

Legislative Amendments

Legislative Amendment #1

Section to Be Amended: 2. Creating a Positive Work Environment for Educational Employees and Students

Beginning Line No.: 2.13

Amended Language:

TSTA supports legislation that establishes an Education Support Professionals (ESP) Bill of Rights to ensure fair treatment, workplace dignity, safe working conditions, and recognition of the essential role ESPs play in public education.

Rationale:

We stand committed to advocating for legislation that champions the rights of Educational Support Professionals (ESPs). Our mission is to ensure that all ESPs receive the recognition, protection, and rights they deserve. We believe that a formal Bill of Rights is essential to uphold the dignity and value of ESPs in the educational system. It is imperative that this legislation reflects our commitment to fostering a supportive and equitable environment for all educational staff.

Maker: Angela Garcia

Seconder: Cassandra Lumpkin

Legislative Amendment #2

Section to Be Amended: 1. Providing Quality Educators

Beginning Line No.: 1.11

Amended Language:

TSTA will oppose:

Legislation that ~~would create~~ **establishes** incentive or merit pay programs based on ~~a competitive models~~ tied primarily to ~~using~~ standardized test scores; **models that are not grounded in principles of diversity, equity, and inclusion; models that undermine collaboration, professional growth, and equitable outcomes;** including but not limited to the Teacher Incentive Allotment Program.

Rationale:

Basing educator compensation primarily on competitive, test score-driven incentive or merit pay models undermines the foundational goals of public education and fails to reflect the complex, collaborative nature of teaching. Standardized test scores offer only a limited snapshot of student learning and do not adequately account for the many factors that influence academic outcomes, including socioeconomic conditions, language barriers, special education needs, and disparities in access to resources. When compensation systems rely heavily on these measures, they risk reinforcing inequities and discouraging collaboration among educators.

At the same time, many school districts across Texas have implemented some form of the Teacher Incentive Allotment (TIA). Given this reality, it is essential to focus on improving current and future TIA programs, so they are firmly grounded in principles of diversity, equity, and inclusion. Compensation models must value the full scope of

educators' work, support professional growth, promote collaboration, and advance equitable outcomes for both students and educators.

Maker: Ronald Kotts

Seconder: Kelvin Wesley

Legislative Amendment #3

Section to Be Amended: Section 4 Enhancing Our Public School System

Beginning Line No.: 4.22

Amended Language:

TSTA supports legislation that ensures all students in grades prekindergarten through 12 receive a minimum of 25 minutes of daily recess, recognizing recess as essential to students' physical health, mental well-being, and academic success.

Rationale:

Building on the momentum of the 2023 Texas recess mandate for elementary students, this Legislative Amendment advocates for a universal 25-minute minimum break for the entire PK-12 population. Unstructured recess is more than just "play"; it is a vital tool for boosting mental health and sharpening cognitive function. By prioritizing this time, we can foster better focus, minimize disruptions, and significantly improve student academic outcomes.

Maker: Agustin Loredó

Seconder: Carol Hernandez

Legislative Amendment #4

Section to Be Amended: Providing Quality Educators

Beginning Line No.: 1.11

Amended Language:

Legislation that would create incentive or merit pay programs based on a competitive model using standardized test scores; including but not limited to the Teacher Incentive Allotment Program. **Additional compensation structures, such as the Teacher Incentive Allotment, should be designed to include no less than 75 percent of teachers at a campus, allowing for compensation that is less divisive and benefits highly qualified teachers.**

Rationale: *Teacher Incentive Allotment is divisive. We should have more highly qualified teachers receiving these funds.*

Maker: John Jurkovich

Seconder: Michelle Jurkovich