

Cayuga Independent School District

HB2 Non-Certified Compliance Plan

(*approved by the CISD School Board on 11/17/25)



HB 2 Implementation: New Teacher Certification Requirements

2025 – 2029

In an effort to meet the requirements by House Bill (HB) 2 passed during the 89th Texas Legislature, Regular Session, 2025, signed into law by Governor Abbott, and published in a TAA on August 21, 2025, House Bill 2 (HB 2) Implementation: New Teacher Certification Requirements and Incentives for Uncertified Teachers, which included information on new limitations to Texas school districts' ability to waive teacher certification requirements for foundational curriculum courses within their district of innovation (DOI) plan, Cayuga ISD is proposing the following plan.

These updates to Texas Education Code (TEC), §21.003, and new TEC, §21.0032, apply only to Texas school districts and do not apply to charter schools. Additional updates to TEC, §21.003 also specify that districts can no longer exempt themselves from the requirements outlined in TEC, §21.057, regarding parental notification. The update also provided additional information on the process that districts must use if they wish to request approval from the

commissioner of education to delay implementation of certification requirements for foundation curriculum courses until the beginning of the 2029-2030 school year. [TEA Update \(10/16/25\)](#)

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Legal / Policy Foundations

Key Statutes and Rules:

Under TEC § 21.003(a), a school district may not employ a person as a classroom teacher unless the person holds an appropriate certificate or permit issued by the State Board for Educator Certification (SBEC). [HB2 Implementation: New Certification Requirements \(8/21/25\)](#)

TEC § 21.0031 provides that if an employee under a teacher contract does not hold a valid certificate or permit, the contract is void. [Texas Education Code 21.0031](#)

Under T-TESS rules (19 TAC § 149) teachers are expected to comply with professional practices including knowledge of relevant law, certification, etc.. [TAC Chapter 149](#)

Parent notification requirements: Under TEC § 21.057 a district must notify parents if a student is taught for more than 30 instructional days by an uncertified teacher or inappropriately certified teacher. [TASB Notification of Teacher Qualification Requirements](#)

HB 2 Amends the Certification-and-Employment Rules as Follows:

[HB2 Implementation: New Teacher Certification Requirements Update](#)

- Adds TEC § 21.0032: A district may not employ a teacher of record for a course in the foundation curriculum (reading/ELA, math, science, social studies) who lacks the appropriate certificate or permit, unless the district has an approved delay-plan. [HB2 Implementation: New Teacher Requirements and Incentives for Uncertified Teachers](#)
- Provides that a district may apply for a delay of the requirement until the beginning of the 2029-30 school year, if the district submits a plan with a reasonable timeline and strategy to reduce uncertified teachers.
- Establishes incentives: under TEC § 21.0033 a one-time payment of \$1,000 to the district for each eligible teacher who was uncertified as of Jan 1, 2025, and who obtains standard certification by end of 2026-27.
- Creates fee waivers and reimbursements for certification exams in special education, bilingual education and CTE fields.

Implications for District Planning (Compliance with HB2 / Non-Certification in Foundational Areas):

Beginning in SY 2025-2026, to meet the requirements listed above, Cayuga ISD will:

Follow steps to proactively reduce its number of uncertified teachers, especially in foundational curriculum courses.

If the district continues to employ uncertified teachers beyond the deadline, an approved delay-plan will be submitted to the Commissioner of Education. The plan will include a reasonable timeline and strategies to bring all teachers into certification by the beginning of the 2029-2030 school year.

The plan will include data analysis (number of uncertified teachers by subject/grade, number hired in past years), identification of at least one Educator Preparation Program (EPP) partner, require board approval, and will be posted on the District's webpage. [TASB Update New Teacher Certification Requirements](#)

Data Collection: Uncertified Teachers

Total number of classroom teachers who are uncertified (i.e., lack a valid certificate or permit appropriate for their assignment) as of the start of **SY 2023-24 - SY 2025-26**.

District-wide Total Number of Uncertified Teachers	Total 12	Foundational Areas 8
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Fall 2023 - Fall 2025 (Past 3 years)		
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Baseline SY 2022-23 - SY 2025-26:

Campus	Grade	Subject Area	Number of Uncertified Teachers	Completion / Estimated Date of Graduation/Certification	Notes
Elementary School	K - 5	Reading / ELA	1	October 2024	
	K - 5	Math	0		
	K - 5	Science	0		
	K - 5	Social Studies	1	May 2027	
		Total at ES	2		
Middle School	6th - 8th	Reading / ELA	1	October 2023	
	6th	Math	1		*This teacher no longer works in District
	6th	Science	1	December 2026	
	6th-8th	Social Studies	*2	June 2025 December 2026	*6th grade MS Science and SS are currently taught by the same teacher
	6th - 8th	CTE	0		
	6th - 8th	Electives	2	T1 - January 2024 *See note	*T2 is currently enrolled in a program / will begin in Jan. 2026
		Total Number at MS	7		
High School	9th-12th	English I - English IV	1	August 2025	
	9th-12th	Math	0		
	9th-12th	Science	0		
	9th-12th	Social Studies	0		
	9th-12th	CTE	0		

	9th-12th	Electives	0		
	9th-12th	Other/SpEd (Inclusion)	2	T1 - December 2024	T2 - is currently enrolled in a program
		Total Number at HS	3		

Current (Fall 2025)

Data collection:

Total number of classroom teachers who are uncertified (i.e., lack a valid certificate or permit appropriate for their assignment) as of the start of **SY 2025-2026**.

District-wide Total Number of Uncertified Teachers Fall 2025	Total 4	Foundational Areas 3
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Grade & Assignment Breakdown:

Grade level (e.g., K-5, 6-8, 9-12) & subject area (foundation curriculum: reading/ELA, math, science, social studies), and other areas (CTE, electives).

Total Number of Uncertified Teachers SY 2025-2026 (Fall) / Condensed Version (by Campus)

Campus	Grade(s)	Subject Area(s)	Total	Foundational Area (Y/N)
Elementary School	4th & 5th	Social Studies	1	Y
Middle School	6th	Social Studies & Science	1	Y *6th grade MS Science and SS are currently taught by the same teacher
	6th - 8th	MS Art	1	N
High School	9th - 12th	Inclusion / SpEd	1	N

Total Number of Uncertified Teachers SY 2025-2026 (Fall) / Detailed Version

Campus	Grade	Subject Area	Number of Uncertified Teachers	Currently in an EPP (Y/N)	Completion / Estimated Date of Graduation / Certification
Elementary School	K - 5	Reading / ELA	0		
	K - 5	Math	0		

	K - 5	Science	0		
	K - 5	Social Studies	1	Y	May 2027
		Total at ES	1		
Middle School	6th - 8th	Reading / ELA	0		
		Math	0		
		Science	1	Y	December 2026
		Social Studies	*1 *6th grade MS Science and SS are currently taught by the same teacher		
		CTE	0		
		Electives	1	N	*Teacher is currently enrolled in a program / Will begin in Jan. 2026
		Total Number at MS	2		
High School	9th - 12th	English I - English IV	0		
		Math	0		
		Science	0		
		Social Studies	0		
		CTE	0		
		Electives	0		
		Other (Inclusion)/SpEd	1	Y	May 2026
		Total Number at HS	1		

Annual Calendar Benchmarks (2025-2029):

- **October - December 2025:** Gather and finalize baseline data; obtain board approval of plan; post approved plan on district website; begin audit of uncertified teacher assignments, continue with supports.

- **January 2026:** Mid-year check on progress; identify teachers off-track, adjust supports; identify future foundational areas of need for upcoming school year.
- **Spring 2026:** Partner with Educator Preparation Program(s) (EPP(s)) for alternate certification; review hiring practices for next year.
- **June 2026:** End-of-year review: identify percent reduction achieved, review retention rate; update next year's goals.
- Repeat for each subsequent year, adjusting timeline, supports, and goals; final audit in Summer 2029; full compliance check before beginning the 2029-30 school year.

Strategic Plan: Timeline, Goals & Support Strategies

Below is the proposed timeline covering a five-year span (SY 2025-26 through SY 2029-30) to align with the statutory deadlines, annual targeted goals, strategies, and supports to align with HB2 Implementation Guidelines.

Year 1: SY 2025-26

Goal: Reduce the percentage of uncertified teachers (overall and with specific emphasis on foundational curriculum areas) from baseline by **25%**.

Key Strategies & Supports:

I. Certification Support

- A. Campus Principal(s), Curriculum Director, and HR will continue with a recommended "Certification Pathway" for currently employed uncertified teachers: track what they still need (exams, observation/internship hours, fingerprinting, etc.).
- B. Campus Principal(s) will monitor progress with an uncertified teacher and assigned mentor or coach (certified teacher) who will hold monthly check-ins and to provide guidance and supports.
- C. District will work to provide funding (or cover reimbursements/fee waivers) for exam registration, preparation materials (especially for foundational/core content area(s), special education, bilingual, CTE courses per HB 2) through continued programs such as "Grow Your Own."

II. Recruitment Pipeline

- A. The District will partner with at least one Educator Preparation Program (EPP) (e.g., university or alternative certification provider) to recruit new candidates into high-need / foundational subject areas.
- B. EPP partner programs will include the following: Stephen F. Austin University, iTeach Texas, and Impact ETX (Region7 ESC).
- C. Continue the “Grow Your Own” program: recruit paraprofessionals, long-term subs, and district alumni into certification programs.
- D. Take part in local Junior College, University, and ESC job fairs to attract and recruit newly certified and fully certified foundation content area teachers.

Total Number of “Grow Your Own” Teachers Over 5 Years (SY 2021-22 - SY 25-26):

Campus	Grade(s)	Subject Area(s)	Total	Foundational Area (Y/N)	Date / Estimated Date of Graduation/Certification
Elementary School	2nd	Self-contained	1	Y	October 2024
	4th & 5th	Social Studies	1	Y	May 2027
Middle School	6th	Social Studies	1	Y	December 2026
	6th	Science	1	Y	December 2026
	6th	Reading / ELA	1	Y	December 2022
	8th	Reading / ELA	1	Y	October 2023
	6th	Math	1	Y	*Teacher completed a program in another area in August 2025
	6th	Social Studies	1	Y	*Teacher completed a program in another area in August 2025
	7th & 8th	History	1	Y	June 2025
	7th & 8th	Technology App	1	N	October 2024
	6th - 8th	MS Art	1	N	Currently enrolled in a program / will begin in Jan. 2026
High School	9th - 12th	Inclusion/SpEd	2	Y	December 2024 / May 2026??
	9th - 12th	HS Art/Yr Bk	1	N	August 2021 / December 2022

	9th - 12th	Eng. I-V	1	Y	August 2025
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Total Teachers: 12

Currently in an EPP program: 4/12

Current EPPs: Impact ETX & Stephen F. Austin University

III. Assignment Review and Tracking

- A. Campus Principal(s), HR, and Curriculum Director will audit teacher assignments each semester to identify mis-alignment (teachers teaching subjects they are not certified for).
- B. Establish substitute/emergency permit use only as a short-term option (not long-term assignment).

IV. Professional Learning & Evaluation Alignment (T-TESS)

- A. Campus Principals and mentor teachers / coaches will Integrate certification progress into teacher evaluation and goal-setting process (under T-TESS Domain 5: Professional Practices & Responsibilities).
- B. Provide training for department principals/mentors/coaches on certification requirements and monitoring.

V. Communication, Transparency, and Stakeholder Involvement

- A. Inform teachers, campus leaders, and school board members about the district's certification goals and timeline(s).
- B. Work with campus leaders and PEIMS clerk to track data each semester on number/percentage of uncertified teachers (by campus/subject).

Year 2: SY 2026-27

Goal: Reduce the percentage of uncertified teachers (overall and with specific emphasis on foundational curriculum areas) from baseline by **50%**.

Key Strategies & Supports:

Continue the supports from Year 1, and add:

- A. **Incentive Program:** Highlight that individual teachers who become certified may support district eligibility for the \$1,000 incentive under TEC § 21.0033 for eligible teachers (hired 2022-23 or 2023-24 as uncertified and certified by end of 2026-27). [Texas Education](#)

Agency

- B. **Alternate Certification Fast-Track:** For uncertified teachers who meet criteria, help sponsor them into an accelerated route (intern certificate, probationary certificate) and expedite their certification process.
- C. **Assignment Priority:** Give priority for openings in high-need core subjects to certified teachers; limit new hiring of uncertified teachers in foundational subjects.
- D. **Develop Mentor Groups:** Uncertified teachers are paired with certified mentors and administrators to share resources and help support exam preparation along with peer support.
- E. **Mid-year Checkpoint:** At the end of semester one, review the status of each uncertified teacher: needed exams, professional development, months employed, updated plan to certification.

Year 3: SY 2027-28

Goal: Reduce the percentage of uncertified teachers (overall and with specific emphasis on foundational curriculum areas) from baseline by **75%**.

Key Strategies & Supports:

- A. **Targeted Hiring:** Only hire uncertified teachers as a last resort, and only under a clear certification-plan (must enroll immediately in a certification program and complete within a clearly defined timeline).
- B. **Monitor “Time-to-certification” Plan:** Track new uncertified hires by how many months until they become certified; aim to bring this average down each year.
- C. **Support for Retention:** Since uncertified teachers are at higher risk of attrition, pair retention strategies (mentoring, reduced class loads, instructional coaching) to keep them employed while they become certified.
- D. **Enhanced Data Usage:** Use campus-by-campus breakdowns of uncertified rates, linking to school improvement planning.
- E. **Review Campus Assignment Patterns:** Ensure that campuses with high proportions of uncertified teachers are targeted for extra support / incentives (e.g., stipends, professional development, etc.).

Year 4: SY 2028-29

Goal: Achieve almost full compliance and eliminate uncertified assignments in foundational curriculum areas (or reduce to minimal allowed under approved delay plan).

Key Strategies & Supports:

- A. **Final Push to Standard Certification:** All remaining uncertified teachers must have an active plan and be registered for final steps (exams, recommendation, internship).
- B. **Remove Exemptions / Waivers:** Review and phase out emergency permits, temporary assignments, and ensure that all classroom teachers are under standard certificate or permit consistent with law.
- C. **Campus Accountability:** Tie campus performance (including certification compliance) into principal evaluation (T-TESS Domain 5 and leadership evaluation).
- D. **Public Reporting:** Publish final percent uncertified by campus, subject, grade level; and promote successes of goal achievement.
- E. **EPP Partner Review:** Evaluate the partnership with the EPP(s) — Did the pathway work? What lessons were learned? What can be planned for future recruitment?

Year 5: SY 2029-30

Goal: Meet full compliance for foundational curriculum teachers (i.e., no teacher of record in reading/ELA, math, science, social studies without appropriate certificate or permit) unless the district is operating under a Commissioner-approved delay plan.

Key Strategies & Supports:

- A. **Verification and audit:** District conducts a final audit of teacher assignments to verify compliance with TEC § 21.003/21.0032.
- B. **Continuous improvement planning:** Develop maintenance plan to keep uncertified teacher rate at or near zero percent, monitor newly hired teachers, ensure certification pathway remains monitored.
- C. **Celebrate and recognize success:** Recognize campuses, teachers, mentors, administrators, HR staff, and EPPs who helped the district reach this milestone; use

promotion of success(es) for future recruitment marketing.

- D. **Policy update:** Review district hiring practices, ensure guidelines for certification are embedded in job postings, contracts, and HR processes.

Last update: 10/29/25

For SY 2025 - 2026 # of Uncertified Teachers (Core Content): 2

Non-Certified Compliance Plan (HB2)

Teacher Name	Teacher 1
Grade/Subject / Role	6 th grade social studies and science
Degree Seeking	EC - 6th Generalist
College / EPP	Stephen F. Austin State University
Expected graduation date	December 2026
Mentor Teacher	L. H.
Assigned Administrator	A.K.
Purpose	To provide, intentional, layered support for a teacher who is working toward certification while serving in a classroom. This plan will help ensure that our students are getting high-quality instruction and our teacher is mentored through the process with structured observations, feedback, and support while completing their college degree.
Planned Supports	
Certification and Compliance Tracking	The administrator will maintain records of... <ul style="list-style-type: none">● Required Coursework progress● Certification testing status

	<ul style="list-style-type: none"> ● Internship and Clinical Teaching Requirements
Mentor Responsibilities	<ul style="list-style-type: none"> ● Meet bi-weekly. ● Offer Content support ● Offer Modeling ● Available to allow mentee the opportunity to observe in classroom setting
Structured Observations	<p>Administrator Observations:</p> <ul style="list-style-type: none"> ● The teacher will receive 2 formal observations and 3+ informal walkthroughs per year. ● Administrators will provide growth-focused feedback tied to T-TESS dimensions.
Instructional Support	<ul style="list-style-type: none"> ● Lesson planning and TEKS alignment ● Classroom management strategies ● Differentiation and accommodation ● Student and family communication ● Ethical expectations and professional norms ● Curriculum and mapping assistance ● Access to model lesson plans and district resources ● Co-planning time with mentor or instructional coach as needed ● Participation in all relevant professional learning and team meetings.
End-of-year summative conference reviewing growth and certification status.	

Teacher Name	Teacher 2
Grade/Subject / Role Assignment	4th & 5th grade Social Studies
Degree Seeking	EC - 6th Generalist
College / EPP	Stephen F. Austin State University
Expected graduation date	December 2026
Mentor Teacher	A. L.
Assigned Administrator	T. C.
Purpose	To provide, intentional, layered support for a teacher who is working toward certification while serving in a classroom. This plan will help ensure that our students are getting high-quality instruction and our teacher is mentored through the process with structured observations, feedback, and support while completing their college degree.
Planned Supports	
Certification and Compliance Tracking	The administrator will maintain records of... <ul style="list-style-type: none"> • Required Coursework progress • Certification testing status • Internship and Clinical Teaching Requirements

Mentor Responsibilities	<ul style="list-style-type: none"> • Meet bi-weekly. • Offer Content support • Offer Modeling • Available to allow mentee the opportunity to observe in classroom setting
Structured Observations	<p>Administrator Observations:</p> <ul style="list-style-type: none"> • Teacher will receive 2 formal observations and 3+ informal walkthroughs per year. • Administrator will provide growth-focused feedback tied to T-TESS dimensions.
Instructional Support	<ul style="list-style-type: none"> • Lesson planning and TEKS alignment • Classroom management strategies • Differentiation and accommodation • Student and family communication • Ethical expectations and professional norms • Curriculum and mapping assistance • Access to model lesson plans and district resources • Co-planning time with mentor or instructional coach as needed • Participation in all relevant professional learning and team meetings.
End-of-year summative conference reviewing growth and certification status.	