li> <li>(2) requires the board to prioritize public comments by presenting those comments at the beginning of each board meeting; and</li> <li>(3) requires board meetings to be held outside of typical work hours.</li> </ol>
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## Curriculum and Instruction

2025-26 School Year

Topic   Bill	Summary
Parent Right to Information <i>SB 12</i>	<p>Amends Chapter 26 (Parental Rights and Responsibilities) by amending Section 26.008 and adding Section 26.0083 to read as follows:</p> <p><b>Sec. 26.008. RIGHT TO FULL INFORMATION CONCERNING STUDENT.</b></p> <p>(a) Except as provided by Section 38.004, a parent is entitled to:</p> <ol style="list-style-type: none"> <li>(1) full information regarding the school activities of a parent's child; and</li> <li>(2) notification not later than one school business day after the date a school district employee first suspects that a criminal offense has been committed against the parent's child</li> </ol> <p>(b) An attempt by any school district employee to encourage or coerce a child to withhold information from the child's parent is grounds for discipline under Section 21.104, 21.156, or 21.211, as applicable, or by the State Board for Educator Certification, if applicable.</p> <p><b>Sec. 26.0083. RIGHT TO INFORMATION REGARDING MENTAL, EMOTIONAL, AND PHYSICAL HEALTH AND HEALTH-RELATED SERVICES.</b></p> <p>(a) The agency shall adopt a procedure for school districts to notify the parent of a student enrolled in the district regarding any change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being.</p> <p>(b) A procedure adopted under Subsection (a) must reinforce the fundamental right of a parent to make decisions regarding the upbringing and control of the parent's child by requiring school district personnel to:</p> <ol style="list-style-type: none"> <li>(1) encourage a student to discuss issues relating to the student's well-being with the student's parent; or</li> <li>(2) facilitate a discussion described under Subdivision (1).</li> </ol> <p>(c) A school district may not adopt a procedure that:</p> <ol style="list-style-type: none"> <li>(1) prohibits a district employee from notifying the parent of a student regarding: <ol style="list-style-type: none"> <li>(A) information about the student's mental, emotional, or physical health or well-being; or</li> <li>(B) a change in services provided to or monitoring of the student related to the student's mental, emotional, or physical health or well-being;</li> </ol> </li> <li>(2) encourages or has the effect of encouraging a student to withhold from the student's parent information described by Subdivision (1)(A); or</li> <li>(3) prevents a parent from accessing education or health records concerning the parent's child.</li> </ol> <p>(d) Subsections (a) and (c) do not require the disclosure of information to a parent if a reasonably prudent person would believe the disclosure is likely to result in the student suffering abuse or neglect, as those terms are defined by Section 261.003, Family Code.</p> <p>(e) A school district employee may not discourage or prohibit parental knowledge of or involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.</p> <p>(f) Any student support services training developed or provided by a school district to district employees must comply with any student services guidelines, standards, and frameworks established by the State Board of Education and the agency.</p> <p>(g) Before the first instructional day of each school year, a school district shall provide to the parent of each student enrolled in the district written notice of each health-related service offered at the district campus the student attends. The notice must include a statement of the parent's right to withhold consent for or decline a health-related service. A parent's consent to a health-related service does not waive a requirement of Subsection (a), (c), or (e).</p> <p>(h) Before administering a student well-being questionnaire or health screening form to a student enrolled in prekindergarten through 12th grade, a school district must provide a copy of the questionnaire or form to the student's parent and obtain the parent's consent to administer the questionnaire or form in the manner provided by Section 26.009(a-2).</p> <p>(i) This section may not be construed to:</p> <ol style="list-style-type: none"> <li>(1) limit or alter the requirements of Section 38.004 of this code or Chapter 261, Family Code; or</li> <li>(2) limit a school district employee's ability to inquire about a student's daily well-being without parental consent.</li> </ol> <p>(j) <b>Added:</b> Not later than June 30, 2026, the agency, the State Board of Education, and the State Board for Educator Certification, as appropriate, shall review and revise as necessary the following to ensure compliance with this section:</p> <ol style="list-style-type: none"> <li>(1) school counseling frameworks and standards;</li> <li>(2) educator practices and professional conduct principles; and</li> <li>(3) any other student services personnel guidelines, standards, or frameworks.</li> </ol> <p>(k) Subsection (j) and this subsection expire September 1, 2027.</p>

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Topic   Bill	Summary
Parent Consent <i>SB 12</i>	<p>Amends Section 26.009 to read as follows:</p> <p><b>Sec. 26.009. CONSENT REQUIRED FOR CERTAIN ACTIVITIES.</b></p> <p>(a) An employee or contractor of a school district must obtain the written consent of a child's parent in the manner required by Subsection (a-2) before the employee or contractor may:</p> <ol style="list-style-type: none"> <li>(1) conduct a psychological or psychiatric examination or test; or psychological or psychiatric treatment, unless the examination, test, or treatment is required under Section 38.004 or state or federal law regarding requirements for special education;</li> <li>(2) subject to Subsection (b), make or authorize the making of a videotape of a child or record or authorize the recording of a child's voice;</li> <li>(3) unless authorized by other law: <ol style="list-style-type: none"> <li>(A) disclose a child's health or medical information to any person other than the child's parent; or</li> <li>(B) collect, use, store, or disclose to any person other than the child's parent a child's biometric identifiers; or</li> </ol> </li> <li>(4) subject to Subsection (a-3), provide health care services or medication or conduct a medical procedure.</li> </ol> <p>(a-1) For purposes of Subsection (a):</p> <ol style="list-style-type: none"> <li>(1) "Biometric identifier" means a blood sample, hair sample, skin sample, DNA sample, body scan, retina or iris scan, fingerprint, voiceprint, or record of hand or face geometry.</li> <li>(2) "Psychological or psychiatric examination or test" means a method designed to elicit information regarding an attitude, habit, trait, opinion, belief, feeling, or mental disorder or a condition thought to lead to a mental disorder, regardless of the manner in which the method is presented or characterized, including a method that is presented or characterized as a survey, check-in, or screening or is embedded in an academic lesson.</li> <li>(3) "Psychological or psychiatric treatment" means the planned, systematic use of a method or technique that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.</li> </ol> <p>(a-2) Written consent for a parent's child to participate in a district activity described by Subsection (a) must be signed by the parent and returned to the district. A child may not participate in the activity unless the district receives the parent's signed written consent to that activity.</p> <p>(a-3) For the purpose of obtaining written consent for actions described by Subsection (a)(4) that are determined by a school district to be routine care provided by a person who is authorized by the district to provide physical or mental health-related services, the district may obtain consent at the beginning of the school year or at the time of the child's enrollment in the district. Unless otherwise provided by a child's parent, written consent obtained in accordance with this subsection is effective until the end of the school year in which the consent was obtained.</p> <p>(b) An employee or contractor of a school district is not required to obtain the consent of a child's parent before the employee or contractor may make a videotape of a child or authorize the recording of a child's voice if the videotape or voice recording is to be used only for:</p> <ol style="list-style-type: none"> <li>(1) purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses;</li> <li>(2) a purpose related to a co-curricular or extracurricular activity;</li> <li>(3) a purpose related to regular classroom instruction;</li> <li>(4) media coverage of the school; or</li> <li>(5) a purpose related to the promotion of student safety under Section 29.022</li> </ol> <p>(c) Before the first instructional day of each school year, a school district shall provide to the parent of each student enrolled in the district written notice of any actions the district may take involving the authorized collection, use, or storage of information as described by Subsection (a)(3). The notice must:</p> <ol style="list-style-type: none"> <li>(1) include a plain language explanation for the district's collection, use, or storage of the child's information and the district's legal authority to engage in that collection, use, or storage; and</li> <li>(2) be signed by the parent and returned to the district.</li> </ol> <p>(d) A school district shall take disciplinary action against an employee responsible for allowing a child to participate in an activity described by Subsection (a)(4) if the district did not obtain a parent's consent for the child's participation in that activity.</p> <p>(e) A school district shall retain the written informed consent of a child's parent obtained under this section as part of the child's education records.</p> <p>(f) Nothing in this section may be construed to:</p> <ol style="list-style-type: none"> <li>(1) require an employee or contractor of a school district to obtain the written consent of a child's parent before verbally asking the child about the child's general well-being; or</li> <li>(2) affect the duty to report child abuse or neglect under Chapter 261, Family Code, or an investigation of a report of abuse or neglect under that chapter.</li> </ol>

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A new grievance policy – for parents

Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
<b>Parent Grievances (Part 2)</b> <b>SB 12</b>	<p><b>Sec. 26A.001. GRIEVANCE POLICY.</b></p> <p>(a) The board of trustees of a school district shall adopt a grievance policy to address grievances received by the district.</p> <p>(b) The policy must provide for the following levels of review, subject to Subsection (c):</p> <p>(1) review by:</p> <p>(A) the principal of the school district campus at which the grievance is filed or the principal's designee; or</p> <p>(B) for a grievance that arises from subject matter unrelated to a campus, an administrator at the school district's central office;</p> <p>(2) if established by the policy, an appeal to an administrator at the school district's central office;</p> <p>(3) an appeal to the superintendent of the school district or the superintendent's designee; and</p> <p>(4) an appeal to the board of trustees of the school district.</p> <p>(c) A review or appeal on a grievance must be conducted by a person with the authority to address the grievance unless a preliminary hearing is necessary to develop a record or a recommendation for the board of trustees of the school district.</p> <p>(d) The board of trustees of a school district may delegate the authority to hear and decide a grievance to a committee of at least three members composed only of members of the board of trustees. For purposes of an appeal to the commissioner under Section 7.057, a decision by the committee is a decision of the board of trustees. Subsection (e) applies to the committee in the same manner as that subsection applies to the board of trustees.</p> <p>(e) The policy must:</p> <p>(1) prohibit the board of trustees of the school district or a district employee from retaliating against a student or parent of or person standing in parental relation to a student who files a grievance in accordance with the policy;</p> <p>(2) require a person involved in reviewing a grievance under the policy to recuse himself or herself from reviewing the grievance if the person is the subject of the grievance;</p> <p>(3) provide for a higher level of review under Subsection (b) if the person who would otherwise review the grievance is required to recuse himself or herself under Subdivision (2);</p> <p>(4) provide for the creation and retention of a record of each hearing on the grievance, including:</p> <p>(A) documents submitted by the person who filed the grievance or determined relevant by school district personnel; and</p> <p>(B) a written record of the decision, including an explanation of the basis for the decision and an indication of each document that supports the decision;</p> <p>(5) allow the person who filed the grievance to supplement the record with additional documents or add additional claims;</p> <p>(6) allow for a member of the board of trustees of the school district to file a grievance with the district, but prohibit the member from voting on matters related to that grievance;</p> <p>(7) allow for a remand to a lower level of review under Subsection (b) to develop a record at any time, including at the board of trustees level of review;</p> <p>(8) require the school district to direct a grievance that is filed with the incorrect administrator to the appropriate administrator and consider the grievance filed on the date on which the grievance was initially filed;</p> <p>(9) require the school district to issue a decision on the merits of the concern raised in the grievance, notwithstanding procedural errors or the type of relief requested;</p> <p>(10) unless otherwise required by law, allow for a hearing or meeting at which the grievance will be discussed to be open or closed at the request of the person who filed the grievance; and</p> <p>(11) for a grievance before the board of trustees of the school district, require that:</p> <p>(A) the person who filed the grievance be provided at least five business days before the date on which the meeting to discuss the grievance will be held a description of any information the board of trustees intends to rely on that is not contained in the record; and</p> <p>(B) the meeting at which the grievance is discussed be recorded by video or audio recording or by transcript created by a certified court reporter.</p> <p>(f) If a grievance is appealed to the commissioner under Section 7.057, the commissioner may:</p> <p>(1) investigate an alleged violation of state or federal law regarding the confidentiality of student information, including the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), relating to the grievance;</p> <p>(2) collaborate with relevant federal agencies in an investigation described by Subdivision (1); and</p> <p>(3) take any action necessary to compel the school district, the board of trustees of the district, or a district employee to comply with law described by Subdivision (1).</p> <p>(g) Each school district shall annually submit to the agency a report on grievances filed in the district during the preceding year. The report must include for each grievance the resolution of the grievance and any corrective action taken.</p> <p>(h) Not later than December 1 of each year, the agency shall post on the agency's Internet website a report on grievances filed in school districts during the preceding year. The report must aggregate the data statewide and state:</p> <p>(1) the number of grievances filed;</p> <p>(2) the number of grievances resolved and the resolution of those grievances; and</p> <p>(3) any corrective actions taken.</p> <p>(i) If the commissioner determines that a school district educator has retaliated against a student or parent of or person standing in parental relation to a student in violation of Subsection (e)(1), the commissioner may report the educator to the State Board for Educator Certification for investigation.</p>

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Timelines for new grievance policy for parents

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Topic   Bill	Summary
<b>Parent Grievances (Part 2)</b> <b>SB 12</b>	<p><b>Sec. 26A.002. TIMELINES FOR FILING AND APPEAL.</b> The policy adopted under Section 26A.001 must:</p> <p>(1) provide at least:</p> <p>(A) for a grievance filed by a parent of or person standing in parental relation to a student enrolled in the school district:</p> <p>(i) 60 days to file a grievance from the date on which the parent or person knew or had reason to know of the facts giving rise to the grievance; or</p> <p>(ii) if the parent or person engaged in informal attempts to resolve the grievance, the later of 90 days to file a grievance from the date described by Subparagraph (i) or 30 days to file a grievance from the date on which the district provided information to the parent or person regarding how to file the grievance; and</p> <p>(B) 20 days to file an appeal after the date on which a decision on the grievance was made;</p> <p>(2) for a hearing that is not before the board of trustees of the school district, require:</p> <p>(A) the district to hold a hearing not later than the 100th day after the date on which the grievance or appeal was filed; and</p> <p>(B) a written decision to be made not later than the 20th day after the date on which the hearing was held that includes:</p> <p>(i) any relief or redress to be provided; and</p> <p>(ii) information regarding filing an appeal, including the timeline to appeal under this section and Section 7.057, if applicable; and</p> <p>(3) for a hearing before the board of trustees of the school district, require the board of trustees to:</p> <p>(A) hold a meeting to discuss the grievance not later than the 60th day after the date on which the previous decision on the grievance was made; and</p> <p>(B) make a decision on the grievance not later than the 30th day after the date on which the meeting is held under Paragraph (A).</p> <p><b>Sec. 26A.003. ADOPTING OF PROCEDURES AND FORMS.</b></p> <p>(a) The board of trustees of a school district shall develop, make publicly available in a prominent location on the district's Internet website, and include in the district's student handbook:</p> <p>(1) procedures for resolving grievances;</p> <p>(2) standardized forms for filing a grievance, a notice of appeal, or a request for a hearing under this chapter; and</p> <p>(3) the method by which a grievance may be filed electronically.</p> <p>(b) A school district shall ensure that a grievance may be submitted electronically at the location on the district's Internet website at which the information described by Subsection (a) is available.</p> <p>(c) A school district shall submit and make accessible to the agency the location on the district's Internet website at which the information described by Subsection (a) is available.</p> <p><b>Sec. 26A.004. TESTIMONY BEFORE STATE BOARD OF EDUCATION.</b> If the commissioner finds against a school district under Section 7.057 in at least five grievances to which that section applies involving the district during a school year, the superintendent of the school district must appear before the State Board of Education to testify regarding the commissioner's findings and the frequency of grievances against the district.</p> <p><b>Amends Section 26.011 to read as follows:</b></p> <p><b>Sec. 26.011. GRIEVANCES</b></p> <p>(a) The board of trustees of each school district shall adopt a grievance procedure that complies with Chapter 26A under which the board shall address each grievance that the board receives concerning violation of a right guaranteed by this chapter, of a board of trustees policy, or of a provision of this title.</p> <p>(b) The board of trustees of a school district is not required by Subsection (a) or Section 11.151(b)(1) to address a grievance that the board receives concerning a student's participation in an extracurricular activity that does not involve a violation of a right guaranteed by this chapter, of a board of trustees policy, or of a provision of this title. This subsection does not affect a claim brought by a parent under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or a successor federal statute addressing special education services for a child with a disability.</p>
<b>Access to Library Records</b> <b>SB 13</b>	<p><b>Amends Section 26.004(b) (Access to Student Records) to add:</b></p> <p>(b) A parent is entitled to access to all written records of a school district concerning the parent's child, including: ...</p> <p>(12) records relating to school library materials the child obtains from a school library.</p>

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# Curriculum and Instruction

## Library Laws

### Curriculum and Instruction

2025-26 School Year

Topic   Bill	Summary
Library Standards SB 13	<p>Amends Subchapter B, Chapter 33 (Libraries) by adding Sections 33.020 and 33.0205 to read as follows:</p> <p>Sec. 33.020. DEFINITIONS. In this subchapter:</p> <ol style="list-style-type: none"> <li>(1) "Harmful material" has the meaning assigned by Section 43.24, Penal Code.</li> <li>(2) "Indecent content" means content that portrays sexual or excretory organs or activities in a way that is patently offensive.</li> <li>(3) "Library material" means any book, record, file, or other instrument or document in a school district's library catalog. The term does not include instructional material, as defined by Section 31.002, or materials procured for the TexShare consortium under Subchapter M, Chapter 441, Government Code.</li> <li>(4) "Profane content" means content that includes grossly offensive language that is considered a public nuisance.</li> </ol> <p>Sec. 33.0205. CONSTRUCTION OF SUBCHAPTER. Nothing in this subchapter may be construed as limiting the acquisition of instructional material, as defined by Section 31.002, necessary for the teaching of, instruction in, or demonstration of knowledge of the essential knowledge and skills adopted under Section 28.002</p> <p>Amends Section 33.021 by amending Subsection (d) and adding Subsection (e) to read as follows</p> <ol style="list-style-type: none"> <li>(d) The standards adopted under Subsection (c) must: <ol style="list-style-type: none"> <li>(1) be reviewed and updated at least once every five years; and</li> <li>(2) include a collection development policy that: <ol style="list-style-type: none"> <li>(A) prohibits the possession, acquisition, and purchase of: <ol style="list-style-type: none"> <li>(i) harmful material</li> <li>(ii) library material rated sexually explicit material by the selling library material vendor;</li> <li>(iii) library material that is pervasively vulgar or educationally unsuitable as referenced in Board of Education v. Pico, 457 U.S. 853 (1982);</li> <li>(iv) library material containing indecent content or profane content; or</li> <li>(v) library material that refers a person to an Internet website containing content prohibited under this subsection, including by use of a link or QR code, as defined by Section 443.001, Health and Safety Code;</li> </ol> </li> <li>(B) recognizes that obscene content is not protected by the First Amendment to the United States Constitution;</li> <li>(C) is required for all library materials available for use or display, including material contained in school libraries, classroom libraries, online catalogs, library mobile applications, and any other library catalog a student may access;</li> <li>(D) recognizes that parents are the primary decision makers regarding a student's access to library material;</li> <li>(E) encourages schools to provide library catalog transparency;</li> <li>(F) recommends schools communicate effectively with parents regarding collection development;</li> <li>(G) prohibits the removal of material based solely on the: <ol style="list-style-type: none"> <li>(i) ideas contained in the material; or</li> <li>(ii) personal background of: (a) the author of the material; or (b) characters in the material; and</li> </ol> </li> <li>(H) demonstrates a commitment to compliance with the Children's Internet Protection Act (Pub. L. No. A106-554), including through the use of technology protection measures, as defined by that Act.</li> </ol> </li> <li>(e) A school district may adopt local policies and procedures in addition to the standards adopted under Subsection (c) that do not conflict with the standards adopted under that subsection or other requirements of this code.</li> </ol> </li></ol>

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Topic   Bill	Summary
Access to Library Materials <i>SB 13</i>	<p>Amends Subchapter B of Chapter 33 (Libraries) by adding Sections 33.023 and 33.024.</p> <p><b>Sec. 33.023. PARENTAL ACCESS TO LIBRARY CATALOG AND ACCESS BY THE PARENT'S CHILD TO CERTAIN LIBRARY MATERIALS.</b></p> <p>(a) A school district or open-enrollment charter school shall adopt procedures that provide for a parent of a child enrolled in the district or school to:</p> <ol style="list-style-type: none"> <li>(1) access the catalog of available library materials at each school library in the district or school; and</li> <li>(2) submit to the district or school a list of library materials that the parent's child may not be allowed to check out or otherwise access for use outside of the school library.</li> </ol> <p>(b) The procedures adopted under Subsection (a)(2) must allow for a parent to submit a list of library materials through:</p> <ol style="list-style-type: none"> <li>(1) an electronic or physical form; or</li> <li>(2) the district's or school's online library catalog system.</li> </ol> <p>(c) A school district or open-enrollment charter school may not allow a student to check out or otherwise use outside the school library a library material the student's parent has included in a list submitted under Subsection (a)(2).</p> <p>(d) Notwithstanding Section 31.0211(c), a school district or open-enrollment charter school may use funds from the district's or school's instructional materials and technology allotment under Section 31.0211 for costs associated with complying with this section.</p> <p><b>Sec. 33.024. PARENTAL ACCESS TO STUDENT LIBRARY RECORDS.</b> Each school district and open-enrollment charter school that uses a learning management system or an online learning portal shall, through the system or portal, provide to each parent of a child enrolled in the district or school a record of each time the parent's child checks out or otherwise uses outside the school library a library material. The record must include, as applicable, the title, author, genre, and return date of the library material.</p>

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Topic   Bill	Summary
Local School Library Advisory Council <i>SB 13</i>	<p>Amends Subchapter B of Chapter 33 (Libraries) by adding Section 33.025.</p> <p><b>Sec. 33.025. LOCAL SCHOOL LIBRARY ADVISORY COUNCIL.</b></p> <p>(a) Subject to Subsection (b), the board of trustees of each school district may establish a local school library advisory council to assist the district in ensuring that local community values are reflected in each school library catalog in the district. A school district that does not establish a local school library advisory council must ensure that the district's procedures for adding or removing library materials to or from a school library catalog comply with:</p> <ol style="list-style-type: none"> <li>(1) the library standards approved under Section 33.021; and</li> <li>(2) the meeting requirements under Subsections (g) and (h).</li> </ol> <p>(b) The board of trustees of a school district shall establish a local school library advisory council if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local school library advisory council. A council established under this subsection may not be abolished until the third anniversary of the date on which the council was established.</p> <p>(c) Except as provided by Section 33.026(f), a school district that establishes a local school library advisory council must consider the recommendations of the local school library advisory council before:</p> <ol style="list-style-type: none"> <li>(1) adding library materials to a school library catalog;</li> <li>(2) removing library materials from a school library catalog following a challenge under Section 33.027; or</li> <li>(3) making changes to policies or guidelines related to a school library catalog.</li> </ol> <p>(d) The local school library advisory council's duties include recommending:</p> <ol style="list-style-type: none"> <li>(1) policies and procedures for the acquisition of library materials consistent with local community values;</li> <li>(2) to the board of trustees whether library materials proposed for acquisition under Section 33.026 are appropriate for each grade level of the school or campus for which the library materials are proposed to be acquired;</li> <li>(3) if feasible, joint use agreements or strategies for collaboration between the school district and local public libraries and community organizations;</li> <li>(4) the removal of any library materials that the council determines to be harmful material or material containing indecent content or profane content that is inconsistent with local community values or age appropriateness;</li> <li>(5) the policies and procedures for processing challenges received under Section 33.027; and</li> <li>(6) the action to be taken by the district in response to a challenge received under Section 33.027.</li> </ol> <p>(e) Any recommendation made by the local school library advisory council must adhere to the library standards approved under Section 33.021.</p> <p>(f) The local school library advisory council must consist of at least five members, with each member appointed by the board of trustees, and with each trustee appointing an equal number of members. A majority of the voting members of the council must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the council. The board of trustees may also appoint one or more persons to serve as nonvoting members of the council from any of the following groups:</p> <ol style="list-style-type: none"> <li>(1) classroom teachers employed by the district;</li> <li>(2) librarians employed by the district;</li> <li>(3) school counselors certified under Subchapter B, Chapter 21, employed by the district;</li> <li>(4) school administrators employed by the district;</li> <li>(5) the business community; and</li> <li>(6) the clergy.</li> </ol> <p>(g) The local school library advisory council shall meet at least two times each year and at other times as necessary to fulfill the council's duties under this subchapter. For each meeting, the council shall:</p> <ol style="list-style-type: none"> <li>(1) at least 72 hours before the meeting: <ol style="list-style-type: none"> <li>(A) post notice of the date, hour, place, and subject of the meeting on a bulletin board in the central administrative office of each campus in the school district; and</li> <li>(B) ensure that the notice required under Paragraph (A) is posted on the district's Internet website, if the district has an Internet website;</li> </ol> </li> <li>(2) prepare and maintain minutes of the meeting that state the subject and content of each deliberation and each vote, order, decision, or other action taken by the council during the meeting;</li> <li>(3) make an audio or video recording of the meeting; and</li> <li>(4) not later than the 10th day after the date of the meeting, submit the minutes and audio or video recording of the meeting to the district.</li> </ol> <p>(h) As soon as practicable after receipt of the minutes and audio or video recording under Subsection (g)(4), the school district shall post the minutes and audio or video recording on the district's Internet website, if the district has an Internet website.</p>

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## Curriculum and Instruction

## 2025-26 School Year

## Topic | Bill

## Summary

Acquisition of  
Library Materials  
*SB 13*

Amends Subchapter B of Chapter 33 (Libraries) by adding Section 33.026

## Sec. 33.026. ACQUISITION OF LIBRARY MATERIALS.

- (a) The board of trustees of a school district shall adopt a policy for the acquisition of library materials, including procedures for the procurement of library materials and the receipt of donated library materials. The policy must require the board to:
- (1) approve all library materials that have been donated to or that are to be procured by a school library in the district, with the advice and recommendations of the district's local school library advisory council if the district established a council under Section 33.025;
  - (2) make the list of library materials not described by Subsection (f) that have been donated to or that are proposed to be procured by a school library accessible for review by the public for at least 30 days before final approval;
  - (3) approve or reject the list of library materials that have been donated to or that are proposed to be procured by a school library in an open meeting; and
  - (4) ensure compliance with the library standards approved under Section 33.021.
- (b) Each member of the board of trustees of a school district is entitled to:
- (1) review each list of library materials that have been donated to or that are proposed to be procured by a school library in the district; and
  - (2) propose changes to each list described by Subdivision (1) before the board votes to approve or reject the list.
- (c) For purposes of Subsection (a)(3), the board of trustees shall approve or reject a list of library materials that have been donated to or that are proposed to be procured by a school library at the first open meeting of the board held on or after the 30th day after the date the list is made accessible for review by the public as required by Subsection (a)(2).
- (d) If a school district established a local school library advisory council, the council shall meet to determine the council's recommendations regarding library materials that have been donated to or that are proposed to be procured by a school library before the date of the open meeting of the board of trustees described by Subsection (a)(3). The local school library advisory council meeting may occur during the period the list is available for review by the public as required by Subsection (a)(2).
- (e) A school district may not add a donated library material to the school library catalog or otherwise make the donated library material available for student use unless the board of trustees of the district approves the addition of that donated library material to the school library catalog for the grade levels for which the material is intended.
- (f) This section does not apply to library materials that have been donated to or that are to be procured by a school library that:
- (1) replace a damaged copy of a library material with the same International Standard Book Number that is currently in the school library catalog;
  - (2) are additional copies of a library material with the same International Standard Book Number that is currently in the school library catalog; or
  - (3) have the same International Standard Book Number and have been approved for the same grade levels by the board of trustees of the school district from a previous proposed list of library materials.
- (g) The agency shall adopt and make available a model policy for the acquisition of library materials that a school district may adopt to comply with the requirements of this section.

As soon as practicable after the effective date of this Act, the Texas Education Agency shall adopt and make available a model policy for the acquisition of library materials as required by Section 33.026(g), Education Code, as added by this Act.

Before the first day of the 2025-26 school year, the board of trustees of each school district shall adopt a policy for the acquisition of library materials as required by Section 33.026, Education Code, as added by this Act.

## Curriculum and Instruction

## 2025-26 School Year

## Topic | Bill

## Summary

Challenge or  
Appeal of Library  
Materials  
*SB 13*

Amends Subchapter B of Chapter 33 (Libraries) by adding Section 33.027

## Sec. 33.027. CHALLENGE OR APPEAL REGARDING LIBRARY MATERIALS; LOCAL SCHOOL LIBRARY ADVISORY COUNCIL RECOMMENDATIONS.

- (a) A parent or person standing in parental relation to a student enrolled in a school district, a person employed by the district, or a person residing in the district may submit:
- (1) to the district a written challenge to any library material in the catalog of a school library in the district using the form adopted under Subsection (e); or
  - (2) to the district's board of trustees an appeal of an action taken by the district in response to a written challenge received under Subdivision (1).
- (b) Not later than the 15th day after the date on which a school district receives a written challenge under Subsection (a)(1), the district shall provide a copy of the challenge to the district's local school library advisory council if the district established a council under Section 33.025. The council shall make a recommendation for action by the district not later than the 90th day after the date on which the council receives the copy.
- (c) If the procedures recommended by the local school library advisory council, if applicable, and adopted by the board of trustees permit the appointment of library material review committees that consist of persons who are not members of the council to review library materials challenged under Subsection (a)(1), the council may base the council's recommendation for action to be taken by the district under Subsection (b) on the recommendation of a library material review committee if the committee consists of at least five persons appointed by the board of trustees, a majority of whom are parents of students enrolled in the school district and are not employed by the district. Sections 33.025(g) and (h) apply to a library material review committee authorized by this subsection in the same manner as a local school library advisory council.
- (d) The board of trustees shall take action on:
- (1) a written challenge submitted under Subsection (a)(1) at the first open meeting of the board held after:
    - (A) the 90th day after the date on which the school district receives a written challenge under Subsection (a)(1); or
    - (B) if applicable, the local school library advisory council has made a recommendation under Subsection (b) regarding the challenge; or
  - (2) an appeal under Subsection (a)(2) at the first open meeting of the board held after the date the appeal is filed.
- (e) The agency shall adopt and post on the agency's Internet website a form to be used in making a written challenge under Subsection (a)(1). Each school district shall post the form on the district's Internet website, if the district has an Internet website. The form shall require the person submitting the form to identify how the challenged library material violates the library standards approved under Section 33.021.
- (f) In taking action on a written challenge submitted under Subsection (a)(1) or an appeal under Subsection (a)(2), the board of trustees of a school district shall consider:
- (1) if applicable, the advice of the district's local school library advisory council; and
  - (2) whether the library material challenged under Subsection (a)(1) or appealed under Subsection (a)(2) is suitable for the subject and grade level for which the library material is intended, including by considering:
    - (A) whether the library material adheres to the library standards approved under Section 33.021; and
    - (B) reviews, if any, of the library material conducted by academic experts specializing in the subject covered by the library material or in the education of students in the subject and grade level for which the library material is intended.
- (g) A school district that receives a challenge to a library material under Subsection (a)(1) shall prohibit students enrolled in the district from accessing the library material until the district takes action in response to the challenge.
- (h) If a challenge to a library material submitted under Subsection (a)(1) results in the board of trustees, with the recommendation of the local school library advisory council, if applicable, removing the library material from a school library catalog, the board shall notify each teacher assigned as the classroom teacher at the grade level for which the library material was determined to be not appropriate and instruct the teacher to remove any copy of the library material from the teacher's classroom library, if applicable.
- (i) If a challenge to a library material submitted under Subsection (a)(1) results in the board of trustees, with the recommendation of the local school library advisory council, if applicable, not removing the library material from a school library catalog, the board is not required to take any action in response to a written challenge of the library material submitted before the second anniversary of the date of the determination to not remove the library material.

# Curriculum and Instruction

## Miscellaneous

Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Prohibition on DEI Duties SB 12	<p>Amends Subchapter A of Chapter 11 (School Districts - General Provisions) by adding Section 11.009 to read as follows:</p> <p>Sec. 11.005. PROHIBITION ON DIVERSITY, EQUITY, AND INCLUSION DUTIES.</p> <p>(a) In this section, "diversity, equity, and inclusion duties" means:</p> <ol style="list-style-type: none"> <li>(1) influencing hiring or employment practices with respect to race, sex, color, or ethnicity except as necessary to comply with state or federal antidiscrimination laws;</li> <li>(2) promoting differential treatment of or providing special benefits to individuals on the basis of race, color, or ethnicity;</li> <li>(3) developing or implementing policies, procedures, trainings, activities, or programs that reference race, color, ethnicity, gender identity, or sexual orientation except:               <ol style="list-style-type: none"> <li>i. for the purpose of student recruitment efforts by colleges and universities designated as historically black colleges and universities in collaboration with school districts or open-enrollment charter schools; or</li> <li>ii. as necessary to comply with state or federal law; and</li> </ol> </li> <li>b. compelling, requiring, inducing, or soliciting any person to provide a diversity, equity, and inclusion statement or giving preferential consideration to any person based on the provision of a diversity, equity, and inclusion statement.</li> </ol> <p>(b) Except as required by state or federal law, a school district:</p> <ol style="list-style-type: none"> <li>(1) may not assign diversity, equity, and inclusion duties to any person; and</li> <li>(2) shall prohibit a district employee, contractor, or volunteer from engaging in diversity, equity, and inclusion duties at, for, or on behalf of the district.</li> </ol> <p>(c) A school district shall adopt a policy and procedure for the appropriate discipline, including termination, of a district employee or contractor who intentionally or knowingly engages in or assigns to another person diversity, equity, and inclusion duties. The district shall provide a physical and electronic copy of the policy and procedure to each district employee or contractor.</p> <p>(d) The policy and procedure adopted by a school district under Subsection (c) must ensure that an employee or contractor receives adequate due process and an opportunity to appeal disciplinary actions, including termination, in the same manner provided for other disciplinary actions.</p> <p>(e) Nothing in this section may be construed to:</p> <ol style="list-style-type: none"> <li>(1) limit or prohibit a school district from contracting with historically underutilized businesses or businesses owned by members of a minority group or by women in accordance with applicable state law;</li> <li>(2) limit or prohibit a school district from acknowledging or teaching the significance of state and federal holidays or commemorative months and how those holidays or months fit into the themes of history and the stories of this state and the United States of America in accordance with the essential knowledge and skills adopted under Subchapter A, Chapter 28;</li> <li>(3) affect a student's rights under the First Amendment to the United States Constitution or Section 8, Article I, Texas Constitution;</li> <li>(4) limit or prohibit a school district from analyzing school-based causes and taking steps to eliminate unlawful discriminatory practices as necessary to address achievement gaps and differentials described by Section 39.053; or</li> <li>(5) apply to:               <ol style="list-style-type: none"> <li>i. classroom instruction that is consistent with the essential knowledge and skills adopted by the State Board of Education;</li> <li>ii. the collection, monitoring, or reporting of data;</li> <li>iii. a policy, practice, procedure, program, or activity intended to enhance student academic achievement or postgraduate outcomes that is designed and implemented without regard to race, sex, color, or ethnicity; or</li> <li>iv. a student club that is in compliance with the requirements of Section 33.0815.</li> </ol> </li> </ol>
Student Clubs SB 12	<p>Amends Subchapter D of Chapter 33 (Extracurricular Activities) by adding Section 33.0815</p> <p>Sec. 33.0815. CERTAIN REQUIREMENTS FOR STUDENT CLUBS.</p> <p>(a) Subject to Subsection (b), a school district or open-enrollment charter school may authorize or sponsor a student club.</p> <p>(b) A school district or open-enrollment charter school may not authorize or sponsor a student club based on sexual orientation or gender identity.</p> <p>(c) A school district or open-enrollment charter school must require the written consent of the parent or of person standing in parental relation to a student enrolled in the district or school before the student may participate in a student club authorized or sponsored under Subsection (a) at the district or school.</p>

<div> <div>quicklook</div> <div> <div>Preliminary Summary of Key Legislation Impacting Curriculum &amp; Instruction, Assessment or Accountability - 89<sup>th</sup> Texas Legislative Session</div> <div><i>(This is an early summary. Gov. Abbott has until June 22<sup>nd</sup> to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)</i></div> </div> <div>lead4ward</div> </div>	
Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Assistance with Social Transitioning Prohibited <i>SB 12</i>	Amends Chapter 11 (School Districts) by adding Subchapter I to read as follows: <b>SUBCHAPTER I. ASSISTANCE WITH SOCIAL TRANSITIONING PROHIBITED.</b> Sec. 11.401. SCHOOL DISTRICT POLICY: ASSISTANCE WITH SOCIAL TRANSITIONING PROHIBITED. (a) In this subchapter, "social transitioning" means a person's transition from the person's biological sex at birth to the opposite biological sex through the adoption of a different name, different pronouns, or other expressions of gender that deny or encourage a denial of the person's biological sex at birth. (b) The board of trustees of a school district shall adopt a policy prohibiting an employee of the district from assisting a student enrolled in the district with social transitioning, including by providing any information about social transitioning or providing guidelines intended to assist a person with social transitioning. (c) A parent of a student enrolled in the district or a district employee may report to the board of trustees of the district a suspected violation of the policy adopted under Subsection (b). The board shall investigate any suspected violation and determine whether the violation occurred. If the board determines that a district employee has assisted a student enrolled at the district with social transitioning, the board shall immediately report the violation to the commissioner. Sec. 11.402. RELIEF. A parent of a student enrolled in a school district may seek relief for a violation of this subchapter by filing a grievance through the district's grievance procedure adopted under Section 26.011.
Concussions: Academic Accommodations <i>SB 2398</i>	Amends Subchapter A of Chapter 38 (Health and Safety) by adding Section 38.0051 to read as follows: Sec. 38.0051. ACADEMIC ACCOMMODATIONS FOR STUDENT WITH CONCUSSION OR OTHER BRAIN INJURY. (a) The agency shall develop a list of nonmedical academic accommodations a school district may offer to a student diagnosed with a concussion or other brain injury. (b) The agency shall: (1) develop a form for use by school districts describing the accommodations a district may offer under this section; and (2) make the form developed under Subdivision (1) available on the agency's Internet website for use by school districts, district educators or administrators, students, and parents or guardians. (c) A school district that provides accommodations under this section must make the form developed under Subsection (b) available to: (1) a district employee as soon as practicable after receiving: (A) notice that a student enrolled in the district has been diagnosed with a concussion or other brain injury; or (B) a request from the employee; and (2) a student enrolled in the district or the student's parent or guardian as soon as practicable after receiving: (A) notice that the student has been diagnosed with a concussion or other brain injury; or (B) a request from the student or parent or guardian. (d) This section may not be construed to require a school district to provide any accommodations under this section.
Concussions: Treatment <i>SB 2398</i>	Amends Chapter 38 (Health and Safety) by adding Subchapter D-1 to read as follows: <b>SUBCHAPTER D-1. TREATMENT OF CONCUSSIONS AFFECTING STUDENTS OTHER THAN STUDENT ATHLETES</b> Sec. 38.171. DEFINITION. In this subchapter, "concussion" has the meaning assigned by Section 38.151. Sec. 38.172. APPLICABILITY. This subchapter does not apply to a concussion believed to have been sustained by a student while participating in an interscholastic athletic activity described by Section 38.152. Sec. 38.173. CONCUSSION RESPONSE POLICY. (a) A school district shall adopt and implement a policy regarding how to respond to a concussion believed to have been sustained by a student while on school property or participating in a school-sponsored or school-related activity on or off school property. (b) The policy adopted under Subsection (a) must provide for: (1) the immediate removal of a student from a school-sponsored or school-related activity if a school district employee or volunteer believes the student might have sustained a concussion; (2) notice to the student's parent or guardian or another person with legal authority to make medical decisions for the student of the student's suspected concussion and removal under Subdivision (1); and (3) the student's return to a school-sponsored or school-related activity only after the requirements under Section 38.157(a) have been satisfied.

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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Local School Health Advisory Council and Health Education Instruction <i>SB 12</i>	Amends Section 28.004 (Local School Health Advisory Council and Health Education Instruction) by adding Subsection (i-2) (i-2) Before a student may be provided with human sexuality instruction, a school district must obtain the written consent of the student's parent. A request for written consent under this subsection: (1) may not be included with any other notification or request for written consent provided to the parent, other than the notice provided under Subsection (i); and (2) must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins.

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Curriculum and Instruction	
2025-26 School Year	
Topic   Bill	Summary
Governor's Task Force on the Governance of Early Childhood Education and Care <i>HB 117</i>	<p>Adds Chapter 455 (Governor's Task Force on the Governance of Early Childhood Education and Care) to the Government Code</p> <p>Sec. 455.001. <b>DEFINITION.</b> In this chapter, "task force" means the governor's task force on the governance of early childhood education and care established under this chapter.</p> <p>Sec. 455.002. <b>ESTABLISHMENT.</b></p> <p>(a) The governor's task force on the governance of early childhood education and care is established to address the governance and operational challenges of the early childhood education system in this state.</p> <p>(b) The task force is administratively attached to the Texas Education Agency.</p> <p>Sec. 455.003. <b>MEMBERS.</b></p> <p>(a) The task force shall include a steering committee composed of the following members:</p> <ol style="list-style-type: none"> <li>(1) the executive commissioner of the Health and Human Services Commission;</li> <li>(2) the commissioner of the Texas Education Agency;</li> <li>(3) the chair of the Texas Workforce Commission;</li> <li>(4) relevant division directors designated by the individuals described by Subdivisions (1), (2), and (3); and</li> <li>(5) the Texas Education Agency's inter-agency deputy director of early childhood support.</li> </ol> <p>(b) The task force is composed of the following members:</p> <ol style="list-style-type: none"> <li>(1) one public school teacher certified to teach prekindergarten;</li> <li>(2) one certified teacher who is employed by a private child-care facility or prekindergarten program;</li> <li>(3) a representative from the Texas Head Start State Collaboration Office appointed by the governor;</li> <li>(4) a representative from the Department of State Health Services appointed by the governor;</li> <li>(5) two representatives from the Texas Early Learning Council designated by the steering committee described by Subsection (a); and</li> <li>(6) at least two but not more than five individuals with knowledge of early childhood education and care or experience as a direct operator of an early childhood education and care program, including business and community leaders, representatives of nonprofit organizations, and other relevant stakeholders, appointed by the governor.</li> </ol> <p>(c) The governor shall appoint the chair of the task force.</p> <p>(d) Chapter 2110 does not apply to the size, composition, or duration of the task force.</p> <p>Sec. 455.004. <b>POWERS AND DUTIES.</b></p> <p>(a) The task force shall:</p> <ol style="list-style-type: none"> <li>(1) examine governance and operational challenges in the early childhood education and care system, including federal and local child-care programs and regulations governing those programs;</li> <li>(2) develop and recommend standards for high quality prekindergarten programs, including programs under Subchapter E-1, Chapter 29, Education Code;</li> <li>(3) with a focus on improving government efficiency, conduct a comprehensive review of the existing functions and responsibilities of the Health and Human Services Commission, Texas Education Agency, and Texas Workforce Commission related to early childhood education and care; and</li> <li>(4) consider methods for a large-scale redesign of the administration of early childhood programs to improve efficiency, service delivery, quality of care, and the efficient use of funding.</li> </ol> <p>(b) The steering committee of the task force shall:</p> <ol style="list-style-type: none"> <li>(1) align goals and metrics of the Health and Human Services Commission, Texas Education Agency, and Texas Workforce Commission to measure progress, including aligning statewide data systems; and</li> <li>(2) require the Health and Human Services Commission, Texas Education Agency, and Texas Workforce Commission to complete and submit to the task force periodic progress reports and regularly refine statewide goals and strategic plans to ensure alignment with evolving early childhood education and care needs.</li> </ol> <p>(c) From money appropriated or otherwise available for the purpose, the Texas Education Agency shall pay the costs of data system integration, research, and administration for the task force.</p> <p>Sec. 455.005. <b>REPORT.</b> Not later than December 1, 2026, the task force shall develop and submit to the legislature policy and budget recommendations designed to improve early childhood education and care governance that will:</p> <ol style="list-style-type: none"> <li>(1) facilitate and improve early childhood education and care participant engagement with state agencies; and</li> <li>(2) lead to improved operational efficiency, increased affordable child care capacity, and improved kindergarten readiness.</li> </ol> <p>Sec. 455.006. <b>EXPIRATION.</b> The task force is abolished and this chapter expires September 1, 2027.</p>

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# Accountability



<div> <div>quicklook</div> <div> <div>Preliminary Summary of Key Legislation Impacting Curriculum &amp; Instruction, Assessment or Accountability - 89<sup>th</sup> Texas Legislative Session</div> <div><i>(This is an early summary. Gov. Abbott has until June 22<sup>nd</sup> to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)</i></div> </div> <div>lead4ward</div> </div>	
Accountability	
2025-26 School Year	
Topic	Summary
Prohibiting Certain Personal Services Performed by School District Administrators <i>HB 100</i>	Amends Subchapter A of Chapter 11 (School Districts – General Provisions) by adding Section 11.006: Sec. 11.006. PROHIBITED ACTIVITIES BY ADMINISTRATORS. (a) In this section, "administrator" means a 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 the district. The term does not include: (1) a school district employee whose employment contract responsibilities primarily include the in-classroom instruction of students; or (2) a trustee of a school district. (b) An administrator may not receive any financial benefit for the performance of personal services for: (1) any business entity that conducts or solicits business with the school district that employs the administrator; (2) except as provided by Subsection (c), an education business that provides services regarding the curriculum or administration of any school district; or (3) except as provided by Subsection (c), another school district, open-enrollment charter school, or regional education service center. (c) An administrator, other than a member of a board of managers, superintendent, or assistant superintendent, may receive a financial benefit under Subsection (b)(2) or (3) if: (1) a written contract describing the services to be performed by the administrator is provided to the board of trustees of the administrator's employing district; and (2) the board of trustees for the administrator's employing district votes to approve the contract after determining that: v. the contract will not harm the district; vi. the arrangement does not present a conflict of interest; and vii. the services to be performed by the administrator will be performed entirely on the administrator's personal time. (d) A contract provided to a board of trustees under Subsection (c) is subject to disclosure under Chapter 552, Government Code. (e) An administrator who violates this section is liable to the state for a civil penalty in the amount of \$10,000 for each violation.
Facility Usage Reports <i>SB 12</i>	Amends Subchapter C of Chapter 7 (Commissioner of Education) by adding Section 7.0611: Sec. 7.0611. FACILITY USAGE REPORT. (a) In this section, "instructional facility" has the meaning assigned by Section 46.001. (b) The agency by rule shall require each school district to annually report the following information in the form and manner prescribed by the agency: (1) the square footage of each school district facility and the acreage of land on which each facility sits; (2) the total student capacity for each instructional facility on a district campus; (3) for each campus in the school district: (A) the enrollment capacity of the campus and of each grade level offered at the campus; and (B) the number of students currently enrolled at the campus and in each grade level offered at the campus; (4) whether a school district facility is used by one or more campuses and the campus identifier of each campus that uses the facility; (5) what each school district facility is used for, including: (A) an instructional facility; (B) a career and technology center; (C) an administrative building; (D) a food service facility; (E) a transportation facility; and (F) vacant land; and (6) whether each school district facility is leased or owned. (c) From the information submitted under Subsection (b), the agency shall produce and make available to the public on the agency's Internet website an annual report on school district land and facilities. The agency may combine the report required under this section with any other required report to avoid multiplicity of reports. (d) If the agency determines information provided under Subsection (b) would create a security risk, such information is considered confidential for purposes of Chapter 552, Government Code, and may not be disclosed in the annual report under Subsection (c). (e) The commissioner may adopt rules as necessary to implement this section. In adopting rules for determining the student capacity of a school district or district campus, the commissioner may consider the staffing, student-teacher ratio, and facility capacity of the district or campus.
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<div> <div>quicklook</div> <div> <div>Preliminary Summary of Key Legislation Impacting Curriculum &amp; Instruction, Assessment or Accountability - 89<sup>th</sup> Texas Legislative Session</div> <div><i>(This is an early summary. Gov. Abbott has until June 22<sup>nd</sup> to sign or veto bills. In this quicklook, bill numbers in italics are bills that have already been signed or become laws without the Governor's signature)</i></div> </div> <div>lead4ward</div> </div>	
Accountability	
2025-26 School Year	
Topic	Summary
Charter Schools <i>SB 12</i>	Amends Section 12.104(b) (Applicability of Laws to Charter Schools) as follows: (b) An open-enrollment charter school is subject to: ... (3) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to: ... (E) diversity, equity, and inclusion duties under Section 11.005; (AA) parental access to instructional materials and curricula under Section 26.0061; (BB) the adoption of a parental engagement policy as provided by Section 26.0071; (CC) parental rights to information regarding a student's mental, emotional, and physical health-related needs and related services offered by the school as provided by Section 26.0083; and (DD) establishment of a local school health advisory council with members appointed by the governing body of the school and health education instruction that complies with Section 28.004.
Certification of Compliance with Certain Laws <i>SB 12</i>	Amends Subchapter A of Chapter 39 (Public School System Accountability – General Provisions) by adding Section 39.008: Sec. 39.008. CERTIFICATION OF COMPLIANCE WITH CERTAIN LAWS REQUIRED. (a) Not later than September 30 of each year, the superintendent of a school district or open-enrollment charter school shall certify to the agency that the district or school is in compliance with this section and Sections 11.005 [Prohibition on Diversity, Equity, and Inclusion] and 28.0022 [Certain Instructional Requirements and Prohibitions]. (b) The certification required by Subsection (a) must: (1) be: (A) approved by a majority vote of the board of trustees of the school district or the governing body of the open-enrollment charter school at a public meeting that includes an opportunity for public testimony and for which notice was posted on the district's or school's Internet website at least seven days before the date on which the meeting is held; and (B) submitted electronically to the agency; and (2) include: (A) a description of the policies and procedures required by Sections 11.005(c) and 28.0022(h) and the manner in which district or school employees and contractors were notified of those policies and procedures; (B) any existing policies, programs, procedures, or trainings that were altered to ensure compliance with this section or Section 11.005 or 28.0022; and (C) any cost savings resulting from actions taken by the school district or open-enrollment charter school to comply with this section. (c) The agency shall post each certification received under Subsection (a) on the agency's Internet website.
Special Education: General Supervision and Compliance <i>SB 568</i>	Amends Section 29.030 to read as follows: Sec. 29.030. GENERAL SUPERVISION AND COMPLIANCE. (a) The agency shall develop and implement a comprehensive system for monitoring school district compliance with federal and state laws relating to special education. The monitoring system must include a comprehensive cyclical process and a targeted risk-based process. The agency shall establish criteria and instruments for use in determining district compliance under this section. (a-1) As part of the monitoring system, the agency may require a school district to obtain specialized technical assistance for a documented noncompliance issue or if data indicates that technical assistance is needed, such as an incident involving injury to staff or students by a student receiving special education services or data indicating an excessive number of restraints are used on students receiving special education services. (b) As part of the monitoring process, the agency must obtain information from parents and teachers of students in special education programs in the district. (c) The agency shall develop and implement a system of interventions and sanctions for school districts the agency identifies as being in noncompliance with the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.), federal regulations, state statutes, or agency requirements necessary to carry out federal law or regulations or state law relating to special education. (d) The agency shall establish a system of progressive sanctions and enforcement provisions to apply to districts that remain in noncompliance for more than one year. The sanctions must range in severity and may include the withholding of funds. If funds are withheld, the agency may use the funds, or direct the funds to be used, to provide, through alternative arrangements, services to students and staff members in the district from which the funds are withheld. (e) The agency's complaint management division shall develop a system for expedited investigation and resolution of complaints concerning a district's failure to provide special education or related services to a student eligible to participate in the district's special education program.
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

















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Kindergarten	Math Reading/Writing Science Social Studies	Math Scaffold ELAR Rev/Edit Checklist   Science K-12 Vertical Alignment SS Process/Concept Alignment	Math Reading/Writing Science Social Studies	Math   Reading/Writing   Science   Social Studies  	Math   Reading/Writing   Science  
Kindergarten (Spanish TEKS)	Reading/Writing	SLAR Rev/Edit Checklist  	Math Reading/Writing Science Social Studies	Reading/Writing  	Math   Reading/Writing   Science  

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- + Accountability System (updated May 12, 2025)
- + CCMR (updated May 12, 2025)
- + Results Driven Accountability (updated May 20, 2025)
- + CCMR Outcomes Bonus (updated October 8, 2024)
- + Alternative Graduation Requirements for Students Who Entered High School Before 2011-12 School Year (updated November 12, 2024)
- + HB 4545 – As Amended by HB 1416 (updated August 7, 2023)
- + Legislative Sessions (updated June 21, 2023)
- + STAAR 2.0 (updated January 25, 2024)

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