



TASA

Texas Association of School Administrators

83rd Legislative Session

Final Bill Report

2013



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Disclaimer:

This document is for informational purposes only and is intended to provide superintendents and administrators with brief summaries of school-related legislation passed during the Regular Session of the 83rd Legislature. This document is not intended to be a substitute for legal advice. Specific questions and circumstances regarding a bill's impact on a school district should be individually discussed with the school district's attorney.

EDUCATION-RELATED HOUSE BILLS PASSED

HB 5

Aycock

Accountability, Assessment, and Curriculum Requirements

Due to the dense content of HB 5, the following summary is organized into four broad categories: (1) curriculum, (2) assessment, (3) accountability, and (4) higher education. There are subsections under each of the four categories. There is also a broad spectrum of effective dates for different provisions of the bill that are noted as specified in the bill. Otherwise, the general effective date for the bill is immediate.

CURRICULUM

Foundation School Program

Replaces the Recommended High School Program (RHSP), Minimum High School Program (MHSP), and Distinguished Achievement Program (DAP) with one 22-credit foundation school program. Requires the SBOE to adopt rules that require:

- 4 credits in English language arts (English I, II, III, and an advanced ELA)
- 3 credits in math (Algebra I, geometry, and an advanced math credit)
- 3 credits in science (Biology, IPC or an advanced science credit, and another advanced science credit)
- 3 credits in social studies (U.S. history, .5 economics, .5 government, and either world history or world geography, or a new course combining world history and world geography)
- 2 credits in languages other than English (computer programming languages may substitute per SBOE rule, and other flexibility for 2nd LOTE credit for students who due to disability are unlikely to complete two courses in the same language)
- 1 credit in fine arts (can be community-based program with appropriate TEKS coverage)
- 1 credit in P.E. (including approved off-campus programs)
- 5 credits in electives (may include CTE or certification courses)

Requires all districts to make available to each high school student in the district an Algebra II course beginning with the 2014–2015 school year.

Mandates the SBOE to adopt rules and approve a variety of advanced courses that can be taken to comply with the foundation program requirements, provided that each approved course prepare students to enter the workforce successfully or postsecondary education without remediation. Applies rules to SBOE-approved advanced courses and those courses developed through community partnerships. Permits advanced courses to be offered in an applied manner.

Allows a student with disabilities to substitute a P.E. course credit for an academic course credit.

Mandates the SBOE adopt rules that allow foundation program credits be satisfied by successful completion of a dual credit course.

Requires the SBOE to adopt rules that allow a student to complete a *new* combined world history and world geography course to satisfy the social studies requirement for the foundation program.

Requires the SBOE to adopt rules that allow elective credit requirements to be met by successful completion of advanced CTE courses, including those that lead to a certification or an associate degree.

Requires the TEA commissioner to adopt a transition plan by rule replacing the MHSP, RHSP, and DAP with the foundation high school program *beginning with the 2014–2015 school year*. Allows a student who entered grade nine *before* the 2014–2015 school year to graduate under the foundation program or remain under current one. Expires the transition plan September 1, 2018.

Mandates that the commissioner by rule allow a student who is completing the fourth year of high school during the 2013–2014 school year and who does not satisfy the curriculum requirements of the student's current graduation program to graduate if the student satisfies the requirements for the foundation program. Expires this provision on September 1, 2015.

Endorsements

Requires a district to ensure that each student entering grade nine indicate in writing an endorsement choice. Mandates that the district allow a student to choose, at any time, to earn an endorsement other than the one previously selected.

Mandates that a student be allowed to graduate under the foundation program *only after the student's sophomore year* under certain circumstances. Defines the circumstances that permit a student to graduate under the foundation program after the student's sophomore year *without earning an endorsement* only if (1) the student and parent or guardian is advised of the benefits of graduating with one or more endorsements, and (2) the parent or guardian files written permission with the school counselor.

Requires the SBOE to adopt rules that permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year.

Establishes endorsements in five categories:

- (1) STEM
- (2) Business and Industry

- (3) Public Services
- (4) Arts and Humanities
- (5) Multidisciplinary

Mandates the SBOE adopt rules requiring a student to earn any endorsement by successfully completing a total of 26 credits that include four math credits; four science credits; and two additional elective credits. Requires the SBOE to develop additional curriculum requirements for each endorsement with the direct participation of educators, business, labor, and industry representatives.

Includes an “opt-in” option for a student participating in the arts and humanities endorsement to substitute the advanced science requirement with another course related to the endorsement. Directs the SBOE to adopt criteria. Mandates the student’s parent or guardian give written permission.

Requires that districts report to TEA the categories of endorsement(s) for which the district offers all courses needed for the particular endorsement(s). Mandates each district to make available courses needed for *at least* one endorsement, and if only one endorsement curriculum is offered it be the multidisciplinary endorsement.

Provides that an endorsement earned is noted on the student’s diploma and transcript.

Applies beginning with the 2014–2015 school year.

Performance Acknowledgement

Allows a student to earn a “performance acknowledgement” that is placed on the student’s diploma and transcript. Directs the SBOE to adopt requirements by rule that a performance acknowledgement can be earned for (1) outstanding performance in a dual credit course, in bilingualism and biliteracy, on a college AP test or IB exam; or on the PSAT, the ACT-Plan, the SAT, or the ACT; or (2) for earning a nationally or internationally recognized business or industry certification or license.

Applies beginning with the 2014–2015 school year.

Distinguished Level of Achievement

Provides that a student who has completed the core curriculum of an institution of higher education has earned a “distinguished level of achievement.” Permits a student who has earned the distinguished level to apply for admission to an institution of higher education for the first semester or other academic term after the student completes the core curriculum.

Mandates that a student earn the distinguished level by successfully completing 26 credits consisting of the foundation program requirements, plus Algebra II as

one of four math credits; credits for *at least* one endorsement, and a fourth science credit (advanced).

Allows additional credits earned for the distinguished level to be used to satisfy elective credit requirements.

Adds to the eligibility criteria for a science lab grant that a district must demonstrate that the current science labs are insufficient to meet the distinguished level of achievement under the foundation program.

Considers a student who receives a diploma through the early college high school pilot program to have earned the distinguished achievement level under the foundation program and allows a student to apply for admission to an institution of higher education the semester after the student earns the diploma.

Requires districts to consider the percentage of students pursuing the distinguished level of achievement when planning to increase higher education enrollment rates.

Applies beginning with the 2014–2015 school year.

PEIMS Reports on Graduation Programs

Requires districts to report at the end of each school year the number of students who, during that school year, were (1) enrolled in the foundation high school program, (2) pursuing the distinguished level of achievement, and (3) enrolled in a program to earn an endorsement.

Mandates that the information be disaggregated by all of the student groups the district serves.

Applies beginning with the 2014–2015 school year.

Applied STEM Courses

Adds technology applications to a district's allowable applied STEM courses, in addition to approved CTE courses. Mandates that applied STEM courses may only substitute for a science course after successful completion of biology (removes chemistry and physics prerequisites).

Applies beginning with the 2014–2015 school year.

Career and Technology Education Courses Developed through Local Partnerships

Introduces a new career and technology education (CTE) course development option. Allows a district to offer a course or other activity needed to obtain an industry-recognized credential or certificate that is approved by the local school board for credit *without obtaining SBOE approval* under certain circumstances.

Requires that the courses or activities be developed by the district *in partnership* with a public or private institution of higher education and local business, labor, and community leaders.

Requires the courses or activities to allow students to enter a career and technology training program in the district's region of the state; an institution of higher education without remediation; an apprenticeship training program; or an internship required as part of accreditation toward an industry-recognized credential or certificate. Mandates that a district report such local course offerings to the TEA on an annual basis, and that TEA makes the information available to other districts.

Applies beginning with the 2014–2015 school year.

District Responsibilities for CTE Courses

Requires a district to encourage to the greatest extent possible that students in CTE programs enroll in dual credit courses that lead to a degree, license, or certification.

SBOE Responsibilities for CTE Courses

Requires the SBOE to ensure that at least 50 percent of the CTE courses they approve are cost-effective for districts.

Requires the SBOE not later than September 1, 2014 to ensure that at least six advanced CTE or technology applications courses, including personal financial literacy, are approved to satisfy a fourth credit in math. Requires the TEA commissioner not later than January 1, 2015 to report to the Governor and others the progress made towards approving new courses.

Applies beginning with the 2014–2015 school year.

Subsidy for CTE Certification Exam

Changes subsidy provisions by requiring a district to pay for the cost and then seek reimbursement from the commissioner (versus the student paying the cost). Removes requirement that certifications must be in high-demand, high-wage, high-skill occupations.

Applies beginning with the 2013–2014 school year.

Career and Technology Consortium

Calls for the commissioner to investigate options for joining a career and technology consortium for the purpose of developing sequences of rigorous CTE courses in areas of high-demand, high-wage careers.

College Preparatory Courses

Removes responsibility of the development of college preparatory courses from the TEA and higher education commissioners. Assigns responsibility of college preparatory courses to districts that *must partner* with at least one institution of higher education to develop and provide college preparatory courses in English language arts and math. Requires that the courses be designed for grade 12 students whose performance on an EOC exam does not meet college readiness standards; or coursework, college entrance exam, or higher education screener (e.g., Accuplacer) indicates the student is not ready for college-ready coursework.

Requires the courses developed be provided on the campus of the high school offering the course, or through distance learning or an online course provided through an institution of higher education with which the district has partnered. Mandates that high school and higher education faculty collaborate to ensure the courses are aligned with college readiness expectations.

Mandates that each district provide notice to district students and their parents or guardians regarding the benefits of enrolling in such a course.

Provides that a student who successfully completes an English language arts (ELA) course can use the credit to satisfy the *advanced* ELA credit requirement for the foundation school program, and a student who successfully completes a math course can use the credit to satisfy the *advanced* math credit requirement for the foundation school program.

Allows the college preparatory course to be offered for dual credit at the discretion of the higher education institution.

Requires each district in consultation with their higher education partner to develop or purchase instructional materials for the course, including technology resources using to the extent practical materials already developed. Allows the district's Instructional Materials Allotment (IMA) to be used in purchasing the materials and the commissioner to adopt rules regarding this use of the IMA. Requires the course and corresponding materials be available to students not later than the 2014–2015 school year.

Applies beginning with the 2013–2014 school year.

Junior High or Middle School Personal Graduation Plan

Designates this section to apply only to personal graduation plans (PGP) for a middle or junior high school student who has failed a state test or who is not likely to graduate by the fifth year following ninth grade.

Applies beginning with the 2014–2015 school year.

NEW High School Personal Graduation Plan

Creates a new PGP specifically for high school students. Requires the TEA, in consultation with the Texas Workforce Commission and the Texas Higher Education Coordinating Board, to prepare and make available in English and Spanish information that explains the advantages of the distinguished level of performance and each endorsement option. Requires that the information note that *one or more endorsements enable a student to achieve a class rank in the top 10 percent*. Mandates that a district publish this information on the district website and ensure that it is available to students in grades nine and above. Requires a district to provide information in the language in which the parents or legal guardians are more proficient only if at least 20 students in a grade level primarily speak that language.

Mandates that the principal of a high school designate a counselor or administrator to review PGP options, including the endorsements and distinguished level of achievement, with *each* student entering grade nine together with the student's parent or guardian who must confirm and sign a PGP for the student by the end of the school year. Outlines certain requirements that a PGP must promote. Prohibits a district from preventing a student from pursuing the distinguished level of achievement or an endorsement. Permits a student to amend the PGP and requires a district to send written notice to the student's parent or guardian if the plan is amended.

Adds high school PGPs to information that must be made available through the electronic student record system. Adds that a charter holder should consider including high school PGPs as a requirement in the school's charter. Adds development of a high school PGP as a consideration for innovate grants.

Applies beginning with the 2014–2015 school year.

Minimum Attendance for Class Credit or Final Grade

Mandates that a student in any grade level from kindergarten to grade 12 may not be given class credit or a final course grade unless the student is in attendance for at least 90 percent of the time the class is offered.

Applies beginning with the 2013–2014 school year.

Counseling Regarding Postsecondary Education

Requires each school counselor at an elementary, middle, or junior high school to advise students and parents of the importance of postsecondary education. During the first year of enrollment in high school, and each year thereafter, a school counselor must provide information related to the importance of a postsecondary education and the advantages of earning an endorsement, a performance acknowledgement, and a distinguished level of achievement.

Applies beginning with the 2014–2015 school year.

Notice of Requirements for Automatic Admission

Requires each school board and open-enrollment charter school to provide notice of requirements for automatic admissions to an institution of higher education and eligibility for financial aid at the time the student first registers for classes required for high school graduation. Requires additional written notice to juniors who are in the top 10 percent and seniors meeting automatic admissions criteria. Mandates the student's counselor, the student, and the student's parent or guardian sign the written notice.

Applies beginning with the 2014–2015 school year.

NEW Instructional Materials Allotment Procedures

Requires the commissioner to notify districts and open-enrollment charters as early as practicable during each fiscal year, of the estimated amount of instructional materials allotment (IMA) funds for which they are entitled. Allows a district or charter to place an order before the beginning of a fiscal year and to receive the materials before payment providing the cost of the order is no more than 80 percent of the estimated amount. Requires the commissioner to prioritize payment of such orders over reimbursement of purchases made directly by a district or charter. Mandates the commissioner must notify publishers of any potential delay in payment, subject to available funds. Permits a publisher to decline to accept an order under these circumstances. Gives commissioner rule-making authority of these IMA procedures.

ASSESSMENT

Limits on Remedial Tutoring and Test Preparation

Requires school boards to adopt and enforce a policy limiting the removal of students from class for remedial tutoring or test preparation if as a result the student would miss more than 10 percent of the school days the class is offered. Allows a student's parent or guardian to provide written consent to the district for the removal from class for such purposes beyond the 10 percent limit.

Applies beginning with the 2013–2014 school year.

Limits on District-Required Benchmark Testing

Defines "benchmark assessment instrument" as a district-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

Limits a district from administering to any student more than two benchmark tests in preparation for the corresponding state test.

Does not apply limits to college preparatory tests, including the PSAT, the ACT-Plan, the SAT, or the ACT; an AP test; an IB exam; or an independent classroom examination designed or adopted and administered by a classroom teacher.

Provides an exception for a student who has special needs, as determined by commissioner rule, by allowing the student's parent or guardian to request additional benchmark testing for the student.

Applies beginning with the 2013–2014 school year.

Assessment Requirements Removed

Removes the 15 percent grading policy requirement, the cumulative score requirement, and the minimum score requirement.

Applies beginning with the 2013–2014 school year.

Limited English Proficiency Students: 60 Consecutive Days of Enrollment

Requires a limited English proficiency (LEP) student to be enrolled in a U.S. school for at least 60 *consecutive* days during a school year to be considered as enrolled for that year for the purpose of determining state test participation (e.g., accommodated test, alternative test, or test exemption).

Applies beginning with the 2013–2014 school year.

End-of-Course Exams Required for Graduation

Requires TEA to adopt five end-of-course (EOC) exams, including:

- English I (reading and writing on a single test and given one score)
- English II (reading and writing on a single test and given one score)
- Algebra I
- Biology
- U.S. History

Applies beginning with the 2013–2014 school year.

EOC Scale Score

Requires the commissioner to adopt rules requiring a student under the foundation program to be administered each of the five EOC exams required for graduation. Mandates that the commissioner determine a scale score that indicates satisfactory performance on each of the five EOC exams. Mandates that for each scale score not based on a 100-point scale scoring system, the commissioner must provide for conversion, in accordance with commissioner rule, to an equivalent score based on a 100-point scale scoring system.

Applies beginning with the 2013–2014 school year.

Texas Success Initiative Score in Lieu of EOC Score

Considers a student who satisfies the Texas Success Initiative (TSI) college readiness benchmarks, prescribed by the THECB, at the end of a college preparatory course to have satisfied EOC requirements for an equivalent course.

Applies beginning with the 2013–2014 school year.

Other Tests That Can Satisfy EOC Score Requirements

Requires the TEA commissioner to determine a method by which satisfactory performance on an AP, IB, SAT Subject Test, the SAT or the ACT, or any nationally recognized norm-referenced tests used by institutions of higher education to award course credit based on satisfactory performance to satisfy the EOC requirements for an equivalent course. Removes commissioner rule-making authority and commissioner discretion to determine if any of these tests are “at least as rigorous as an EOC.”

Requires the commissioner to determine a method by which a student’s satisfactory performance on the PSAT or the ACT-Plan can be used to satisfy the requirements concerning an EOC in an equivalent course.

Allows a student who fails to perform satisfactorily on one of these tests, other than the PSAT or the ACT-Plan, to retake the test or another test, including the EOC, for the purpose of satisfying the EOC requirements. Mandates that a student who fails to perform satisfactorily on the PSAT or the ACT-Plan *must* take the appropriate EOC. Permits the commissioner to adopt rules for these particular provisions.

Applies beginning with the 2013–2014 school year.

ARD Committee Decisions about EOC Exams

Requires the ARD committee for a student receiving special education services to determine whether satisfactory performance on an EOC exam is needed to receive a high school diploma.

Applies beginning with the 2013–2014 school year.

EOC Retakes

Makes retakes of an EOC exam optional for a student who fails to achieve the necessary score. Maintains the provision that a student is not required to retake a course as a condition of retaking an EOC.

Applies with the 2013–2014 school year.

Grade 11 Students Not Meeting EOC Score Requirements

Mandates that if a district determines on completion of grade 11 that a student is unlikely to achieve the necessary score for one or more EOC exams, the district must require the student to enroll in a corresponding content-area college preparatory course.

Applies beginning with the 2013–2014 school year.

Prohibited Uses of EOC Scores

Mandates that a student's performance on an EOC exam may not be used for purposes of determining class rank, top 10 percent, or as a sole criterion for admission to an institution of higher education.

Applies beginning with the 2013–2014 school year.

Optional English III and Algebra II EOC Exams

Requires TEA to adopt or develop English III and Algebra II tests that districts *may* administer at the district's option. Mandates the TEA ensure that the tests can assess TEKS growth, measure achievement under college readiness standards, and are validated by national postsecondary experts for college readiness content and performance standards.

Requires the SBOE to adopt a schedule to administer the tests annually, and prohibits a test from being scheduled prior to the second full week in May.

Requires TEA to adopt policy that mandates a district that elects to participate in the optional tests must annually administer the test *to each student enrolled in Algebra II or English III* and report the test results to TEA. Requires TEA to annually report the results to the governor and other specified elected officials. Permits TEA to make public the districts that select to administer the Algebra II and English III EOC exams.

Prohibits the results of the optional tests from being used by TEA for state accountability purposes for a campus or district. Prohibits a district from using the test results for teacher evaluations, or in determining final course grades or class rank. Prohibits an institution of higher education from using the optional test results for admission purposes or eligibility for a TEXAS grant. Prohibits a district from administering a benchmark test to prepare students for these optional EOC exams.

Applies beginning with the 2015–2016 school year.

Test Results to Districts

Makes the date that TEA must notify districts of test results more specific with a deadline of no later than the 21st day after the day the test was administered.

Requires districts to disclose to each teacher the results of the tests given to students taught by the teacher in the test subject area during the *same* school year the test was administered.

Applies beginning with the 2013–2014 school year.

Redevelopment of Alternative Assessments

Requires TEA in conjunction with appropriate interested parties to redevelop or adopt assessments to be administered to significantly cognitively disabled students in a manner consistent with federal law. Mandates the tests measure growth and, to the extent allowed under federal law, provide districts with options. Mandates that the assessment instruments may not require a teacher to prepare tasks or materials. States that these tests must be administered no later than the 2014–2015 school year.

Release Tests

Requires TEA to release the question-and-answer keys for specified state tests (e.g., *not* test items used for retesting purposes) during the 2014–2015 and the 2015–2016 school years. Requires the commissioner to adopt rules so that the question-and-answer keys of the tests for the past four school years (2012–2013, 2013–2014, 2014–2015, 2015–2016) will be released at least once by 2015–2016.

TEA Commissioner Certification of Sufficient Funds

Makes changes to the TEA commissioner’s certification process regarding Student Success Initiative (SSI) funds. Maintains that the commissioner certify no later than July 1 of each school year whether sufficient funds have been appropriated for accelerated instruction (AI) for elementary, middle, and high school students who do not perform satisfactorily on state assessments.

Requires the commissioner to take into account new criteria when considering certification, including (1) the average cost per student per assessment instrument administration, (2) the number of students that require accelerated instruction because the student failed to perform satisfactorily, (3) whether sufficient funds have been appropriated to provide support to students in grades 3–12 who have been identified as at-risk of dropping out of school, and (4) whether sufficient funds have been appropriated to provide instructional materials that are aligned with state tests.

Prevents the commissioner from considering foundation school program (FSP) funds, except for compensatory education funds designated for high school remediation purposes. Maintains that grade advancement and accelerated instruction requirements may *only* be implemented if the commissioner certifies that sufficient funds have been appropriated.

Accelerated Instruction for High School Students

Adds a new section to education code specific to providing accelerated instruction (AI) to high school students who fail to perform satisfactorily on required end-of-course exams.

States that the AI may require participation before or after normal school hours and may include participation at times of the year outside of normal school operations. Mandates the AI be provided at no cost to the student.

Mandates that the district use appropriated compensatory education (CE) funds for the AI. Requires a district to separately budget CE funds for the AI and prohibits use of the funds for any other purpose until the district adopts a budget to support the AI.

Requires a district to evaluate the effectiveness of the AI programs and hold an annual public hearing to consider the results.

Increases the age of students considered “at-risk” for dropping out of school from 21 to 26 years of age for CE eligibility purposes.

Test Security Procedures

Requires the commissioner when establishing test administration procedures to ensure the procedures are designed to minimize disruptions to school operations and classroom environments. Requires districts when implementing the procedures to minimize disruptions.

Restriction on Appointments to Advisory Committees

Introduces a new provision that prevents the commissioner from appointing a person to a committee or panel that advises the commissioner or other TEA staff regarding state accountability systems or the content or administration of a state test if the person is retained or employed by a test vendor.

Mandates that if a person retained or employed by a test vendor is serving on a TEA advisory committee or panel on September 1, 2013 the person’s position becomes vacant and filled according to this statute.

Prohibition on Political Contribution or Activity

Introduces a new provision that an offense is committed by a person who is an agent of a state-test vendor if that person makes or authorizes a political contribution to, or takes part in any way of, any person seeking election to the SBOE.

Specifies that a person who is an agent for the state-test vendor commits an offense if that person serves on a formal or informal advisory committee established by the commissioner, TEA staff, or the SBOE to advise on policies or implementation of state accountability matters.

Mandates that an offense under either circumstance is considered a Class B misdemeanor.

Effective date: September 1, 2013

ACCOUNTABILITY

Indicators of Student Achievement

Adds new student achievement indicators to include the percentage of (1) students completing the distinguished level of achievement; (2) students completing an endorsement; and (3) at least three additional indicators of student achievement to evaluate district and campus performance, which must include either:

- Percentage of students that satisfy the TSI college readiness benchmarks in reading, writing, or math; or
- Number of students that earn at least 12 plus or 30 plus hours of postsecondary credit, an associate's degree, or an industry certification.

Prohibits any of these indicators that would measure improvements in student achievement from negatively affecting the commissioner's review of a district or campus if the district or campus is already achieving at the highest level for that indicator.

Requires the commissioner by rule to determine a method by which a student's performance can be included in the determination in the performance rating of a district and campus if before the student graduates the student satisfies the TSI college readiness benchmarks or performs satisfactorily on an EOC exam.

Applies beginning with the 2013–2014 school year.

Performance Indicators

Removes language referring to the percentage of students graduating under the RHSP or DAP.

Applies beginning with the 2014–2015 school year.

Report-Only Indicators

Expands report-only indicators to include the percentage of students graduating under the foundation high school program, the distinguished level of achievement, and earning an endorsement (removes language associated with RHSP and DAP reporting). Adds additional indicators including the number of students, disaggregated by subpopulations that take courses under the foundation program and take courses to earn an endorsement, disaggregated by type of endorsement.

Applies beginning with the 2014–2015 school year.

Exclusion from Dropout and Completion Rates

Mandates the commissioner exclude—when computing dropout and completion rates, students who previously were reported as dropouts, including students

who were reported as dropouts, re-enrolled, and then dropped out again—regardless of the number of times this has occurred.

Applies beginning with the 2013–2014 school year.

District Performance Ratings

Requires the commissioner to adopt rules to assign each *district* a performance rating of A, B, C, D, or F and to determine the criteria for each letter rating. States that a rating of A, B, or C is deemed “acceptable” performance and a rating of D or F reflects an “unacceptable” performance.

Prohibits a district from receiving an “A” rating if the district includes *any campus* with an “unacceptable” performance rating.

Requires the rating to be made public not later than August 8 of each year.

Applies beginning with the 2016–2017 school year.

Campus Performance Ratings

Requires the commissioner to also assign each *campus* a performance rating of exemplary, recognized, acceptable, or unacceptable. A campus rating of exemplary, recognized, or acceptable reflects “acceptable” performance, and a rating of unacceptable is deemed “unacceptable.”

Requires the rating to be made public not later than August 8 of each year.

Applies beginning with the 2016–2017 school year.

NEW Community and Student Engagement Accountability System

Introduces a new component to the state accountability system that requires each district to report to TEA and make publically available a self-evaluation of the district and each campus in the area of community and student engagement.

Requires a local committee to establish criteria that will be used to issue a rating to the district and each campus of exemplary, recognized, acceptable, or unacceptable for both overall performance and on individual factors that include: (1) fine arts; (2) wellness and P.E.; (3) community and parental involvement, i.e. tutoring programs or participation in community service projects; (4) 21st Century Workforce Development program; (5) second language acquisition program; (6) digital learning environment; (7) dropout prevention strategies; (8) educational programs for gifted and talented students; and (9) record of *district and campus* compliance with statutory reporting and policy requirements.

Requires the rating to be made public not later than August 8 of each year.

Applies beginning with the 2013–2014 school year.

Triggers for Special Accreditations Investigations

Updates this section of code with removal of references to the MHSP, RHSP, and DAP. Adds new triggers that include: (1) excessive numbers of students that fail to complete Algebra II or other advanced courses; (2) excessive numbers of students earning a particular endorsement; and (3) a disproportionate number of students of a particular demographic group is graduating with a particular endorsement.

Applies beginning with the 2014–2015 school year.

FIRST Accountability System

Gives commissioner rule-making authority to add indicators that measure future financial solvency to the FIRST system. Requires the system to assign point values to a commissioner-developed matrix. Requires the solvency indicators be evaluated at least once every three years. Requires the commissioner, in consultation with the comptroller, to adopt rules that establish the criteria for the ratings. Mandates that the lowest rating be issued if a district or charter fails to achieve satisfactory performance on a critical indicator or on a category of indicators that suggest trends leading to financial distress.

Requires the commissioner to issue a preliminary rating. Allows a district to submit additional information related to any area that was considered unsatisfactory, and requires the commissioner to consider the information before a final rating is issued. Provides that the commissioner may not penalize a district if the additional information negates the original concern.

Requires initial rules to be adopted not later than March 1, 2015.

Requires the rating to be made public not later than August 8 of each year.

Applies beginning with the 2014–2015 school year.

Projected Deficit Under FIRST System

Requires the commissioner to provide a district or open-enrollment charter interim financial reports, including projected revenues and expenditures, if a deficit is projected for the district or charter within the following three school years. Permits TEA to require additional reports from districts under these circumstances. Allows the commissioner to order the district or charter to acquire professional services if the reports submitted are deemed unreliable.

Applies beginning with the 2014–2015 school year.

Corrective Action Plan

Requires districts and open-enrollment charters assigned the lowest FIRST performance rating to submit to the commissioner a corrective action plan to address the financial weaknesses. Specifies the corrective plan identify specific

areas of weakness; e.g., transportation, curriculum, teacher development, and to include strategies for improvement. Permits the commissioner to assign sanctions against a district or school that fails to submit or implement a corrective plan.

Applies beginning with the 2014–2015 school year.

Academic Distinction Designations for District and Campuses

Requires the commissioner to award distinction designations not later than August 8 of each year. The designation must be referenced directly in connection with the performance rating given to districts or campuses.

Requires the commissioner by rule to establish an academic distinction designation for districts and campuses for outstanding performance in attaining postsecondary readiness based on (1) state-test performance and improvement in relation to college readiness standards; and (2) percentages of students that earn recognized business or industry certification or license; complete a coherent sequence of CTE courses; complete a dual credit course or articulated postsecondary course for local credit; achieve applicable college readiness benchmarks or the equivalent on the PSAT, SAT, ACT, or ACT-Plan; and who received a score to earn college credit on either an AP or IB test.

Campus Distinction Designations

Requires the commissioner to award a distinction designation to a campus ranked in the top 25 percent in the state for outstanding performance in improvement of student achievement and in the top 25 percent for closing student achievement differentials. Requires that campuses will also be awarded the distinction designation for outstanding performance in English language arts, science, or social studies.

Allows the commissioner to also give a distinction designation for outstanding performance in advanced middle or junior high school achievement to campuses that have significant numbers of students performing satisfactorily on an EOC exam.

Applies beginning with the 2013–2014 school year.

NEW Texas School Accountability Dashboard

Creates a new dashboard that requires TEA to develop and maintain a website separate from its own for the public to be able to access campus and district accountability information. Requires the commissioner to adopt a performance index for the dashboard in four areas: (1) student achievement, (2) student progress, (3) closing performance gaps, and, (4) postsecondary readiness.

Mandates the dashboard include:

1. Performance for each district and campus in each of the four areas of the index.
2. Comparison of the number of students enrolled in each district, including the percentage of students who are LEP, unschooled asylees or refugees, educationally disadvantaged, and with disabilities.
3. Comparison of performance for each district and campus disaggregated by race, ethnicity, and populations served by special programs, including special education, bilingual education, and special language programs; and, a comparison of performance information by subject area.

Comprehensive Annual Report

Expands TEA's Comprehensive Annual Report to include information about the availability of each endorsement in each district; and the district's economic, geographic, and demographic information, as determined by the commissioner.

Applies beginning with the 2014–2015 school year.

Notice on TEA Website

Requires TEA not later than October 1 of each year to post on the TEA website information pertaining to the (1) letter performance rating awarded to a district or campus; (2) performance rating assigned to a district and each campus by the district under the community and student engagement system; and (3) FIRST rating assigned to each district and school.

Applies beginning with the 2013–2014 school year.

HIGHER EDUCATION

Texas Success Initiative Exemptions

Exempts students from Texas Success Initiative (TSI) requirements who meet the college readiness standards on the English III or Algebra II EOC exams.

Requires the higher education commissioner by rule to establish the period for which an exemption is valid.

Applies beginning with the 2015–2016 school year.

Exempts students from TSI requirements who successfully complete a college preparatory course with respect to the content area of the course for the institution that the district partnered with to provide the course. Requires the higher education commissioner by rule to establish the period for which an exemption is valid and allows the commissioner by rule to determine if the exemption may apply to other institutions of higher education other than the partnering institution.

Applies beginning with the 2013–2014 school year.

Automatic College Admissions

Introduces a new requirement that a student must have earned the “distinguished achievement level” under the foundation program to be eligible for automatic admission if the student graduates in the top 10 percent of the student’s graduating class. Maintains the options of allowing satisfactory performance on the ACT or SAT to meet automatic entry requirements.

Requires the TEA commissioner and commissioner of higher education to jointly adopt rules for eligibility requirements for students graduating under the RHSP or DAP so that their participation in the programs does not affect automatic admission. Expires this particular provision September 1, 2020.

Applies beginning with the 2014–2015 school year.

General Admissions

Requires a student who does not qualify for automatic admissions to apply to any general academic teaching institution in Texas if the student has completed the foundation school program requirements or demonstrated applicable college readiness benchmarks on the ACT and SAT.

Requires the TEA commissioner and commissioner of higher education to jointly adopt rules for eligibility requirements for students graduating under the MHSP, RHSP, or DAP so that their participation in the programs does not affect automatic admission. Expires this particular provision September 1, 2020.

Applies beginning with the 2014–2015 school year.

Miscellaneous Chapters of Higher Education Code

Adds conforming language to several sections of higher education code to align with the foundation high school program and distinguished level of achievement requirements. Those sections include decision on a private school curriculum and its equivalency to public school curriculum requirements, student financial assistance, initial eligibility for higher education for students graduating from high school after May 1, 2013, applied stem courses; engineering summer program, tech-prep program and associated grants; math and science courses for high-demand occupations and associated grants, The Texas Academy of Mathematics and Science at The University of Texas Brownsville, The Texas Academy of International Studies at Texas A&M International University, and courses for joint junior high school and junior college districts.

Applies beginning with the 2014–2015 school year.

HB 10
Pitts
Supplemental Appropriations

Provides \$630 million in a supplemental appropriations bill to the FSP to ensure full funding of formula entitlements to school districts for fiscal year 2013.

Earliest effective date: Immediately

HB 13
Callegari
Pension Review Board

Requires the Pension Review Board (PRB) to post certain financial data and reports received by public retirement systems in Texas and to notify certain lawmakers and governing bodies of political subdivisions if the information is not timely filed. Provides that the PRB must post any system out of compliance on the board's website. Requires the PRB to develop model ethical standards and conflict of interest policies.

Requires public retirement systems to annually submit a report on the investment returns and actuarial assumptions to the PRB.

Earliest effective date: Immediately

HB 29
Branch
Fixed Tuition Price Plan for Undergraduate Students

Requires the governing board of a general academic teaching institution to offer entering undergraduate students, including transfer students, the opportunity to participate in a fixed tuition price plan for at least the first 12 consecutive semester hours that occur after the date of the student's initial enrollment at any public or private institution.

Earliest effective date: Immediately

HB 97
Perry
Property Tax Exemption for Disabled Veterans

Allows a property tax exemption equal to a disabled veteran's disability rating (if less than 100 percent) on the disabled veteran's residence homestead if the

homestead was donated to the disabled veteran by a charitable organization at no cost to the veteran. Extends the exemption to the surviving spouse of a disabled veteran who died after qualifying for the exemption if the surviving spouse has not remarried, the property was the homestead of the surviving spouse when the veteran died, and the property remains the residence homestead of the surviving spouse. Provides that the surviving spouse who qualified for the exemption would also qualify for the same dollar amount of exemption on a subsequent homestead if the surviving spouse has not remarried.

Provides that the exemption is retroactive to January 1 of the year in which the disabled veteran qualifies for the exemption, and prorates the exemption of a former homestead if a disabled veteran or surviving spouse moves to a new homestead during the year.

Takes effect only upon approval of the voters of a constitutional amendment allowing for the exemption.

Earliest effective date: January 1, 2014

HB 174
Alonzo
American Indian Heritage Day

Creates an American Indian Heritage Day the last Friday in September in recognition of the historic, cultural, and social contributions American Indian communities and leaders have made to this state. Establishes that the day shall be regularly observed in public schools.

Earliest effective date: Immediately

HB 259
Simmons
Prohibitions Relating to Electioneering

Addresses current law that prohibits persons from electioneering or loitering within 100 feet of the entrance to a polling location on election day but does not address electioneering outside of the hundred feet marker. This bill allows electioneering on election days at polling places beyond the 100-foot distance marker. Disallows an entity that owns or controls a public building being used as a polling place from prohibiting electioneering outside the 100-foot distance marker.

Earliest effective date: Immediately

HB 308
Bohac
Celebration of Christmas

Allows a school district to educate students about the history of winter celebrations and allows staff to offer traditional greetings such as “Merry Christmas,” “Happy Hanukkah,” and “happy holidays.” Allows a school district to display on school property scenes or symbols associated with traditional winter celebrations. Prohibits a display relating to a traditional winter celebration from including a message that encourages adherence to a particular religious belief.

Earliest effective date: Immediately

HB 316
Otto
Appraisal Appeals

Authorizes property owners to appeal to the State Office of Administrative Hearings regarding appraisal review board determinations related to properties valued at \$1 million or more. Designates the following cities as hearing sites: Austin, Beaumont, Corpus Christi, El Paso, Fort worth, Houston, Lubbock, Lufkin, McAllen, Midland, San Antonio, Tyler, and Wichita Falls. Provides that if the property under appeal is not located in one of these cities then the hearing must be set in the city nearest to the subject property.

Specifies that the changes made in this bill would apply only to an appeal filed on or after the effective date of this bill. An appeal filed prior to the act is governed by the law in effect when the appeal was filed.

Earliest effective date: January 1, 2014

HB 343
Marquez
Financial Statements of School Board Members

Requires school board members in El Paso County to file a financial statement with the board of trustees and the commissioner’s court of the county. Imposes an offense if a trustee fails to file a financial statement. Requires the commissioner’s court of the county to determine from all available evidence whether the financial statement was filed late. Imposes a \$500 civil penalty payable to the county if the financial statement is late.

Earliest effective date: January 1, 2014

HB 347**Pitts****Using Wireless Communication Device on School Property**

Prohibits the use of a wireless communication device while operating a motor vehicle on the property of a public elementary, middle, junior high, or high school for which a local authority has designated a school crossing zone, during the time a reduced speed limit is in effect, unless the vehicle is stopped or the wireless device is used with a hands-free device. Provides that it is an affirmative defense to prosecution if the device was used to make an emergency call to a response service, a hospital, a fire department, a health clinic, a medical doctor's office, an individual to administer first aid treatment, or a police department. Provides that this statute preempts all local ordinances, rules, or regulations that are inconsistent with its provisions.

Earliest effective date: September 1, 2013

HB 376**Strama****Regulation of Childcare Providers**

Establishes the Texas Rising Star Program as a voluntary, quality-based childcare rating system of childcare providers participating in the Texas Workforce Commission's subsidized childcare program.

Requires the workforce commission to adopt rules to administer the program, including rules for rating childcare providers who serve children younger than 13 years of age. Requires the workforce commission to make money available, from a block grant or other public or private sources, to each workforce board to hire employees who will provide technical assistance to the program providers and to providers seeking a rating under the program. Establishes a review work group to propose revisions to the program rules no later than May 1, 2014.

Sets reimbursement rates for a Texas Rising Star Program provider that is greater than the maximum rate established for a provider who is not a program provider. Increases rates by specific percentages based on the program's rating as a childcare provider; e.g., the reimbursement rate for a four-star rating must be at least 9 percent higher.

Earliest effective date: September 1, 2013

HB 437**Davis, John****Texas Innovative Adult Career Education Grant Program**

Establishes the Texas Innovative Adult Career Education Grant Program (ACE). The program provides grants to eligible nonprofit workforce intermediary and job training organizations. The grants may be awarded only to develop, support, or expand programs of eligible nonprofit workforce intermediary and job training organizations to prepare low-income students to enter careers in high-demand and significantly higher-earning occupations. Requires the Higher Education Coordinating Board to designate the Austin Community College (ACC) board as the grant administrator. Requires ACC to establish an advisory board that provides input and recommendations for the awarding of grants along with oversight of the grant administrator.

Earliest effective date: September 1, 2013

HB 455**Dukes****Excused Absences for Certain Students**

Requires a school district to excuse a student from attending school for a temporary absence resulting from an appointment with health care professionals for the student or the student's child if the student commences classes or returns to school on the same day of the appointment.

Earliest effective date: Immediately

HB 462**Huberty****State Control of Teacher Appraisal Criteria, Curriculum Standards, and Assessments**

Prohibits the SBOE from adopting Common Core (CC) standards and districts from using CC standards to comply with requirements to teach the TEKS. Prohibits districts and open-enrollment charters from being required to offer any aspect of CC standard curriculum. Prohibits TEA from adopting or developing criterion-referenced tests that are based on CC standards, excluding AP or IB tests.

Earliest effective date: Immediately

HB 480
Alvarado
Sick Leave by State Employees Attending Educational Activities

Allows a state employee to use up to eight hours of sick leave to attend educational activities of the employee's children. Defines "educational activity" as a school-sponsored activity, including a parent-teacher conference; tutoring; a volunteer program; a field trip; a classroom program; a school committee meeting; an academic competition; and an athletic, music, or theater program.

Earliest effective date: Immediately

HB 483
Aycock
Hearings on Payments in Excess of Compensation

Prohibits a political subdivision from paying an employee or former employee more than an amount owed under a contract with the employee unless the political subdivision holds at least one public hearing. Requires the governing body of the political subdivision to state at the public hearing the reason the payment is in excess of the contractual amount owed, the public service that will be served by paying the excess amount, the exact amount of the excess payment, the source of the payment, and the terms for the distribution of the payment that effect and maintain the public purpose to be served by making the excess payment. Provides that the hearing is subject to certain notice requirements.

Earliest effective date: Immediately

HB 506
Lozano
Election Locations

Requires political subdivisions that hold an election on the November uniform date not in conjunction with a county election to designate as early polling places those established by the county and located in the political subdivision. A polling place shared with a county would be open for voting for all political subdivisions served for at least the days and hours required of a main early voting polling place.

Earliest effective date: September 1, 2013

HB 525
Aycock
Collection of Data for Military-Connected Students

Requires TEA to collect data through PEIMS from school districts and open-enrollment charter schools relating to military-connected students who are dependents of a person serving in the U.S. military. The data required must include the number of active duty military-connected students and the number of National Guard or reserve military-connected students enrolled in the school district or open-enrollment charter school on a date at the beginning of the school year and a date at the end of the school year as determined by TEA. Prohibits the data from being used for district or campus performance rating purposes. Applies beginning with the 2013-14 school year.

Earliest effective date: January 1, 2013

HB 561
Workman
Ad Valorem Taxes

Provides that the additional tax, penalty, and interest triggered by a change of use of land from agricultural use does not apply to land owned by an organization that qualifies as a school if the organization converts the land to a use for which the land is eligible for an exemption as a school within five years.

Earliest effective date: Immediately

HB 581
Howard
Waiver of Sovereign Immunity

Provides for the waiver of sovereign immunity in certain employment lawsuits by nurses employed by a hospital operated by or on behalf of a state or local governmental entity.

Earliest effective date: September 1, 2013

HB 590
Naishtat
Eligibility for Special Education Services Based on Visual Impairment

Requires the full individual and initial evaluation of a student for special education services to include an orientation and mobility evaluation conducted by an

individual appropriately certified as an orientation and mobility specialist in a variety of lighting conditions and settings and provide for the orientation and mobility specialist to participate, as part of a multidisciplinary team, in evaluating data on which the determination of the child's eligibility is based.

Earliest effective date: Immediately

HB 617

Rodriguez

Transition and Employment Services for Special Education Students

Requires the commissioner of education to require each school district to designate at least one employee to serve as the district's designee on transition and employment services for students enrolled in special education services. Requires the commissioner of education to develop minimum training guidelines for the designee. Requires TEA to develop a transition and employment guide for students enrolled in special education programs. Specifies the information that must be included in the transition guide. Requires the transition and employment guide to be posted on the agency's website. Requires a school district to post the transition and employment guide on the school district's website, if it maintains a website, and provide written information and, if necessary, assistance to a parent regarding how to access the electronic version of the guide at the first ARD meeting or the first committee meeting that occurs after the date the guide becomes available, if the student has already had the ARD meeting.

Earliest effective date: Immediately

HB 628

Dale

Inherent Right of School Board Trustee to Obtain Information, Documents, and Records

Provides that a member of the board of trustees of a school district, when acting in the member's official capacity, has an inherent right of access to information, documents, and records and the district shall provide the information, documents, and records without the need for submitting a public information request. Requires a school district to post, in a place convenient to the public, the cost of responding to one or more requests submitted by a member of the board of trustees if the requests are for 200 or more pages. Requires the school district to report annually to TEA the number of requests submitted by a member of the board of trustees and the total cost to the district.

Earliest effective date: September 1, 2013

HB 642
Patrick
Continuing Education Requirements for Certain Educators

Provides that no more than 25 percent of the training provided to a classroom teacher, principal, or counselor every five years include training in certain subject matters.

Earliest effective date: September 1, 2013

HB 647
Patrick
Employment in Open-Enrollment Charter Schools

Allows an open-enrollment charter school to employ a person as a teacher or educational aide if (1) a school district could employ the person as a teacher or educational aide or (2) a school district could employ the person as a teacher or educational aide if the person held the appropriate certificate under Subchapter B, Chapter 21, and the person has never held a certificate issued before or in any other position if the school district could employ that person in that position.

Earliest effective date: Immediately

HB 674
Ratliff
Notice of Proposed Zoning Changes

Requires a municipality to provide written notice to effected school districts of certain proposed zoning changes. This requirement does not apply to a municipality where the majority of the municipality is located in a county with a population of 100,000 or fewer, unless a school district in that territory requests the notice.

Applies only to proposed zoning changes made on or after the effective date of this bill. Any proposed change prior to the effective date of this act is governed by the law in effect at the time of proposed change.

Earliest effective date: September 1, 2013

HB 697
Springer
Sales Tax Exemptions for Booster Clubs

Includes booster clubs or other school support organizations as exempt from sales taxes when serving food products, meals, soft drinks, and candy when

there is an agreement with school authorities during the regular school day. Additionally, these products are exempted from sales taxes if they are sold during an event sponsored or sanctioned by an elementary or secondary school or school district at a concession stand operated by a booster club or other school support organization formed to support the school or district.

Earliest effective date: September 1, 2013

HB 709

Isaac

Tax Payments and Refunds

Allows taxing entities, in determining the amount of a tax refund, to apply overpayments or erroneous payments to delinquent amounts from a tax year, other than the tax year for which liability for a refund arises, if the taxpayer was the sole owner of the property.

Applies only to ad valorem taxes imposed for a tax year that begins on or after January 1, 2014.

Earliest effective date: January 1, 2014

HB 742

Strama

Summer School Grant Program

Creates a competitive summer school grant program for districts with high enrollments of educationally disadvantaged students. Provides that the commissioner must establish and administer the grant program for not more than 10 school districts. The program would serve students in prekindergarten through eighth grade during the summer.

The program is designed to (1) encourage participation by a district's most educationally disadvantaged students; (2) close the academic achievement gap between students; (3) ensure students retain knowledge and skills learned during the schools year and continue learning; (4) provide apprenticeship, mentorship, and other professional development opportunities for new teachers and student teachers; (5) add to the compensation of a district's highest performing teachers by providing those teachers with summer employment, teaching students, new teachers, and student teachers.

Provides that for school districts to be eligible, they must (1) have an enrollment of students who are educationally disadvantaged that is greater than 50 percent of the total district enrollment, (2) apply to the commissioner in the manner and within the time prescribed by the commissioner rule, and (3) provide as part of

the application materials a plan that is designed to achieve the purpose of the grant program.

States that a grant awarded for this program may only be funded with money appropriated for the program, and any gifts, grants, or donations made to the agency for the program must be applied to the program. Allows the commissioner to determine the amount of each grant awarded. Requires participating school districts to provide the agency with an annual written report.

Requires the agency to contract with an experienced and recognized third-party program evaluator to determine and prepare a report regarding the effectiveness of the program. The report must include the evaluator's best effort to project the cost and academic effects of implementing the best practices of the program in school districts across the state. The report must also include the effectiveness of the program in improving academic performance among participating students, improving the professional development and performance of new teachers, and rewarding and retaining the highest performing teachers.

Requires the agency to submit a report to the legislature not later than November 1 of each even-numbered year describing the results of the program.

Provides that the commissioner must establish the grant program beginning with the 2013–14 school year.

Earliest effective date: Immediately

HB 749

Raymond

Outcomes in the Summer Food Service Program

Requires the Department of Agriculture to develop a five-year plan in collaboration with Baylor University's Texas Hunger Initiatives and implement no-cost provisions to increase outcomes in the summer food service program. Requires the plan to include methods to increase participation by children eligible to receive free or reduced-price school lunches and strategies to increase access to summer meals in rural areas for children eligible to receive free or reduced-price school lunches. Provides that the plan may be developed and implemented only if sufficient funds are available.

Earliest effective date: September 1, 2013

HB 753
Villareal
Information Regarding Supplemental Educational Services (SES)

Requires TEA to provide information to districts that identifies (1) research-based characteristics of SES that have demonstrated a likelihood of fostering improved student academic performance; and (2) the minimum number of hours of tutoring needed to improve student performance. Requires districts to include the information from TEA about SES to parents as part of an annually required federal notice.

Requires TEA and the commissioner by rule to establish a process for approving and revoking approval for an SES provider, maintain a publically available list of approved providers, promptly investigate a complaint, and to promptly remove from the approved list any provider whose approval has been revoked. Mandates that TEA send notice within five business days of revocation to each school district that in turn must provide notice to parents. Specifies that if the approval of a particular SES was revoked because of fraudulent activity the provider must be permanently prohibited from serving as a Texas provider.

Earliest effective date: September 1, 2013

HB 773
Farney
Recitation of Pledges of Allegiance at Open-Enrollment Charter Schools

Requires the governing board of each open-enrollment charter school to require students to recite the U.S. and Texas pledges of allegiance. Requires the U.S. and Texas flags to be posted in each campus classroom. Requires open-enrollment charter schools to provide for the observance of one minute of silence.

Earliest effective date: Immediately

HB 809
Davis
Dissemination of Employment Opportunities to Secondary School Students

Requires the Texas Workforce Commission to provide the Texas Education Agency with information at least each quarter regarding current and projected employment opportunities in the state. Requires TEA to provide the information to school districts for use in local planning and implementation of career and technical education and training programs.

Earliest effective date: September 1, 2013

HB 842
Bell
Dual Credit for Career and Technical Courses

Allows students to take dual-credit courses to earn an industry-recognized credential or certificate or an associate degree.

Earliest effective date: Immediately

HB 866
Huberty
State Tests Required for Grades 3–8

Revises the grades 3–8 testing system. Requires all students in grades 3, 5, and 8 to be tested in reading and math; in grades 4 and 7 in writing; in grades 5 and 8 in science; and in grade 8 in social studies. Allows a student who is taught above grade level to continue taking tests above grade level. Maintains Spanish versions of STAAR be available in grades 3–5 for students who are of limited English proficiency. Maintains modified test versions be available for students with disabilities for whom regular tests are not valid.

Establishes a new scoring concept, determined by TEA, called the Minimum Satisfactory Adjusted Scale Score. Mandates the score is the sum of the passing cut scores plus the minimum number of points above that cut score that is predictive within a 3 percent margin of error that a student will pass a subsequent year's test in the same subject area. Requires a student in grades 4, 6, or 7 to be tested if in the prior year the student did not perform at or above the Minimum Satisfactory Adjusted Scale Score.

Permits districts to opt-in to testing of all students in grades 4, 6, and 7 and use the data as the district sees fit. Requires any optional tests to be administered and scored at the same cost as the required tests. Prohibits the optional test scores from being used as an indicator of student achievement for state accountability purposes or for any other provision. Expires the bill provisions on September 1, 2017.

Directs the TEA commissioner to seek a waiver from the USDE that provides all relevant data (e.g., cost savings that allow the redirection of funds to help struggling students) if provisions of the bill conflict with federal law. States that if a waiver is granted or deemed unnecessary by the USDE, changes to the grades 3–8 testing system would occur following notice in the Texas Register, and not later than September 1, 2015.

Earliest effective date: not later than September 1, 2015

HB 885
Murphy
Charter School Bonds

Allows for refunding or refinanced bonds issued by open-enrollment charter schools to be guaranteed by the Permanent School Fund through the bond guarantee program up to one-half of the total amount available for the guarantee of charter district bonds. Applies only to a bond issued, refunded, or refinanced on or after the effective date of the act by an open-enrollment charter school.

Earliest effective date: September 1, 2013

HB 897
Zerwas
Instruction in Cardiopulmonary Resuscitation

Requires school districts and open-enrollment charter schools to provide instruction to students in grades 7 through 12 in cardiopulmonary resuscitation at least one time prior to graduation. Allows the instruction to be provided as a part of any course. Allows districts to waive the curriculum requirement for an eligible student with a disability.

Provides that cardiopulmonary resuscitation instruction must include training that has been developed by the American Heart Association (AHA) or the American Red Cross (ARC) or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction. Psychomotor skills means hands-on practice to support cognitive learning.

Allows school districts and open-enrollment charter schools to use emergency medical technicians, paramedics, police officers, firefighters, and representatives of the AHA, and ARC, teachers, other school employees, or other similarly qualified individuals to provide instruction and training. Provides that this instruction is not required to result in certification in cardiopulmonary resuscitation. However, if instruction is intended to result in certification, the course instructor must be authorized by the AHA, ARC, or other similar nationally recognized association.

No longer requires the use of automated external defibrillators as part of TEKS in the health curriculum.

Applies beginning with the 2014–15 school year.

Earliest effective date: Immediately

HB 1009
Villalba
School Marshals

Allows the board of trustees of a school district or the governing body of an open-enrollment charter school to appoint not more than one school marshal per 400 students in average daily attendance per campus. Provides that an applicant for a school marshal must be an employee of the school district or open-enrollment charter school. Allows a school marshal to carry or possess a handgun on the physical premises of a school specified by the board of trustees or governing body and in a manner provided by written regulations. Prohibits a school marshal from issuing a traffic citation.

Earliest effective date: Immediately

HB 1016
Davis
Legal Representation for Civil Suits Against Peace Officers Employed by a School District

Requires a school district to provide legal representation to a peace officer, without cost to the employee, to defend the employee against a suit for damages by a party other than a governmental entity.

Earliest effective date: Immediately

HB 1018
Patrick
Increasing Physical Activity

Requires a district's School Health Advisory Committee (SHAC) to establish a subcommittee to consider issues related to improving student physical activity and fitness and to make recommendations to the school board as part of their annual report. Expands the duties of a SHAC to recommending, if feasible, joint-use agreements or strategies for collaboration between the school district and community organizations or agencies. Provides that any joint-use agreement between a school district and community organization or agency entered into based on a recommendation of the SHAC must address liability for the school district and community organization or agency.

Earliest effective date: September 1, 2013

HB 1025
Pitts
Supplemental Appropriations

Provides \$201.7 million to the FSP for 2014–15, which will flow to schools through the Basic Allotment. Allocates \$1.75 billion from the state’s Rainy Day Fund to reverse the payment delay passed in 2011.

Earliest effective date: Immediately

HB 1122
Johnson
Pilot Program for Three-Year Diploma and Cost-Neutral Expansion of Prekindergarten

Establishes an optional pilot program for large districts that have an enrollment of more than 150,000 students and are located primarily in a county that has a population of 2.2 million or more and that is adjacent to a county with a population of more than 600,000.

Permits eligible districts to develop and implement a pilot program that would allow a student to graduate under a three-year high school diploma program. Requires a district to partner with a public junior college, technical institute, or other entity that offers education or training under a certificate or associate degree program in order to facilitate the prompt enrollment of students in those institutions after graduating under the pilot program. Sets an expiration date for the pilot program of September 1, 2013.

Mandates that student participation be voluntary with parental approval. Requires a district to specify curriculum requirements for receiving a three-year diploma that ensures a student is sufficiently skilled in English language arts and math to be successful in public junior college-level courses. Requires commissioner approval of the district’s proposal regarding the scope and curriculum requirements before the district can implement the program. Mandates the district also submit curriculum requirements to the SBOE for comment.

Requires that a participating student take the EOC exam for a course the student is enrolled in, and requires test performance at a satisfactory level as determined by the commissioner. Mandates that it be clearly identified on a student’s transcript if the student graduated under the three-year program. Exempts a student who receives a diploma under the program from compulsory attendance law.

Mandates that participating districts, in the first year that follows the first school year in which students receive diplomas under the program and continuing for

every subsequent year the program is in operation, are to receive state funding for prekindergarten, on a full-day basis, for the number of students equal to twice the number of graduates the preceding school year.

Earliest effective date: September 1, 2013

HB 1174

Fallon

Penalties for Passing a Stopped School Bus

Increases the penalties for illegally passing a school bus to not less than \$500 or more than \$1,250, except that the offense increases to not less than \$1,000 or more than \$2,000 if the person is convicted of a subsequent offense within five years of the date the most recent offense was committed.

Earliest effective date: Immediately

HB 1205

Parker

Reporting of Abused or Neglected Children

Addresses current law that creates an offense if any person has cause to believe a child is being abused or neglected and knowingly fails to make a report. This bill clarifies that failure to make such a report is a Class A misdemeanor. However, if the person failing to make a report is a “professional” (i.e. someone licensed or certified by the state or working at a facility licensed by the state, including teachers, day-care employees, attorneys, and clergy members), and intends to conceal the abuse or neglect, the offense is a state jail felony.

Earliest effective date: September 1, 2013

HB 1264

Huberty

Reporting Students with Dyslexia

Requires each school district and open-enrollment charter school to report through PEIMS information regarding the number of students enrolled in the district or school who are identified as having dyslexia.

Earliest effective date: Immediately

HB 1479
Villarreal
Uniform Truancy Policy in Certain Counties

Requires the establishment of a committee in Bexar County to recommend a uniform truancy policy for each school district in the county. Establishes membership requirements of the committee.

Earliest effective date: Immediately

HB 1501
Raymond
Commemorating September 11, 2001

Requires school districts to commemorate the events of September 11, 2001 with a moment of silence at the beginning of the first class period of the day when September 11 falls on a regular school day. Before the moment of silence, the instructor must make a statement of reference to the memory of those who died September 11, 2001.

Earliest effective date: Immediately

HB 1675
Bonnen
UIL Sunset Review and TEA Evaluation of Contracting Procedures

Requires the Sunset Advisory Commission to evaluate the contracting procedures used by TEA when entering into a contract with a provider to develop or administer assessment instruments and to present to the 84th Legislature a report on its evaluation and recommendations in relation to the contracting procedures.

Moves TEA sunset date from September 1, 2013 to September 1, 2015. Moves the regional ESC sunset date from September 1, 2015 to September 1, 2019.

Requires the University Interscholastic League (UIL) to undergo sunset review in 2015 but does not allow for the abolishment of the league. Provides that UIL will pay for the costs of the review by the sunset commission.

Earliest effective date: Immediately

HB 1751
Patrick
Excellence Innovation Program

Establishes the purposes of the educator excellence innovation program, which are to systematically transform educator quality and effectiveness and district administrative practices to improve quality, effectiveness, and efficiency to improve student learning in school districts that receive Title 1 funding and have a majority of district campuses with a student enrollment of which at least 50 percent is educationally disadvantaged. Provides that not later than April 1 of each fiscal year, TEA shall provide written notice to each school district that will be provided a grant from the Educator Excellence Innovation Fund. Requires a school district to submit a local educator excellence innovation plan for approval to carry out the purposes established in statute. Contingent upon available funding; requires TEA to approve plans that most comprehensively and innovatively address the purposes of the program.

Allows a school district to use grant funds awarded to the district only to carry out the purposes of the program, in accordance with the district's local educator excellence innovation plan.

Allows a school district to apply for a waiver from certain educational requirements in order to carry out the purposes of the program, in accordance with the district's local educator excellence plan. Requires the application for a waiver to be approved by a majority of the members of the school district and a majority of the educators employed at each campus for which the waiver is sought. Prohibits a board of trustees or school superintendent from compelling a waiver of rights.

Earliest effective date: Immediately

HB 1752
Patrick
Texas Teacher Residency Program

Requires the commissioner of higher education to establish a Texas Teacher Residency Program at a public institution of higher education no later than March 1, 2014. Requires the public institution of higher education to form a partnership with an area school district or open-enrollment charter school to provide employment to residents in the program. Provides that the program must be designed to award teaching residents participating in the program a master's degree and lead to certification, if the participants are not already certified. Establishes 13 program components and eligibility requirements for participants. Requires the teaching residency program to establish criteria for selection of

individuals to participate in the program. Provides that the teacher residency program may be established and maintained only if sufficient funds are available.

Earliest effective date: Immediately

HB 1775
Thompson
Registration of Sports Officials

Gives UIL discretion to require a sports official, as a condition of eligibility to officiate a UIL sponsored contest, to (1) be registered with the league and comply with the registration requirements; (2) have completed initial and continuing education programs regarding league rules; (3) be a member in good standing of a local chapter or association of sports officials recognized by the league; and (4) agree to abide by league rules, including fee schedules and travel reimbursement guidelines for payment by a school district or open-enrollment charter school.

Provides that UIL may charge and collect a registration fee only to defray the cost of registering sports officials and must post the amount of the fee on the league's website and make the information available at other places deemed appropriate by the league. Prohibits the cost from exceeding the amount reasonably necessary to cover the cost of administering the registration.

Allows UIL to revoke or suspend the registration of a sports official determined by the league to have violated provisions of the league's constitution or contest rules or other league policies applicable to sports officials. Prior to taking action on revocation or suspension, UIL must notify and consult with the local chapter or association of sports officials of which the sports official is a member. Provides that the local chapter or association may, on or before the 15th day after the date notice is received from UIL, take action to adjudicate the alleged violation. Allows UIL to take action if after the 15th day that notice is received the local chapter or association failed to take action against the sports official or the league determines the action is insufficient. In adopting rules, the UIL must make a determination of the actions and subsequent sanctions that will be considered sufficient.

Prohibits UIL from sponsoring or organizing any association of sports officials in which the majority of the membership is composed of sports officials who officiate a team sport.

Permits the league to set rates or fee schedules payable by a school district or open-enrollment charter school to a sports official.

Prohibits the UIL from amending any rules related to the activities of sports officials, other than an action against an individual sports official, prior to allowing public review and comment, including (1) notifying registered sports officials of the proposed action by email not later than the 30th day before the date set for action on the proposal, and (2) posting the proposal on the league's website for at least 30 days prior to the date set for action on the proposal.

Earliest effective date: Immediately

HB 1781
King, Ken
Meal Reimbursements

Prohibits the Texas Department of Agriculture from imposing a sanction, including disallowing meal reimbursement, based on the sale to students at a high school foods of minimal nutritional value if (1) the sale is approved in advance by the school and is made outside the food service area during meal service, and (2) for the purpose of raising money for a student organization or activity sponsored or sanctioned by the school district.

Earliest effective date: Immediately

HB 1871
King, Tracy
Allocation of Expenses of a Joint Election

Provides that a school district is responsible only for the proportion of election expenses that corresponds to the proportion that the number of registered voters in the school district bears to the total number of registered voters in all political subdivisions participating in the joint election. Restricts applicability to a school district that has territory located in at least four counties, each of which has a population of less than 46,100 and no part of which is located in a municipality.

Earliest effective date: Immediately

HB 1897
Eiland
Exemption of Pollution Control Property

Requires the director of the Texas Commission on Environmental Quality (TCEQ) to make a determination on a pollution control exemption no later than the first anniversary after the date the application was filed. Limits refunds resulting from an appeal but does permit a refund if the property owner has

entered into a written agreement with the chief appraiser that authorizes the refund as part of an agreement related to the taxation of the property pending a final determination by TCEQ. Not later than the 10th day after the date the property owner and the chief appraiser enter into a written agreement, the chief appraiser must provide each taxing unit that taxes the property a copy of the agreement. Provides that the agreement is void if a taxing unit that taxes the property objects in writing to the agreement on or before the 60th day after the taxing unit receives a copy of the agreement.

Earliest effective date: Immediately

HB 1926

King, Ken

Virtual School Network

Adds nonprofits and private entities to the list of acceptable course providers for the virtual school network. Continues to allow private and public institutions of higher education to be course providers. Allows entities that provide electronic professional development courses to also be course providers.

Prohibits school districts or open-enrollment charters schools from denying a full-time student enrollment in an electronic course unless (1) a student attempts to enroll in a course load that is inconsistent with the student's high school graduation plan or requirements for college admission or earning an industry certification, (2) the student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period of the district providing the course, or (3) the district or school offers a substantially similar course.

Allows a district to decline to pay the cost of more than three yearlong electronic courses, or the equivalent, for a student during any school year. However, this does not limit the ability of the student to enroll in additional electronic courses at the student's own cost, or apply to a student who is enrolled in a full-time online program that was operating on January 1, 2013.

Gives a school district the discretion to select a course provider approved by the network for a course in which a student will enroll based on factors including the Informed Choice Report.

Allows provider districts to submit information to TEA at the beginning of each semester regarding courses, including the number of slots available. Requires TEA to make this information available on the agency's website. Prohibits the commissioner from adopting rules relating to course pricing and provides that school districts or open-enrollment charter schools determine pricing.

Requires school districts to adopt a written policy about the opportunity for students to enroll in electronic courses provided by the virtual school network. Provides that school districts must, at least once a year, send to parents of middle or high school students a copy of the policy. Allows districts to send the policy with any other information that the school sends to a parent.

Allows only school districts and open-enrollment charter schools that are rated acceptable to act as course providers. Only permits open-enrollment charter schools to act as course providers to (1) a student within its service area or (2) another student in the state through an agreement with the school district in which the student resides or if the student receives educational services under the supervision of a juvenile probation department, Texas Juvenile Justice Department, or Texas Department of Criminal Justice.

Provides that nonprofit and private entities or corporations are eligible to act as course providers only if they (1) comply with all applicable state and federal laws prohibiting discrimination; (2) demonstrate financial solvency; and (3) provide evidence of prior success offering online courses to middle and high school students, with demonstrated success in course completion and performance as determined by the commissioner.

Prohibits any entity other than a school district or open-enrollment charter school from awarding course credit or a diploma for courses taken through the state virtual network.

Requires TEA to publish the list of electronic courses offered through the virtual school network to be posted in a prominent location on the network's website. Provides that the network must develop a comprehensive course numbering system for all courses offered through the state virtual network.

Allows TEA to enter into reciprocity agreements with other states to facilitate expedited course approval but the courses must meet all current course eligibility requirements.

Prohibits course providers from promising or providing equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the network. Requires the commissioner to revoke approval of electronic courses offered by a course provider that violates this prohibition.

Requires the Informed Choice Reports to include information on (1) course requirement, (2) the school year calendar for the course, (3) the entity that developed the course, (4) the entity that provided the course, (5) the course completion rate, (6) the aggregate student performance on a state assessment exam to students enrolled in the course, (7) the aggregate student performance

on all state assessment exams to students who completed the course provider's courses; and (8) any other information determined by the commissioner.

Requires the commissioner to conduct a study to assess the network capabilities of each school district. The study must gather sufficient information to determine whether the network connections of a district and school campus in the district meet the following targets: (1) an external internet connection to a campus's internet service provider featuring a bandwidth capable of a broadband speed of at least 100 megabits per second for every 1,000 students and staff members, and (2) an internal wide area network connection between the district and each of the school campuses in the district featuring bandwidth capable of broadband speed of at least one gigabit per second for every 1,000 students and staff members. Allows the commissioner to solicit and accept gifts and grants from any public or private source to conduct the survey. The commissioner may also cooperate or collaborate with national organizations conducting similar studies. The report must be completed by December 1, 2015.

Applies beginning with the 2013–14 school year.

Earliest effective date: Immediately

HB 1952

Thompson

Professional Development Regarding Student Disciplinary Procedures

Requires each principal or other appropriate administrator who oversees student discipline to, at least once every three school years, attend professional development training, including training relating to the distinction between a discipline management technique used at the principal's discretion and the discretionary authority of a teacher to remove a disruptive student. Allows for professional development training to be provided in coordination with regional education service centers through use of distance learning methods.

Earliest effective date: Immediately

HB 2012

Villarreal

Salaries and Working Conditions of Public School Teachers

Requires the agency to collect information from school districts regarding salaries paid to employees entitled to the minimum monthly salary and to post the information on its website. Requires the agency to use the information to conduct a cost-of-living salary comparability analysis in each region of the state; deliver the report to the governor, lieutenant governor, speaker of the house, and chairs

of the public education committees no later than December 1, 2014; and post the report on the agency's website.

Requires the commissioner to develop an online survey relating to teaching and learning conditions to be administered statewide at least biennially. Identifies issues that must be included in the survey. Requires the commissioner of education to contract with a third-party entity with appropriate research and evaluation expertise to administer the survey. Requires each school district to use the results of the survey to review and revise district-level and campus-level improvement plans and for other purposes to enhance the district and campus learning environment. Requires the commissioner to use the results to develop, review, and revise agency professional development offerings, agency initiatives aimed at teacher retention, and standards for principals and superintendents,

Requires that each educator preparation program provide information regarding (1) skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectation of students in the state; (2) the effect of supply and demand forces on the educator workforce; (3) the performance over time of the educator preparation program; (4) the importance of building strong classroom management skills; and (5) the framework in the state for teacher and principal evaluation.

Establishes admission requirements for educator preparation programs.

Requires the board for educator certification to determine the satisfactory level or performance required for each certification examination.

Requires each school district to ensure that appropriate components of the appraisal process, such as classroom observations and walk-throughs, occur more frequently as necessary to ensure that a teacher receives adequate evaluation and guidance. Requires a school district to give priority to conducting appropriate components more frequently for inexperienced teachers or experienced teachers with identified areas of deficiency. Requires the district to use a teacher's consecutive appraisals from more than one year, if available, in making the district's employment decisions and developing career recommendations for the teacher. Requires the district to notify a teacher of the results of any appraisal of the teacher in a timely manner.

Requires TEA to periodically conduct an audit of professional development programs applicable to educators in this state. Requires TEA to provide guidance to school districts regarding high-quality professional development and the outcomes expected to result from providing that caliber of professional development.

Requires the commissioner of education to report each year the effectiveness of school district mentoring programs.

Requires the governor, lieutenant governor, and speaker of the house of representatives to form an advisory committee to evaluate the effectiveness of school mentoring programs and make recommendations for improvement. Requires the committee to submit a report of its recommendations to the governor and legislature not later than January 1, 2015.

Earliest effective date: Immediately

HB 2016

Keffer

Detachment and Annexation by a Board of Trustees

Provides that if a resolution in favor of consolidation has been adopted by the board of trustees of each school district proposed to be consolidated into a particular single school district, none of those boards of trustees may receive or consider a petition requesting detachment and annexation without the consent of each other of those boards of trustees before consolidation or before consolidation is disapproved at an election.

Earliest effective date: Immediately

HB 2058

Allen

High School Equivalency Exams

Requires the SBOE by rule to allow a student over the age of 17 to take a high school equivalency exam, including the option to take the exam online. Establishes criteria that must be met for a student who is age 16 or older to take the exam; e.g., enrollment in a Jobs Corps training program. Applies beginning with the 2013–2014 school year.

Earliest effective date: Immediately

HB 2103

Villarreal

Education Research Centers and Data Sharing

Requires the Texas Higher Education Coordinating Board (THECB), Texas Education Agency (TEA), and Texas Workforce Commission (TWC) to enter data sharing agreements as “cooperating agencies” to facilitate the work of education research centers.

Requires the THECB to establish not more than three research centers. Requires that a center be established as part of a public junior college, public senior

college or university, or public state college, or a consortium of those institutions. Mandates that a center be operated under an agreement between the THECB and the governing board of each participating institution. Requires that the agreement provide for the operation of the center for a 10-year period if it meets contractual and legal requirements. Mandates that a center conduct education and workforce preparation studies or evaluations. Permits any cooperating agency to request that a center conduct studies or evaluations deemed relevant to the state if the agency funds the work. Requires each cooperating agency to execute agreements for the sharing of data to facilitate the study or evaluation.

Requires a center to comply with rules established by an advisory board created and chaired by the commissioner of higher education. Establishes the purpose of the advisory board, which is to review study or evaluation proposals and ensure compliance with state and federal law governing use, confidentiality, and access of data. Sets forth membership of the advisory committee to include a representative of the THECB, TEA, TWC, each education research center, and preschool, elementary, or secondary education. Requires each study or evaluation to be approved in advance by majority vote of the advisory board. Establishes criteria the advisory board must consider during the approval process.

Earliest effective date: Immediately

HB 2137

Fletcher

Summer School Enrollment for Out-of-District Students

Permits certain students who are not enrolled in a district to enroll in the district's summer school program on the same basis as enrolled students, including satisfaction of course eligibility requirements, and the payment of fees associated with participation. Doesn't apply to students performing below grade level who meet eligibility requirements for certain intensive programs, including after-school and summer intensive mathematics or science Instruction programs, and intensive summer programs.

Earliest effective date: Immediately

HB 2201
Farney
CTE and Technology Applications Course Offerings

Requires the SBOE to approve at least six advanced CTE or technology application courses, including a personal financial literacy course not later than September 1, 2014. Mandates the approved courses satisfy the fourth math credit needed for high school graduation. Requires the commissioner not later than January 1, 2015 to report on the progress of increasing the number of advanced courses to the governor and other specified legislative members. Mandates the report include detailed descriptions of the new courses, including instructional materials and required equipment, if any. Expires this section September 1, 2015.

Allows a student to comply with the third and fourth math and science credit requirements by completing SBOE-designated advanced courses. Removes prerequisites that required completion of Algebra I, Algebra II, and geometry.

Allows applied STEM courses to substitute for math courses after successful completion of Algebra I and geometry. Allows applied STEM courses to substitute for science courses after successful completion of biology.

Earliest effective date: September 1, 2013

HB 2318
Farney
Educator Preparation and Alternative Certification Programs

Gives SBEC rule-making authority to mandate that educator preparation programs provide candidates for teacher certification with information concerning the following: (1) skills and responsibilities required of teachers, (2) expectations for student performance based on state standards, (3) current supply and demand for teachers in Texas, (4) importance of classroom management skills, and (5) Texas' framework for teacher and principal appraisals.

Authorizes the TEA commissioner to determine the satisfactory level of performance required for each teacher certification exam. Requires the commissioner to establish a satisfactory level of performance in each core subject area included on an exam for a generalist certificate. Requires the commissioner not later than January 1, 2014 to determine performance levels.

Requires SBEC after consulting with higher education faculty and public school teachers and administrators to solicit advice from other persons with relevant knowledge to develop and carry out a process for reviewing standards and, if needed, updating standards and requirements for educator preparation programs. Requires SBEC to complete an initial review of standards not later than September 1, 2014.

Earliest effective date: Immediately

HB 2483
Alvarado
Oral Health Education

Adds the prevention of oral diseases as a topic that TEA must make available to districts as part of one or more coordinated health programs for elementary, middle, and junior high school students.

Earliest effective date: Immediately

HB 2549
Patrick
College Readiness Standards

Requires vertical teams to periodically review and revise the college readiness standards and expectations and to recommend revised standards to the TEA commissioner and the Texas Higher Education Coordinating Board (THECB). Mandates that the TEA commissioner and THECB establish a schedule for the periodic review giving consideration to the TEKS review cycles for the required curriculum.

Earliest effective date: Immediately

HB 2607
Huberty
Grievance Representation through Telephone Conference Call

Requires a school district grievance policy to permit an attorney or other person representing a district employee to represent the employee through a telephone conference call, provided the district has the equipment necessary, at any formal grievance proceeding, hearing, or conference at which the district employee is entitled to representation.

Earliest effective date: Immediately

HB 2610
Pitts
Interest-Bearing Time Warrants

Increases the allowable maturity period for an interest-bearing time warrant issued by a school district from 5 to 15 years. Allows school districts to issue interest-bearing time warrants to refund previously issued warrants if the refunding warrants ended at the same time as the original warrants. Increases

the limit on the total amounts of a district's outstanding time warrants from \$500,000 to \$1 million. Provides that districts can borrow money for maintenance expenses using a non-negotiable note. No longer requires the attorney general to review and approve non-negotiable notes with a principal amount of \$1 million or less that are issued by a school district.

Earliest effective date: September 1, 2013

HB 2619

Naishtat

Educational Needs of Students in Foster Care

Requires guardians ad litem and attorneys ad litem to determine before each scheduled meeting whether the educational needs and goals of the child have been identified and addressed. If such a child is eligible for special education services, the court may appoint a surrogate parent to ensure the educational rights of the child are protected. Gives foster parents preferential consideration. Alternatively, the court may appoint a relative or court-appointed volunteer advocate. Prohibits an employee of the district, TEA, or DFPS from being appointed as a surrogate parent. DFPS will file a report with the court identifying each person who can make educational decisions for the child. This report will be filed with the school not later than five days after an adversary hearing. An updated report must be filed any time there is a change in a person designated to make educational decisions or assigned as a surrogate parent. DFPS will develop a plan to ensure the educational stability of a foster child. At each placement and permanency hearing, the court will determine whether an educational decision-maker has been identified and whether the child's education needs and goals have been identified and addressed.

Addresses current law that entitles a foster child to continue to attend the high school he or she was attending at the time of placement regardless of his or her current place of residence. HB 2619 extends this entitlement to all students, primary or secondary, in the care of DFPS, until the student successfully completes the highest grade level offered by the school. School records must be transferred to the school to which a foster child transfers no later than the 10th day after enrollment, as opposed to the 14th day as is currently required. TEA will ensure that districts provide notice to the child's educational decision-maker and caseworker of events significantly impacting the child's education, such as special education notices and disciplinary reports. Districts will excuse a child from attendance for a mental health or therapy appointment or court-ordered family visitation.

Applies beginning with the 2013–14 school year

HB 2662**Farney****Personal Financial Literacy Credit for High School Programs**

Adds personal financial literacy as a component to the K–12 required enrichment curriculum. Requires each district and open-enrollment charter to *offer* at least one-half elective credit in personal financial literacy to high school students. Maintains the provision that the TEKS for personal financial literacy be embedded in math instruction in grades K–8.

Preserves the provision that beginning with the 2013–2014 school year the high school elective course in personal financial literacy shall include instruction in methods for paying for college and other postsecondary education and training.

Earliest effective date: Immediately

HB 2694**Villarreal****Credit by Exam**

Requires the board of trustees of a school district to approve, to the extent available, at least four exams for credit by examination that satisfy SBOE guidelines. Exams approved by the board of trustees must include (1) advanced placement (AP) exams developed by the College Board, and (2) examinations administered through the College–Level Examination Program (CLEP).

Requires school districts to give a student in a primary grade level credit for a grade level and advance the student one grade level if (1) the student scores in the 80th percentile or above on each section of the exam, (2) a district representative recommends the student be advanced, and (3) the student's parent or guardian gives written approval of the advancement.

Requires in grades six and above, that districts give a student credit for a subject if the student scores (1) a three or higher on an AP exam, or (2) a scaled score of 60 or higher a CLEP exam.

Requires school districts to administer each exam approved by the board of trustees at least four times each year, at times set by SBOE. This requirement does not apply to examinations that have administration dates established by entity other than the school district.

Allows students only two attempts to receive credit for a course by examination. Provides that if a student fails to achieve a satisfactory score on an examination for a subject prior to the beginning of the school year in which the student would

ordinarily be required to enroll in a course in that subject, the student must complete the course to receive credit for the course.

Stipulates that students are not required to take an end-of-course exam in a subject area in which they received credit by exam.

Applies beginning with the 2013–14 school year.

Earliest effective date: Immediately

HB 2952

Rodriguez

Time Period for Issuance of Decisions by Commissioner of Education

Requires the commissioner of education to issue a decision in an appeal against a school district not later than the 240th day after the date the appeal is filed. Allows the parties to the appeal to agree in writing to extend, by not more than 60 days, the date by which the commissioner must issue a decision.

Earliest effective date: Immediately

HB 2961

Huberty

Social Security Numbers of School District Employees

Prohibits a school district from requiring an employee or former employee of the district to choose whether to allow public access to the employee's or former employee's social security number. Provides that the social security number of an employee of a school district in the custody of the district is confidential. Requires the board of trustees of a school district to adopt a policy prohibiting the use of the social security number of an employee of the district as an employee identifier other than for tax purposes.

Earliest effective date: September 1, 2013

HB 3028

Davis

Skills Development Fund and Joint Credit Courses Offered by School Districts

Allows money from the skills development fund to be awarded to a lower-division institution of higher education to be used under an agreement with a school district to support courses offered for joint high school and college-level credit or

offered under a college-credit career or technical education program that leads to an industry-recognized license, credential, or certificate.

Earliest effective date: Immediately

HB 3483

Fletcher

Driver Education and Requirements to Drive a Motor Vehicle

Requires a driver education course to require a student to complete 30 hours of behind-the-wheel instruction. Allows a driver education course provider to administer to a student of that course the highway sign and traffic law parts of the examination through electronic means. Amends the driving requirements for a person under 18 years of age.

Earliest effective date: September 1, 2013

HB 3573

Aycock

Health Science Technology Education Teaching Certifications

Requires SBEC when proposing rules for a person to obtain a certificate to teach a health science technology education course to specify that a person have: (1) an associate degree or more advanced degree from an accredited institution of higher education; (2) current licensure, certification, or registration as a health professions practitioner issued by a nationally recognized accrediting agency for health professionals; and (3) at least two years of wage earning experience using the licensure requirement.

Prevents SBEC from proposing rules to obtain a certificate to teach a health science technology education course that specify a person must have a bachelor's degree or that establish any other credentials or teaching experience requirements that exceed the three requirements outlined in the above paragraph.

Adds a new provision that permits a person who holds a technology applications certification to also teach courses in: (1) principles of arts, audio/video technology, and communications; and (2) principles of information technology.

Earliest effective date: Immediately

HB 3662
Clardy
Texas Workforce Innovation Needs Program

Establishes the Texas Workforce Innovation Needs Program to provide selected school districts, public institutions of higher education, and private or independent institutions of higher education with the opportunity to establish innovative programs designed to prepare students for careers for which there is demand in this state. Provides requirements for submitting a plan to participate in the program. Requires the commissioner of education to select school districts and institutions of higher education that present plans that are most likely to be effective in producing the next generation of higher performing public schools and institutions of higher education that provide education and training in an innovative form and manner to prepare students for careers in demand in this state. Allows the commissioner to charge a fee to participate in the program. Allows the commissioner to seek state and federal waivers of program participants.

Earliest effective date: Immediately

HJR 24
Perry
Property Tax Exemption for Disabled Veterans

Requires a constitutional amendment authorizing a property tax exemption equal to a disabled veteran's disability rating (if less than 100 percent) on the disabled veteran's residence homestead if the homestead was donated to the disabled veteran by a charitable organization at no cost to the veteran.

Provides a proportionate exemption to the surviving spouse if (1) the surviving spouse has not remarried, (2) the property was the homestead of the surviving spouse when the disabled veteran died, and (3) the property remains the residence of the surviving spouse.

Takes effect if approved by voters.

Earliest effective date: January 1, 2014

**SB 1
Williams
Appropriations for the 2014–15 Biennium**

Provides \$94.6 billion in general revenue for the 2014–15 biennium, which is a \$7.2 billion increase from the 2012–13 budget. All funds appropriated for the 2014–15 biennium total \$196.9 billion.

Provides \$3.2 billion to the FSP above the 2011 appropriations. Increases the RPAF from 0.98 (current) to 1.00 in 2013–14 and 2014–15. In addition, the bill increases the Tier 1 Equalized Wealth level from \$476,500 (current) to \$495,000 in 2013–14 and \$504,000 in 2014–15. Moves the Target Reduction Factor from 0.9235 (current) to 0.9263 for 2013–14 and 2014–15. The Basic Allotment increases from \$4,765 (current) to \$4,950 in 2013–14 and to \$5,040 in 2014–15. The Austin Yield is set at \$59.97 in 2013–14 and \$61.86 in 2014–15.

SB 1 program funding includes:

- \$838.6 million for the instructional materials allotment funded, which is an increase of \$230 million
- \$330 million allocated for the 2014–15 school year for a one-time payment to school districts (ADA) to cover costs associated with newly created district contribution rate of 1.5 percent for TRS
- \$50.5 million, which is an increase of \$14 million from last session
- \$25 million for education service centers (level funding)
- \$8 million for the Texas Virtual School network (level funding)
- \$40.7 million for Communities in Schools, which is an increase of almost \$11 million
- \$32 million for District Awards for Teacher Excellence, which is a decrease in funding by \$8 million
- \$1 million allocated for steroid testing, which is a decrease from \$1.3 million
- \$12 million for Teach for America, which is an increase of \$4 million
- \$9 million appropriated for Reasoning Mind
- \$30 million for supplemental funding for prekindergarten
- \$18 million for Project Share

Sets the state contribution rate for the TRS pension fund at 6.4 percent in fiscal year 2014 and 6.8 percent in fiscal year 2015. Retains the school district contribution rate for TRS–Care at 0.55 percent for both years of the biennium. Provides the state contribution remain at 1 percent for both years of the biennium.

Earliest effective date: Immediately

SB 2
Patrick
Charter Schools

Allows the number of charters for open-enrollment charter schools to incrementally increase to 305 by September 1, 2019. Requires the board of a trustees of a school district that intends to sell, lease, or allow use of an unused or underused district facility to give an open-enrollment charter school the opportunity to make an offer first before offering it to any other entity. A board of trustees does not have to accept an offer made by an open-enrollment charter school. Strengthens the authority of the commissioner of education to revoke a charter for failing to meet academic and financial standards.

Allows a board of trustees of a school district or the governing body of a home-rule district to grant a district charter to a campus that has received the lowest performance rating. Allows a campus granted a charter by a local board of trustees to be a neighborhood school. Allows a school district to contract with another district or open-enrollment charter school for services at a campus charter. Requires an employee working at a campus charter to be covered by the Teacher Retirement System.

Allows a charter authorization for high-performing entities that propose to operate the charter school program of an open-enrollment charter school. Authorizes the granting of a charter for schools primarily serving students with disabilities. Provides that a charter can be renewed for a 10-year period. Requires the commissioner of education to develop and, by rule, adopt performance frameworks that establish standards by which to measure the performance of an open-enrollment charter school.

Requires that a majority of the members of the governing body of an open-enrollment charter school be qualified voters. Requires the names of the members of the governing body to be listed on the home page of the school's Internet website. Requires the principal and teachers of an open-enrollment charter school to hold a baccalaureate degree.

Requires the salary of the superintendent, educational leader, or chief executive officer to be posted on the school's Internet website. Requires students on each campus to recite the pledge of allegiance to the United States and Texas flags.

Earliest effective date: September 1, 2013

SB 31
Zaffirini
Dual Credit Courses

Prohibits the Texas Higher Education Coordinating Board (THECB) from including semester credit hours in its instruction and operations formula recommendations for dual credit courses unless those hours are earned through (1) a course in the core curriculum of the institution, (2) a career and technical course that applies to a certificate or associate's degree at the providing institution, or (3) a foreign language course. This prohibition does not apply to courses completed by a student as part of the early college education program.

Earliest effective date: Immediately

SB 39
Zaffirini
Evaluation and Instruction of Students with Visual Impairments

Modifies the comprehensive statewide plan for the education of children with visual impairments to provide for the evaluation of the impairment and instruction in an expanded core curriculum.

Earliest effective date: Immediately

SB 63
Nelson
Immunization of Certain Children

Adds a new section to Family Code that permits a child to consent to the child's own immunization for a disease if: (1) the child is pregnant or is the parent of a child and has actual custody of that child; and (2) the Centers for Disease Control and Prevention recommend or authorize the initial dose of an immunization for that disease to be given before seven years of age. Requires consent to meet certain requirements. Provides that consent is not subject to disaffirmance because of a minority. Permits a health care provider of the facility to rely on the written statement of the child concerning the grounds for consent.

Earliest effective date: Immediately

SB 64
Nelson
Policy on Vaccine-Preventable Diseases for Licensed Childcare Facilities

Adds a new section to Human Resource Code requiring each childcare facility, other than a facility that provides care in the home of the director, owner, operator, or caretaker of the facility, to develop and implement a policy to protect the children in its care from vaccine-preventable diseases. Requires specific criteria to be included in the policy. Mandates that the executive commissioner of the Health and Human Services Commission adopt rules necessary for implementation not later than June 1, 2014. Requires a childcare facility to have the policy in place by September 1, 2014.

Earliest effective date: September 1, 2013

SB 119
Rodriguez
Special Student Recovery Programs for Certain School Districts

Provides for the creation of a special student recovery program in a school district with a student enrollment of at least 60,000 that is located in a county on the international border with a population of 800,000 or more.

Allows the commissioner of education to require a school district to operate a student recovery program if the commissioner has imposed a sanction if a school district assigned a student to a grade level to which the student would not otherwise be assigned, in violation of local policy; retained a student at a grade level at which the student would not otherwise be retained, in violation of local policy; declined to admit to the schools of the district a student with limited English proficiency who was eligible for admission; or encouraged a student who was eligible for admission to the district to enroll in another district or drop out of school.

Requires the commissioner of education to require a school district to operate a special student recovery program if the superintendent or assistant superintendent of the district or a principal or assistant principal of a campus is convicted or receives a grant of deferred adjudication community supervision for an offense associated with the conduct that resulted in the issuance of a sanction.

Provides requirements and the provision of services for the special student recovery program.

Requires the commissioner to determine the duration of the program, provided that the program must have a duration of at least two years.

Requires a school district to hold a public hearing before the program is concluded.

Earliest effective date: Immediately

SB 122

Rodriguez

Removal of Member of the Board of Trustees of a School District

Authorizes a state district judge to remove a member of the board of trustees of a school district from office.

Earliest effective date: Immediately

SB 123

Rodriguez

Authority of Commissioner of Education to Issue Subpoenas and Conduct Accreditation Investigations

Authorizes the commissioner of education to conduct a special accreditation investigation in response to a complaint submitted to the agency with respect to alleged inaccurate data that is reported through PEIMS or through other reports required by state or federal law or rule or court order and that is used by the state agency to make a determination relating to public school accountability, including accreditation.

Earliest effective date: Immediately

SB 124

Rodriguez

Tampering with Governmental Records

Considers data reported for a school district or open-enrollment charter school to the TEA through PEIMS as a governmental record. Provides that the offense is a felony of the third degree.

Earliest effective date: September 1, 2013

SB 163

Van de Putte

Tax Exemption

Exempts from ad valorem taxation the total appraised value of the surviving spouse's residence homestead of a member of the U.S. armed services who is killed in action.

Takes effect only upon approval of the voters of a constitutional amendment allowing for the exemption.

Earliest effective date: January 1, 2014

SB 171
West
Disaster Workgroup

Provides for the establishment of a workgroup of appropriate emergency management council members, local government officials, and nonprofit organizations to determine if a uniform application form for assistance following a disaster may be developed for use by state agencies and by persons requesting assistance from state agencies. Provides that the workgroup shall report its findings, including recommendations for any statutory changes, before September 1, 2014.

Earliest effective date: Immediately

SB 172
Carona
Diagnosis of the Reading Development and Comprehension of Kindergarten Students

Requires the commissioner to include on the list of early reading instruments approved for kindergarten students at least two multidimensional tools. Requires the multidimensional tools to either include a reading instrument and test at least three developmental skills, including literacy; or test at least two developmental skills, other than literacy, and be administered in conjunction with a separate reading instrument on the commissioner's list. Considers a multidimensional tool as a reading instrument. Applies beginning with the 2013–2014 school year.

Earliest effective date: Immediately

SB 193
West
Low-Income and Moderate-Income Housing

Requires a community housing development organization to provide audits to the Texas Department of Housing and Community Affairs and chief appraiser to receive an exemption on property for low-income and moderate-income housing.

Earliest effective date: January 1, 2014

SB 251

West

Unsworn Declaration by an Employee of a State Agency or Political Subdivision

Provides language for an unsworn declaration made by an employee of a state agency or a political subdivision in the performance of the employee's job duties.

Earliest effective date: September 1, 2013

SB 260

Davis

Absence of a Student to Visit with a Parent, Stepparent, or Guardian Who Will Be Deployed

Requires a school district to excuse a student up to five times a year to visit with a parent, stepparent, or legal guardian who is an active member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from continuous deployment of at least four months outside of the locality where the parent, stepparent, or guardian regularly resides. Provides that the excused absence must be taken not earlier than the 60th day before the date of deployment or not later than the 30th day after the day of return from deployment.

Earliest effective date: Immediately

SB 306

Huffman

Students Receiving Treatment in a Residential Facility Not Considered for Accountability Purposes

Extends a provision currently applicable to a student ordered by a juvenile court into a residential program or facility to include *any* student who is receiving treatment in a residential facility. Prevents a student under these circumstances from being considered a student of the district or open-enrollment charter in which the program or facility is physically located. Requires the student's performance on a state test, or other student achievement indicator or reporting indicators, be determined, reported, and considered separately from the performance of students attending a school of the district in which the program or charter is physically located. Applies beginning with the 2013–2014 school year.

Earliest effective date: Immediately

SB 307**Huffman****Adult Basic Education Transferred to Texas Workforce Commission**

Transfers the adult basic education program from TEA to the Texas Workforce Commission. Provides that the commission must (1) provide adequate staffing and support for a statewide adult program; (2) develop guidelines for the coordination of comprehensive adult education and related skill training services for adults with other entities, in planning, developing, and implementing related programs; (3) administer all state and federal programs; (4) prescribe and administer standards and accrediting policies for adult education; (5) prescribe and administer standards for teachers certification for adult education; (6) accept and administer grants, gifts, services, and funds from available sources; (7) adopt/develop and administer standardized assessments; (8) monitor and evaluate educational and employment outcomes of participating students; and (9) provide training opportunities for parents regarding how to be the primary teachers for their children and full partners in their children's education.

Requires the commissioner to report to the legislature the educational and employment outcomes of students who participated in the adult education program by December 1 of each even-numbered year.

Requires school districts, ESCs, and public junior colleges to provide adult education programs. Allows bilingual education to be used to instruct students who do not function satisfactorily in English.

Requires the commission to establish and appoint an adult literacy advisory committee composed of not more than nine members. The committee shall, (1) meet at least quarterly and report to the commission at least annually. Additionally, the committee shall advise the commission on development of (1) policies and program priorities, statewide curriculum guidelines and standards, statewide strategies for improving transitions into postsecondary education and technical education training, and tracking data performance outcomes of program participants.

Requires the commission to develop and establish a performance-based process of annually awarding funds to entities that deliver adult education programs that demonstrate exemplary performance in the delivery of services.

Earliest effective date: September 1, 2013

SB 376
Lucio
School Breakfast Program

Requires a school district campus or an open-enrollment charter school (OECS) participating in the national school breakfast program in which 80 percent or more of the students qualify for free or reduced-price breakfast to offer a free breakfast to each students.

Allows the commissioner of education to grant a waiver of the free breakfast requirement (not to exceed one year) to a school district campus or OECS if the board of trustees or the governing body of the OECS votes to request a waiver at the board's annual meeting for the succeeding fiscal year. The board or governing body shall list the waiver as a separate item for consideration at the meeting and provide an opportunity for public comment regarding the waiver at the meeting.

Applies beginning with the 2014-15 school year.

Earliest effective date: Immediately

SB 377
Lucio
LEP Students: 60 Consecutive Days of Enrollment

Note: This is identical to a provision in HB 5

Requires a limited English proficiency (LEP) student to be enrolled in a U.S. school for at least 60 *consecutive* days during a school year to be considered as enrolled for that year for the purpose of determining state test participation (e.g., accommodated test, alternative test, or test exemption).

Earliest effective date: September 1, 2013

SB 393
West
Criminal Procedures for Children Who Commit Certain Class C Misdemeanors

Provides that a judge may allow a defendant who is a child to elect, in writing, at the time of conviction to discharge the fine and costs by performing community service or receiving tutoring or paying the fine and costs.

Provides that records relating to children convicted of or receiving deferred disposition for fine-only misdemeanors are confidential. Provides that a county

or justice court may provide prevention services to a child considered at-risk and intervention services. Requires that a court dismiss a complaint or referral made by a school district that does not comply with the Education Code.

Establishes a new section in the Education Code relating to criminal procedures. Prohibits a peace officer from issuing a citation to a child who is alleged to have committed a school offense.

Allows a school district that commissions peace officers to develop a system of graduated sanctions that the school district may require to be imposed before a complaint is filed. Provides that the system may require a warning letter; a behavior contract; school-based community service; and referral to counseling, community-based services, or other in-school or out-of-school services.

Allows a school district to file a sworn complaint if a child fails to comply with or complete graduated sanctions or if the school has not adopted a system of graduated sanctions.

Prohibits the prosecution of certain offenses by persons younger than 10 years of age. Provides a presumption that a person who is at least 10 years of age but younger than 15 is incapable of committing certain offenses.

Allows a court to determine whether probable cause exists to believe that a child, including a child with a mental illness or developmental disability, lacks the capacity to understand the proceedings and lacks substantial capacity to appreciate the wrongfulness of the child's own conduct.

Provides that certain offenses in the Penal Code do not apply to a student younger than 12 years of age at the time the person engaged in the conduct.

Earliest effective date: September 1, 2013

SB 435
Duncan
Dual Credit Funding

Provides that a school district is not required to pay for a student's tuition or related costs for earning college credits in high school as part of the college credit program. Repeals the expiration date of this language.

Earliest effective date: Immediately

SB 441
Birdwell
Texas Fast Start Program

Requires the Texas Workforce Commission, in partnership with the Texas Higher Education Coordinating Board, to establish and administer the Texas Fast Start Program, a career and technical education program to help students earn postsecondary certificates and degrees and enter the workforce quickly. Provides that the Fast Start Program must focus on the current and future needs of employers, enable students to obtain postsecondary certificates at an accelerated pace, incorporate competency-based learning techniques, feature a variety of access channels, and be designed for rapid deployment statewide. Provides for the awarding of grants for the expansion and development of new fast start programs.

Earliest effective date: Immediately

SB 453
Deuell
Tuition for Students Holding Certain Student Visas

Makes provisions for students who must pay tuition to a district or open-enrollment charter as a condition of a visa. Requires the district or charter to accept as tuition the full unsubsidized per capita cost of providing a student's education.

Prohibits districts and charters from accepting tuition in excess of the amount computed under TEA commissioner established guidelines unless the commissioner approves a greater amount as a more accurate reflection of the cost of education provided by the district or charter. Prohibits the inclusion of students for whom tuition is paid under these circumstances from being included in ADA calculations for the purpose of allocating state funds to districts or charters. Applies beginning with the 2013–2014 school year.

Earliest effective date: Immediately

SB 460
Deuell
Training for Teachers to Detect Mental Health Disorders

Provides that the waiver of immunity in the Texas Civil Practices and Remedies Code that applies to a person whose negligent act or omission was the producing cause of the emergency that resulted in the administration of care does not apply to a school district or district school officer or employee arising from an act or

omission under a program or policy or procedure adopted relating to early mental health intervention and suicide prevention programs, other than liability arising from willful or intentional misconduct.

Provides that any minimum academic qualifications for a teaching certificate that requires a bachelor's degree include instruction in detection of students with mental or emotional disorders. Specifies who is to develop the instruction and what information must be included.

Provides that the local school health advisory council's duties include recommending policies, procedures, strategies relating to mental health concerns through coordination of school health services, counseling and guidance services, a safe and healthy school environment and school employee wellness.

Requires school districts to provide training at least once at an elementary school campus to teachers, counselors, principals, and all other appropriate personnel and to document the names of the employees who participated in the training.

Provides that a district's early mental health intervention and suicide prevention programs do not waive any immunity from liability of a school district or of a school district school officers or employees; create any liability for a cause of action; or waive any immunity from liability under Section 74.151, Civil Practice and Remedies Code, which pertains to liability for emergency care.

SB 485

Ellis

Sales Tax Exemption Date

Moves the date that certain clothing and footwear are exempt from the sales tax. Provides that the exempt sales tax weekend begins at 12:01 a.m. on the Friday before the 15th day preceding the uniform school start date and ends at midnight on the following Sunday.

Earliest effective date: Immediately

SB 503

West

Establishment of the Expanded Learning Opportunities Council

Defines expanded learning opportunities as those offered during an extended school day; extended school year; or outside of the regular school day, including structured learning programs before and after school and during the summer months. States that programs may be provided by offering (1) rigorous tutoring; (2) mentoring; (3) tutoring; (4) physical activity; (5) academic support; or (6)

enrichment in one or more subjects including, fine arts, civic engagement, and STEM.

Establishes the Expanded Learning Opportunities Council (referred to as “council” throughout this summary) with the purpose of studying issues relating to expanding learning opportunities for public school students e.g., issues related to creating safe places for children outside the regular school day and making recommendations with a focus on innovative, hands-on learning approaches. The council is under a sunset provision and will be abolished September 1, 2017.

Establishes composition of the council as follows: (1) two members of the public including, one from the business community and one parent of a public school student participating in an expanded learning program in Texas; (2) two involved in research-based expanded learning opportunity efforts in Texas; (3) one representing law enforcement; (4) one representing TEA; (5) one elementary educator; (6) one middle school educator; (7) one high school educator; (8) one superintendent; (9) one representative of a foundation that invests in expanded learning; (10) one representative of a nonprofit that provides programs on good nutrition; and (11) one representative of a summer camp. Mandates the commissioner to appoint council members not later than December 31, 2013.

Requires the council to meet in person at least three times a year at a minimum with no compensation. Establishes the duties and powers of the council. Mandates the council develop a comprehensive statewide action plan for the improvement of expanded learning opportunities for public school students. Mandates the council submit a written report to the governor and other specified legislative members concerning the development of the action plan on or before November 1 of each even-numbered year (with the initial report due November 1, 2014). Permits TEA to accept a gift, grant, or donation on behalf of the council.

Earliest effective date: Immediately

SB 519

Deuell

Definition of Autism and Other Pervasive Developmental Disorders

Clarifies that the definition of autism and other pervasive developmental disorders is as defined in the 5th Edition of the Diagnostic and Statistical Manual instead of that contained in the 4th Edition.

Earliest effective date: September 1, 2013

SB 542
Watson
Individualized Education Program Facilitation

Requires TEA to provide information to parents regarding individualized education program facilitation as a means of avoiding a potential dispute with the district. If a district chooses to use individualized education program facilitation, the district must provide parents written or electronic information regarding procedures for requesting facilitation. Allows the district to decide whether to use an independent contractor, a district employee, or another qualified individual to serve as a facilitator. Facilitation is provided at no cost. The use of an optional dispute resolution method may not deny or delay the federal right to pursue a special education complaint, mediation, or due process hearing.

Requires TEA to develop criteria and procedures for independent individualized education program facilitation, including definitions, forms, and training requirements, as well as conditions required to be met in order for TEA to provide IEP facilitation at no cost to the parties involved. If funding is available, the commissioner will authorize the use of federal funds to implement the IEP facilitation project.

Earliest effective date: Immediately

SB 553
Uresti
Students Serving as Early Voting Clerks

Allows a school district to adopt a policy excusing a student from attending school for service as a student early voting clerk. Allows a school district to excuse a student for a maximum of two days in a school year. Provides eligibility requirements for student clerks. Limits the number of early voting clerks to four at an early voting place. Allows the secretary of state to initiate or assist in the development of a statewide program promoting the use of student early voting clerks.

Earliest effective date: Immediately

SB 578
Duncan
Permissible Uses of Countywide Polling Places

Expands the permissible uses of countywide polling places to include primary elections if the county chair or executive committee of each political party participating agrees. If a political subdivision is required to use countywide polling

places, runoff elections can be held only in polling places located in or near the territory of the political subdivision where eligible voters reside.

Earliest effective date: September 1, 2013

SB 637
Paxton
Bond Election Requirements

Requires certain language on bond election propositions. The document ordering the bond election must include the following, (1) the proposition language that will appear on the ballot, (2) the purpose for the debt obligations, (3) the principal amount of the debt obligations to be authorized, (4) the taxes sufficient to pay the annual principal and interest on the debt imposed, (5) a statement of the estimated tax rate if the debt obligations are authorized or the maximum interest rate of the debt obligations or any series of the debt obligations, based on the market conditions at the time of the election order, (6) the maximum maturity date of the debt obligations to be authorized or that the debt obligations may be issued to mature over a number of years not to exceed 40, (7) the aggregate amount of the outstanding principal of the districts debt obligations at the beginning of the fiscal year the election is ordered, (8) the aggregate amount of the outstanding interest on debt obligations of the district at the beginning of the fiscal year in which the election is ordered, and (9) the ad valorem debt service tax rate for the district at the time the election is ordered, expressed as an amount per \$100 valuation of taxable property.

Requires the debt election order to be posted, (1) on election day and during early voting by personal appearance, in a prominent location at each polling place, (2) not later than the 21st day before the election, in three public places in the boundaies of the district, and (3) during the 21 days before the election, on the districts website, prominently and together with the notice of the election and the contents of the proposition.

Applies only to elections ordered on or after the effective date of this act.

Earliest effective date: September 1, 2013

SB 709
Lucio
Representation of a Person in a Special Education Hearing

Allows an attorney or an individual who is not an attorney but who has special knowledge or training with respect to problems of children with disabilities to represent a person in an impartial due process hearing. Requires the commissioner of education to adopt rules relating to the qualifications of

individuals who are not attorneys. Requires a special education due process hearing officer to determine if the non-attorney is qualified.

Earliest effective date: Immediately

SB 715
Lucio
School Counselors

Makes non-substantive changes to the Education Code by clarifying that counselors are “school counselors.”

Earliest effective date: Immediately

SB 758
Williams
FSP Payment Delay

Amends the payment schedule from the Foundation School Program (FSP). Category two and three school districts will receive their final FSP installment on or before August 25, 2013, instead of September 10, 2013.

Earliest effective date: Immediately

SB 816
Hegar
Date for Initial Evaluation of a Student for Special Education Services

Provides that a written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed not later than the 45th day following the date on which the school district receives written consent for the evaluation. The same provision applies for students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or home school setting, that a written report be completed not later than the 45th school day following the date on which the school district receives written consent for the evaluation. Provides that if the school district receives written consent at least 35 but less than 45 school days before the last instructional day, the evaluation and written report must be completed by June 30. Requires a school district, after receiving a written request for a full individual and initial evaluation, to provide not later than the 15th day an opportunity for the parent or legal guardian to give written consent or to refuse to provide the evaluation.

Earliest effective date: September 1, 2013

SB 831**Taylor****List of Mental Health, Substance Abuse, and Suicide Prevention Programs**

Requires the Department of State Health Services, in coordination with the Texas Education Agency and regional education service centers, to provide a list of recommended best-practice based programs. Requires the list to include programs in the following areas: early mental health intervention, mental health promotion and positive youth development, substance abuse prevention, substance abuse intervention, and suicide prevention. Requires the Department of State Health Services, TEA, and the regional educational service centers to make the list easily accessible on their websites.

Allows the board of trustees of each school district to adopt a policy concerning mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention.

Earliest effective date: September 1, 2013

SB 832**Davis****Students Who Are in the Conservatorship of the State**

Requires open-enrollment charter schools (OECS), in addition to school districts' to (1) appoint at least one employee to act as a liaison officer to facilitate the enrollment or transfer to a public school or OECS of a child in the district who is in the conservatorship of the state, and (2) submit the liaison's name and contact information to TEA in a format and under a schedule as determined by the commissioner

Requires TEA to provide information to the liaisons on practices for facilitating the enrollment in or transfer to a public school or OECS of children who are in the conservatorship of the state.

Earliest effective date: Immediately

SB 833**Davis****Reporting of Foster Care Students**

Requires TEA to collect the foster care status of students in PEIMS.

Earliest effective date: Immediately

SB 860**Lucio****CTE Partnership Programs for Dropout Recovery**

Extends the current program that allows districts and public junior colleges to partner to provide dropout recovery programs on the junior college campus, by permitting a junior college to also partner with a public technical institute to provide CTE courses that lead to industry or career certification. Allows a public technical institute to negotiate with the public junior college to receive a fee for each enrolled student.

Earliest effective date: Immediately

SB 906**Duell****Assessment of Special Education Students**

Prohibits TEA from adopting a performance standard that indicates that a student's performance on the alternate assessment does not meet the standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's admission, review, and dismissal committee.

Earliest effective date: Immediately

SB 914**Lucio****Behavior Improvement or Behavioral Intervention Plan for Certain Students**

Allows the ARD committee to determine that a behavior improvement plan or a behavioral intervention plan is appropriate for a student for whom the committee has developed an individualized education program. Requires the behavior or improvement plan to be included as part of the student's individualized education program and provided to each teacher with responsibility for educating the student, if the ARD committee determines that the plan is appropriate.

Earliest effective date: Immediately

SB 939**West****Reporting of Child Abuse and Neglect**

Requires TEA's policy on reporting child abuse or neglect to require each school district and open-enrollment charter school to report child abuse or neglect.

Provides that each school district and open-enrollment charter school shall adopt the policy. Requires training to prevent and recognize child abuse to be provided to all new school district and open-enrollment charter school employees and to existing district and open-enrollment charter school employees on a schedule adopted by TEA.

Requires each public school and open-enrollment charter school to post in a clearly visible location in a public area of the school that is readily accessible to students a sign in English and in Spanish that contains the toll-free telephone number operated by the Department of Family and Protective Services.

Requires each institution of higher education to adopt a policy governing the reporting of child abuse and neglect and to also provide training to all employees.

Earliest effective date: September 1, 2013

SB 984

Ellis

Videoconference Calls in Public Meetings

Amends current requirements allowing participation in a public meeting by videoconference call by requiring the member presiding over the meeting, as opposed to a quorum, to be physically present at one location that is open to the public in order for other members to participate by videoconference call. The notice no longer needs to specify the locations where the board members who are participating by conference call are physically present. The location where the presiding member is conducting the meeting is the only location required to be open to the public. Each remote location must have two-way communication with the other locations. Each participant's face must be clearly visible and voice audible while he or she is speaking. If a problem occurs causing a meeting to no longer be audible or visible, the meeting must be recessed until the problem is resolved. If the resolution takes more than six hours, the meeting will be adjourned.

Earliest effective date: September 1, 2013

SB 1114

West

Prosecution of Certain Misdemeanor Offenses Committed by Children

Requires a law enforcement officer who issues a citation or files a complaint for conduct by a child 12 years of age or older that is alleged to have occurred on school property or on a vehicle owned or operated by a county or independent school district to submit to the court the offense report, a statement by a witness to the alleged conduct, and a statement by the victim of the alleged conduct.

Prohibits an attorney representing the state from proceeding to trial unless the officer has complied with all submission requirements. Prohibits a law enforcement officer from issuing a citation or filing a complaint for conduct by a child younger than 12 years of age that is alleged to have occurred on school property or on a vehicle owned or operated by a county or independent school district.

Requires a court to dismiss a complaint or referral made by a school district that is not made in compliance with the Education Code.

Requires a school district student's code of conduct to specify the circumstances for removal of a student from a vehicle owned or operated by the district and for options to manage students on a vehicle owned or operated by the district.

Removes the requirement of a school district peace officer to perform administrative duties.

Prohibits the issuance of an arrest warrant of a person for a Class C misdemeanor under the Education Code if the act was committed when the person was younger than 17 years of age.

Provides that a person other than a primary or secondary grade student enrolled in the school commits an offense if the person, on school property or on public property within 500 feet of school property, intentionally disrupts classes or other school activities.

Provides that a person other than a primary or secondary grade student commits an offense if the person intentionally disrupts, prevents, or interferes with the lawful transportation of children.

Allows a child accused of a Class C misdemeanor, other than a traffic offense, to be referred to a first offender program prior to the filing of a criminal complaint.

Earliest effective date: Immediately

SB 1125

Carona

Purchasing Group of Employees of a Political Subdivision

Allows a purchasing group of employees of a political subdivision, including school districts, to purchase first-party indemnity coverage on a group basis as long as the coverage does not exceed 3 percent of the per member coverage limit for liability coverage. Provides that the group must notify the commissioner of insurance of its intent to purchase the coverage.

Earliest effective date: September 1, 2013

SB 1142**Duncan****Adult High School Diploma and Industry Certification Charter School Pilot**

Requires the commissioner to create an adult high school diploma and industry certification charter school pilot program as a strategy for meeting industry needs for trained workforce in the state for adults 19 to 50 years of age.

Authorizes the SBOE to grant one open-enrollment charter school (OECS) (in excess of the statutory cap) to administer this pilot program. Requires this charter school to be a non-profit entity that has a successful history of providing education services, including industry certifications and job placement services, to adults 18 years of age and older whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances. In addition, this charter school must commit at least \$1 million to the program. Limits the pilot program to no more than 150 participants a year. Allows the charter school to partner with a public junior college to provide career and technology courses that lead to industry certification.

Specifies that the charter school must provide an adult education program for participants to successfully complete a high school program that can lead to a diploma, and career and technology education courses that can lead to industry certification.

Requires that eligible participants include people 19 to 50 years of age who have not earned a high school equivalency certificate and have failed to complete the curriculum requirements for high school graduation or have failed to perform satisfactorily on an assessment instrument required for high school graduation.

Provides that TEA shall adopt and administer a standardized secondary exit-level assessment instrument appropriate for assessing adult education program participants who successfully complete high school curriculum requirements under this program. Directs the commissioner to determine the level of performance considered to be satisfactory on the secondary exit-level assessment for receipt of a high school diploma by a participant in the program.

Requires the charter to establish specific objective standards for receiving a high school diploma, including satisfactory performance on the secondary exit-level assessment.

Provides that the charter school is eligible for funding through the Foundation School Program.

Requires TEA to prepare and deliver a report by December 1 of each even-numbered year to the governor, lieutenant governor, speaker of the house, and

presiding officers of each of the standing legislative committees with primary jurisdiction over public education or economic development. Directs the report to include an evaluation of the adult education program operated by a charter school and make recommendations regarding the abolition, continuation, or expansion of the pilot program.

Earliest effective date: September 1, 2013

SB 1297

Watson

Online Message Boards

Provides that a communication or exchange of information between members of a governmental body about public business or policy does not constitute a meeting or deliberation if (1) the communication is in writing, (2) the writing is posted to an online message board or similar Internet application that is viewable and searchable by the public, and (3) the communication is displayed in real time and on the online message board or similar internet application for no less than 30 days after the communication is first posted.

Provides that a governmental body may have no more than one online message board or similar Internet application to be used to exchange information about business or policy. The board must be owned or controlled by the governmental body, prominently displayed on the governmental body's primary Internet web page, and no more than one click away from the governmental body's primary Internet web page.

Specifies that the online message board or similar Internet application may only be used by members of the governmental body or staff members of the governmental body who have received specific authorization. Requires the name and title be posted of any staff member who posts a communication on the message board.

Specifies that if a governmental body removes a communication that has been posted on the message board for at least 30 days, the body must maintain the posting for six years. Provides that this information is public.

Prohibits the governmental body from taking a vote or any action that is required to be taken at a meeting. Provides that no communication or posting to the message board should be construed to be an action of the governmental body.

Earliest effective date: Immediately

SB 1365
Duncan
Credit by Exam

Requires the board of trustees of a school district to approve, to the extent available, at least four exams for credit by examination that satisfy SBOE guidelines. Exams approved by the board of trustees must include (1) advanced placement (AP) exams developed by the College Board, and (2) examinations administered through the College–Level Examination Program (CLEP).

Requires school districts to give a student in a primary grade level credit for a grade level and advance the student one grade level if, (1) the student scores in the 80th percentile or above on each section of the exam, (2) a district representative recommends the student be advanced, and (3) the student’s parent or guardian gives written approval of the advancement.

Requires in grades six and above, that districts to give a student credit for a subject if the student scores, (1) a three or higher on an AP exam, or (2) a scaled score of 60 or higher on a CLEP exam.

Requires school districts to administer each exam approved by the board of trustees at least four times each year, at times set by SBOE. This requirement does not apply to examinations that have administration dates established by entity other than the school district.

Allows students only two attempts to receive credit for a course by examination. Provides that if a student fails to achieve a satisfactory score on an examination for a subject prior to the beginning of the school year in which the student would ordinarily be required to enroll in a course in that subject, the student must complete the course to receive credit for the course.

Stipulates that students are not required to take end–of–course exams in subject areas in which they received credit by exam.

Applies beginning with the 2013–14 school year.

Earliest effective date: Immediately

SB 1404

Patrick

Attendance at and Completion of High School by Students Who Are in Conservatorship of the Department of Family and Protective Services

Provides that TEA shall develop procedures for allowing a student in substitute care to complete a course for graduation, ensure that a student in substitute care has the student's course credit accrual and personal graduation plan reviewed, and ensure that 11th and 12th graders in substitute care be provided with information regarding tuition and fee exemptions for dual credit or other courses.

Requires a school district to excuse a student in the conservatorship of the Department of Family and Protective Services from attending school if the student is participating in a court-ordered activity, provided that it is not practicable to schedule the participation outside of school hours.

Requires a school district to offer an intensive program of instruction to a student who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine.

Requires a school district to, upon request, award a diploma to an 11th or 12th grade student who is in the conservatorship of the Department of Family and Protective Services and transfers out but is unable to graduate from the receiving school.

Earliest effective date: Immediately

SB 1406

Patrick

Curriculum Management Review by SBOE

Requires instructional lessons developed as part of a curriculum management system by ESCs to be reviewed and adopted by the SBOE. The SBOE review of these lessons must be equivalent to the board's review and adoption of instructional materials.

Earliest effective date: Immediately

SB 1458

Duncan

Teacher Retirement System

Makes changes to TRS benefits and contributions in an effort to make the system actuarial sound within the 31-year statutory funding period to ensure the continuation of a defined benefit pension system and provide a Cost of Living Adjustment (COLA) for some retirees. Changes in the bill impact TRS-Care and the pension program.

Creates a retirement age of 62 with the Rule of 80 and at least 5 years of service credit for all members who are not vested as of August 31, 2014, and creates a grandfather clause.

Benefit Changes Include:

- Grandfather Clause: all current TRS members who are vested in the system would not be impacted by changes in the retirement calculation (vesting equals 5 years of service credit)
- Minimum age of 62 requirement would only apply to new hires and non-vested members (as of August 31, 2014)
- 5 percent per year annuity reduction for all new hires and non-vested members who retire prior to age 62
- Retirees who are not grandfathered and not age 62 (or older) are not eligible for TRS-Care 2 or 3 until they turn 62. Retirees not grandfathered are eligible for TRS-Care 1 (catastrophic plan) until they turn 62.
- 3 percent COLA increase for retirees (not to exceed \$100 per month) who retired on or before August 31, 2004

Contribution Rate Changes Include:

- Increases the state rate to 6.4 percent in 2014 and 6.8 percent in 2015
- Increases the employee contribution rate incrementally from 6.4 percent to 7.7 percent over several years
 - 6.4 percent fiscal year 2014
 - 6.7 percent fiscal year 2015
 - 7.2 percent fiscal year 2016
 - 7.7 percent in fiscal year 2017
- Creates a new school district contribution rate beginning in fiscal year 2015, which is set at 1.5 percent of minimum salary for any TRS participating employee for whom the district is not already contributing to Social Security. This provision only becomes effective during the second year of the biennium and the state appropriated \$330 million to hold districts harmless for the fiscal year 2015 payment in SB 1.

Earliest Effective Date: September 1, 2014

SB 1474

Duncan

Major Curriculum Initiative Approval by Board

Requires school districts, prior to the adoption of a major curriculum initiative, to use a process that (1) includes teacher input, (2) provides district employees with the opportunity to express opinions regarding the initiative, and (3) includes a meeting of the school board. The board meeting must include information regarding the initiative (including the cost) and any alternatives that were

considered, and provide time for district employees and members of the public to comment on the initiative.

Earliest effective date: Immediately

SB 1538

Van de Putte

Dropout and Completion Rates of Dropout Recovery Schools and Residential Facilities

Requires the commissioner to designate a dropout recovery school as (1) one that serves students in grades 9–12 and has an enrollment of which at least 50 percent of the students are 17 years old as of September 1 of the school year as reported for the fall PEIMS submission; and (2) that meets the eligibility requirements for and is registered under alternative education procedures.

Requires the commissioner when evaluating dropout recovery schools for accountability purposes to prepare an alternative completion rate. Defines the alternative completion rate as the ratio of the total number of graduates, plus those that continue school the next year, plus those that receive a high school equivalency certificate to the total number of students in the longitudinal cohort. Requires the commissioner to include *any* student who graduates or receives an equivalency certificate.

Requires the commissioner when determining the performance rating of a school to consider only the “best” results from primary tests or retests. Applies beginning with the 2013–2014 school year.

Earliest effective date: Immediately

SB 1541

Van de Putte

Discipline of Public School Students by School Bus Drivers

Requires a student code of conduct to specify the circumstances under which a student may be removed from a school bus.

Allows a school bus driver to send a student to the principal’s office to maintain effective discipline on the school bus. Requires the principal to employ appropriate discipline management techniques. Provides protections for a student with a disability who receives special education services.

Earliest effective date: Immediately

SB 1556

Seliger

Establishment of a School Safety Certification Program and the School Safety Task Force

Requires the Texas School Safety Center, in consultation with the School Safety Task Force, to develop a school safety certification program. Allows the Texas School Safety Center to award a school safety certificate to a school district that meets certain criteria established by the legislation.

Establishes the School Safety Task Force to study best practices for school multi-hazard emergency operations planning and make recommendations to the legislature, the Texas School Safety Center, and the governor's office of homeland security.

Provides the membership of the task force, which will be abolished on September 1, 2017.

Requires a school district to consider appropriate security criteria in the design of a new or renovation of an existing instructional facility.

Earliest effective date: Immediately

SB 1557

Lucio

Strategic Plans to Maximize Job Placement for Early Graduates

Requires the commissioner of education to collaborate with the Texas Workforce Commission and the Higher Education Coordinating Board to develop and implement a strategic plan to increase private industry participation and incentives to businesses and nonprofits that make donations and work with high schools that participate in programs that maximize job placement opportunities for early high school graduates.

Earliest effective date: September 1, 2013

SB 1590

Zaffirini

Requirements for Personal Financial Literacy Training

Expands requirements for training in personal financial literacy offered by a general academic teaching institution to include the use of insurance as a means of protecting against financial risk.

Earliest effective date: Immediately

SB 1658
Paxton
Required Action to Equalize Wealth

Allows a school district that is required to exercise an option to reduce its wealth per student under the provisions of Chapter 41 to continue withholding from state revenue the required amount needed for wealth–reduction purposes beyond FY2017 when the additional state aid for tax relief (ASATR) expires. If the amount needed for wealth–reduction exceeds the amount of state revenue to which the district is entitled, the difference may be added to the cost of the attendance credits that the district must purchase in the subsequent year.

Earliest effective date: September 1, 2013

SB 1720
Patrick
Math and Science Scholars Loan Repayment Program

Creates the Math and Science Scholars Loan Repayment Program for teachers who teach math or science at Title I schools. To be eligible for loan repayment assistance, an applicant must (1) be a U.S. citizen, (2) have completed an undergraduate or graduate program in math or science, (3) be certified to teach math or science or be enrolled in an educator preparation program at an institution of higher education in the state, (4) have at least a 3.5 GPA, and (5) have been employed as a math or science teacher for at least one year in a district that receives Title I funds.

Specifies that loan assistance is not provided for loans in default. An applicant may not receive any other state or federal loan repayment assistance. A teacher must teach math or science for at least 4 hours each school day in order to be eligible for assistance. The applicant will apply annually and must enter into an agreement with the THECB that the person will teach math or science, depending upon the teacher's certification, for four consecutive years at a Title I school, then teach for an additional four years at any public school in the state. The repayment program is conditioned upon meeting these requirements. There are several exceptions to the consecutive employment requirement: (1) enrollment in a course of study related to the field of teaching at an institution of higher education, (2) military service, (3) temporary total disability for not more than 36 months, (4) inability to work for up to 12 months due to caring for a disabled spouse or child, and (5) inability to secure reasonable employment despite reasonable efforts for up to 12 months.

Specifies that the THECB will pay loan assistance awards in a lump sum delivered to the holder of the loan. A dedicated mathematics and science teacher investment fund is created in the general revenue fund and consists of gifts, grants, donations, interest and other earnings. The legislature may not appropriate general revenue for the repayment program. The fund will be used only for math and science teacher loan repayment assistance. The total amount of repayment assistance paid may not exceed the amount in the fund or other money the THECB is authorized to use for

that purpose. The number of eligible recipients is 1,000 for the 2016-17 school year, increasing each year by 1,000 until it is capped at 4,000 for the 2019-2020 school year and thereafter. If there are insufficient funds to provide assistance for all eligible applicants, the THECB will establish criteria to determine which applicants receive the assistance. An eligible recipient may continue to receive assistance if the person continues to teach in a Title I school after the first four years. If the teacher moves to a non-Title I school after the first four years, the person may not receive more than 75% of the maximum annual award. Assistance is awarded first to applicants who are renewing their application, then awarded based on the number of math and science course completed and the grade received by the applicant.

Earliest effective date: Immediately

SB 1812
Duncan
State Contributions for Certain Groups

Includes public junior colleges in the state employees group benefits program, TRS, and the Optional Retirement Program. In determining the amount of the state's contribution, the TRS board will include 50 percent of the cost associated with instructional or administrative employees of junior colleges. An instructional or administrative junior college employee is eligible to participate if the employee's salary can be fully paid from appropriated funds. Public junior colleges or college districts will contribute a set amount to the retirement system each month along with a report certifying the total amount of compensation paid, the employer contributions due for the pay period, and any other information needed by the retirement system. The junior college maintains employee information regarding salary, name, and qualifying status for participation in the retirement system. Within 90 days after the end of the school year, the retirement system will certify to the comptroller the names of any junior colleges owing unpaid contributions. The comptroller will withhold that amount plus interest from the first state money payable to the junior college or district.

Earliest effective date: Immediately

SB 1857
Estes
Certification of Qualified Handgun Instructors in School Safety Training

Requires the Department of Public Safety to establish a process to enable qualified handgun instructors to obtain additional certification in school safety. Provides that the school safety certification course must include not less than 15 hours and not more than 20 hours of instruction. Allows a qualified handgun instructor certified in school safety to provide school safety training to employees of a school district or an open-enrollment charter school who hold a license to carry a concealed handgun.

Earliest effective date: September 1, 2013

Education-Related Legislation That Failed Passage

- Private school and home school participation in UIL activities
- Vouchers/Tax Payer Savings Grants
- Achievement school districts / Parent trigger
- School discipline overhaul
- High Performance Schools Consortium expansion
- Counselor time ratios
- Overhaul of testing in grades 3-8

Education-Related Legislation Vetoed by the Governor

- **HB 217** – would have placed further limitations on beverages that could be sold in elementary, middle or junior high schools.
- **HB 2824** – would have extended the number of campuses and made other provisions related to the consortium
- **HB 2836** – would have revamped grades 3-8 testing system
- **SB 17** – would have required DPS to create training for CHL holders who work on campus
- **SB 504** – would have eliminated screening for abnormal spinal curvature
- **SB 1234** – would have made changes to student discipline and truancy laws



83rd Legislative Session

Final Bill Report

2013



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