

- SUBJECT:** Adding bullying prevention to public school campus improvement plans
- COMMITTEE:** Public Education — favorable, without amendment
- VOTE:** 11 ayes — Huberty, Bernal, Allison, Ashby, K. Bell, Dutton, M. González, K. King, Meyer, Talarico, VanDeaver
- 1 nay — Sanford
- 1 absent — Allen
- WITNESSES:** For — Jacqueline Shuman, Santa Fe ISD; Donnie King; Glenn Wilkerson; (*Registered, but did not testify:* Andrea Chevalier, Association of Texas Professional Educators; Chris Masey, Coalition of Texans with Disabilities; Steven Aleman, Disability Rights Texas; Christine Yanas, Methodist Healthcare Ministries of South Texas; Marilyn Hartman, National Alliance on Mental Illness-Austin; Greg Hansch, National Alliance on Mental Illness-Texas; Will Francis, National Association of Social Workers-Texas Chapter; Josette Saxton, Texans Care for Children; Christine Broughal, Texans for Special Education Reform; Deborah Fowler, Texas Appleseed; Linda Litzinger, Texas Parent to Parent; Lisa Dawn-Fisher, Texas State Teachers Association; Suzi Kennon, Texas PTA; Nataly Saucedo, United Ways of Texas)
- Against — None
- On — (*Registered, but did not testify:* Joe Siedlecki, Texas Education Agency)
- BACKGROUND:** Education Code sec. 11.253 requires public school districts to maintain campus improvement plans that include goals and methods for violence prevention and intervention on campus and that provide for a program to encourage parental involvement on campus, among other criteria.
- DIGEST:** HB 2511 would require public school districts to address bullying prevention and intervention and dropout deterrence in their campus

improvement plans. A campus plan would need to include a teacher development program that provided continuing education in:

- creating a nurturing classroom environment;
- developing respectful and caring relationships with students;
- promoting student emotional health by providing strategies to help students feel valued; and
- providing empathetic teaching techniques that may be used to discipline a student's behavior while showing respect and care for the student.

HB 2511 also would authorize school districts to plan ways to help parents instill a positive self-concept in children, build resilience in them, and provide positive discipline at home.

The bill would apply beginning with the 2019-2020 school year.

The bill would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2019.

**SUPPORTERS
SAY:**

HB 2511 would encourage programs that train teachers and parents to develop empathetic, supportive relationships with children. This would elevate the social and emotional health of school campuses and could help prevent school violence by identifying and assisting emotionally distressed students before they perpetrated violence.

**OPPONENTS
SAY:**

HB 2511 would impose new requirements on school districts already burdened by too many reporting and compliance requirements.