

EXHIBIT 5

**UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF TEXAS
HOUSTON DIVISION**

GSA Network, Students Engaged in
Advancing Texas, Rebecca Roe, by and
through her next friend, Ruth Roe, and Polly
Poe,

Plaintiffs,

v.

Mike Morath, in an official capacity as
Commissioner of the Texas Education
Agency, Houston ISD, Katy ISD, and Plano
ISD,

Defendants.

Civil Action No.

Declaration of Polly Poe

Pursuant to 28 U.S.C. § 1746, I, Polly Poe,¹ declare as follows:

1. I am a high school teacher in Plano Independent School District (“Plano ISD”). I am in my fifth year of teaching.
2. Last school year, I served as the Genders and Sexualities Alliance (“GSA”)² club advisor at the school where I teach. The GSA includes not only students who are LGBTQ+,³ but also students who are allies and supportive of their LGBTQ+ friends. At club meetings, GSA members will talk with each other, watch LGBTQ+ themed movies, play games, and create a supportive atmosphere for each other. The GSA helps students find community

¹ Polly Poe is a pseudonym. In order to protect myself from retaliation in connection with this lawsuit, I will promptly file a motion to proceed pseudonymously with the Court.

² GSAs are student-run organizations that unite LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSAs have evolved beyond their traditional role (formerly known as Gay-Straight Alliances) to serve as safe spaces for all LGBTQ+ youth and allies in middle schools and high schools.

³ LGBTQ+ is an “acronym for lesbian, gay, bisexual, transgender, and questioning or queer: an inclusive term used to refer to the diverse forms of gender identity and sexual orientation, and to those whose gender identity differs from the culturally and socially determined gender roles for their assigned sex.” “LGBTQ,” APA Dictionary of Psychology, American Psychological Association (last updated Nov. 15, 2023), <https://dictionary.apa.org/lgbtq>.

and collectively support each other in a welcoming environment that is generally free from the bullying and discrimination that many LGBTQ+ high schoolers face.

3. As a registered GSA, our club receives resources and information from the GSA Network, which I receive on my school email account and then forward to the GSA club members. Even though students run the GSA and decide what they want to do and discuss, I share resources and materials with them from the GSA Network and other organizations like the Trevor Project, which provides suicide prevention and anti-bullying resources geared towards LGBTQ+ students.
4. Many of the materials from the GSA Network and other organizations explicitly discuss topics of race, sexual orientation, and gender identity, including issues relating to social transition. Because many members of our GSA are transgender or non-binary, they are deeply interested in these topics and will sometimes ask me questions about laws or policies in Texas impacting transgender youth and other topics relating to gender identity or social transition. Even though the GSA is student-led, I try to answer students' questions when I can and point them towards resources and information on these topics, including from the GSA Network.
5. Some GSA members have joined webinars hosted by the GSA Network to connect with other GSA leaders and members from across the country. My students greatly enjoyed this experience, because it showed them that they are not alone in wanting to create an LGBTQ+ affirming space on our campus and helped them connect with other students.
6. The GSA's leaders have also asked me to help give presentations to students about topics like suicide prevention and community service opportunities. Students in the GSA also have held awareness campaigns where they have made posters, and they have created school announcements for certain occasions like the Transgender Day of Visibility, Bi Visibility Day, and Pride Month. Being able to have a GSA and make school-wide announcements helps the LGBTQ+ members of the GSA feel seen, heard, and respected at school, and the GSA members rely on me as a faculty sponsor to help them navigate our school's policies and rules.
7. The members of the GSA also held a trivia day where they educated each other about LGBTQ+ history, pop culture, and activism. The students have also attended LGBTQ+ events off campus like local Pride festivals or parades.
8. It was always clear to me that the GSA club is a vital space for our student members. Because grade levels are generally kept separate, clubs are one of the only places where students can connect across grade levels. This can be helpful as older students can be role models for the younger ones. They can talk about challenges they have gone through and younger students can get to know older students like them who are living authentically as who they are, showing them possibilities for their own futures. I have seen so many students become happier and more confident in themselves through the GSA and the friendships they built in it. To my knowledge, there are no other clubs at our school that

focus on issues concerning gender identity and sexual orientation, although these topics are certainly discussed in other club activities and meetings.

Implementation of S.B. 12

9. Prior to the start of this school year, my school sends out a survey to incoming freshmen and parents that includes a list of clubs and personal interests. Although the GSA was included on the survey in previous years, it was taken off this year for the first time.
10. Although I first learned about Senate Bill 12 (“S.B. 12”) during the legislative session, I did not think it would pass because it seemed to conflict with federal law.
11. After mid-July, I learned that the law had passed and would bring changes to my school and GSA this coming year.
12. I first met with administrators at my school on or around July 21, 2025. They told me that our GSA would not exist this year, and that Plano ISD was still figuring out what to do about other clubs. They also told me that teachers could be investigated if they did not use students’ birth names or pronouns assigned at birth.
13. This greatly concerned me because several of my students, including members of the GSA, go by names or pronouns that differ from those they were assigned at birth. Even many of my cisgender (non-transgender) students also use names other than their birth name or what is listed in Plano ISD’s official records.
14. Before the start of school in early August, I attended a staff development meeting where we received information about new legislation, including S.B. 12. At this training, I was told that because of S.B. 12, all “DEI duties” in my district would now be banned, which “includes creating programs or trainings that refer to race, ethnicity, gender identity, or sexual orientation.” I was also told that S.B. 12 “bans teaching about gender identity and sexual orientation in all grades, from Pre-K through 12.” And I was told that “School employees are prohibited from helping a student ‘socially transition,’ which is defined as a student adopting a different name, pronouns, or other expressions that are different from their biological sex at birth.”
15. After receiving this presentation, I went online and saw that during the Plano ISD Board of Trustees’ August 5, 2025 board meeting, our school board received a similar presentation and included PowerPoint slides on the Board’s official agenda. (Ex. A).
16. Under a slide called “Controversial Topics,” the presentation states: “In response to SB 12, Plano ISD will:
 - Review curriculum documents to ensure no prohibited content is included.
 - Reinforce policies and practices to support educators in delivering TEKS-aligned content and restrict topics deemed politically or socially controversial.
 - Prohibit instruction or programming related to sexual orientation, DEI practices or gender identity.
 - Not use different names or pronouns inconsistent with the student’s biological sex.

- Apply these standards across classrooms, clubs, events, guest speakers, and all instructional-day activities.” (Ex. A, p. 16).
17. On a slide called “Clubs & Organizations,” the presentation states, “SB 12 requires parental consent for clubs, bans clubs on sexual orientation/gender identity, and limits staff roles in race or ethnicity-based clubs.” It continues, “In response to SB 12, Plano ISD will:
 - Continue to require the annual approval of student clubs.
 - Require annual parental or guardian consent for all student club participation.
 - Define role for staff sponsors of student clubs.
 - Provide targeted staff training to ensure understanding and enforcement of these requirements annually.
 - Prohibit clubs and organizations based on sexual orientation or gender identity.” (Ex. A, p. 17).
 18. During the Plano ISD board meeting, a trustee asked if groups like a Muslim Students’ Association would be prohibited by S.B. 12 and the superintendent responded that only “gender identity is prohibited” but “it is the sponsors that we have to be really careful about with those clubs.” Plano ISD Board of Trustees Meeting (Aug. 5, 2025), <https://planoisdtx.new.swagit.com/videos/351946> (1:20:30-1:21:15). At the same time, the superintendent also reiterated that “no club can exist if there is not a sponsor.”
 19. I also received additional guidance on or around August 11, 2025, from my school district about student clubs, which clarified that “SB 12 bans student clubs ‘based on sexual orientation or gender identity.’ Schools may not authorize or support such groups, and staff may not lead or facilitate them.” (Ex. B). This same document states that “Non-Curricular, Interest-Based & Religious Clubs” are still permitted as long as students receive parental permission to participate.
 20. I also received another document entitled “Plano ISD Legislative Guidance and Staff Attestation Form 2025-2026” and was asked to sign this form. This document instructs us, “Do not sponsor or lead clubs centered on sexual orientation or gender identity.” (Ex. C). It also states that “I will not teach or promote content prohibited under SB 12 or other applicable legislation.”
 21. Upon learning of these new rules, I confirmed with an administrator at my school that the GSA would indeed be disbanded. I also heard from teachers at other schools in Plano ISD, who said that their GSAs were disbanded too.

Impact of S.B. 12

22. The implementation of S.B. 12 has been heart-breaking for me as the GSA’s former sponsor and for my students, who relied on the GSA as a place to congregate with other students and to receive and discuss critical information from the GSA Network, myself, and other nonprofits.
23. Since our GSA was shut down, several GSA members have spoken with me to express their concerns. The transgender members of the GSA are especially disturbed and impacted

by this. Some of our students are seniors in high school who are already 18 years old, and it is traumatizing for them to not be called by a name and pronouns that aligns with who they are and their deeply held sense of gender. One of my students has elected to leave school and be homeschooled because of the disbandment of our GSA, and the fact that their affirming name and pronouns will no longer be respected by teachers and staff. Even though I have always strived to respect my students' wishes and treat them with decency and respect, S.B. 12 now puts me in legal jeopardy and creates a massive gray area about how and whether I can support my transgender students.

24. Some teachers at my school have now started calling students by their last name since we are no longer allowed to refer to trans students by their chosen names, but this places a target on these students' back. It seems discriminatory to treat these students differently while the school district seemingly permits other students to go by nicknames.
25. The officers in my GSA were especially surprised and disheartened to learn that our GSA has been shut down. They were so upset that they met with a school administrator to ask if they could start a similar club with a different name to continue supporting LGBTQ+ students, but the school administrator told them no because S.B. 12 prohibits any club related to gender identity or sexual orientation.
26. Our GSA President came into this school year with a lot of passion and ideas for what GSA members wanted to do. They wanted to grow the club and engage more in the community, including by volunteering at community service events.
27. Now that the GSA is shut down, these events can't happen, and the GSA leaders will be deprived of their ability to be officers in the organization and put this club on their resumes and college applications.
28. I have also heard from parents of GSA members, who are upset and angry by S.B. 12's restrictions. The parent of a Black student complained to me about the school not doing more to support diversity and equity.
29. Students and parents are particularly upset that the GSA is the only club to be fully shut down. Students have told me that cultural clubs at our school are now having a difficult time because school employees can no longer help develop or implement any of their programs or activities.
30. Although there are no clear guidelines for how Plano ISD will determine whether a club is "based on sexual orientation or gender identity," the district has nevertheless shut down our GSA.
31. As an educator, I find it difficult to interpret or implement S.B. 12's requirements. I do not know what it means to "develop" or "implement" a "policy, procedure, training, program, or activity that references race, color, ethnicity, gender identity, or sexual orientation." This language is so vague and broad that I do not know how I can avoid being accused of violating it, especially when students choose to talk to me about these topics.
32. I also have no idea what it means to "assist" a student's "social transitioning." My district has instructed me not to "use different names or pronouns inconsistent with the student's

biological sex,” but I have no way of knowing my students’ biological sex. I don’t ask students for their private medical information or presume to know what sex any of my students were assigned at birth. My typical practice is to ask students what name and pronouns they prefer and to do my best to respect their wishes in consultation with their parents. While the requirements of S.B. 12 seem to prevent that, the law’s wording is so vague and confusing that I cannot tell if using a student’s name and pronouns that align with their gender identity is actually prohibited. My school district seems to think this is prohibited and made clear that we could be disciplined if we respect our transgender students’ affirming names and pronouns, even with parental consent or when those students are legally adults.

33. The implementation of this provision is particularly confusing since my school district told me that student nicknames are still permitted as long as they match a student’s biological sex. That is impossible for me to determine and extremely vague, since many student names do not exclusively align with a single gender.
34. By prohibiting me and other school employees from providing “any information” about social transitioning, S.B. 12 stops me from being able to engage in conversations with students about their identities and transgender people in the world around us.
35. S.B. 12’s requirement that I “may not provide or allow a third party to provide instruction, guidance, activities, or programming regarding sexual orientation or gender identity” is also vague and confusing. It seems to prohibit my speech even outside of school and my official work duties and gives me no guidance on what is actually prohibited.
36. This provision also requires me to prevent any “third party” from providing information on these topics to my students, which means that I can no longer share newsletters and resources from the GSA Network with GSA members. Over the past year, I frequently shared these GSA Network newsletters with students, but now they are banned since they discuss prohibited topics from a “third party.”
37. All these provisions create a culture of fear and discrimination in my school, where the voices of LGBTQ+ students and educators are suppressed.
38. Many provisions of S.B. 12 also conflict with my ethical obligations as a certified Texas teacher. Under the Texas Educators’ Code of ethics, I must:
 - Not “reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law”;
 - “[N]ot intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor”;
 - “[N]ot intentionally, knowingly, or recklessly misrepresent facts regarding a student”; and
 - “[N]ot exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability,

national origin, religion, family status, or sexual orientation”, among other requirements. 19 Tex. Admin. Code § 247.2(3).

39. Several provisions of S.B. 12 conflict with these ethical requirements, especially as the law is being enforced by Plano ISD. If I am required to use a name or pronouns for transgender students based on their biological sex, that could reveal confidential information about them and expose their private medical information. It would also adversely affect or endanger their learning, safety, and physical and mental health. I am also not allowed to misrepresent any facts regarding a student, which would occur if I were forced to deny my students’ deeply held identities and am silenced from mentioning anything involving race, gender identity, or sexual orientation at school. I am also not permitted to discriminate against any student based on gender or sexual orientation, which the requirements of S.B. 12 seem to make me do. By requiring me to shut down our school’s GSA and stop sharing information with any of my students about race, gender, or sexual orientation, I am denying them participation in school clubs and jeopardizing their learning and future.
40. I seek to be able to engage in discussions with my students and participate in our school’s GSA in the future as a faculty sponsor without the restrictions that S.B. 12 imposes. I also hope to someday be able to continue helping my students build happy and successful lives, as I was able to do before this law’s implementation.
41. Because of S.B. 12, I am worried about the safety and mental and physical well-being of my students. I am worried about my students losing vital sources of social support, and their confidence and sense of self being stripped away. I am especially worried about transgender students at my school who are now being discriminated against, including my student who left my school to avoid this law’s damaging and lasting effects.
42. I am also worried about my own career as a teacher. Because S.B. 12’s requirements are so vague, I do not know how to safely do my job and meet the requirements of this law. If I follow the law’s restrictions and discriminate against my students or violate their First Amendment rights, I worry that I am exposing myself to legal liability. I also worry that I could be accused of violating my ethical obligations and my teacher certification could be challenged. But if I refuse to abide by S.B. 12’s restrictions, I will likely lose my job and face severe reprisal from Plano ISD and the Commissioner of the Texas Education Agency. My only hope is that the enforcement of this law can be blocked so that I can comply with federal law and my ethical obligations as a teacher while not facing the risks and consequences of violating S.B. 12 or my district’s requirements.

I declare under penalty of perjury that the foregoing is true and correct.

Signed on August 26, 2025.

Polly Poe

Polly Poe

EXHIBIT 5 - A



Back to School Legislative Requirements

Board of Trustees
August 2025

Overview



- 1,482 of 9,014 bills filed in the 89th session were related to education
- 107 of the 1,231 bills passed in the 89th session were related to education
- Some are effective immediately; others have September 1 or later implementation dates
- School Districts can expect to have approximately 140 policy changes from this session

Updated Funding Gaps

\$60.6 million total

Special Education-

2025-26 Budget	\$ 89,409,670
TEA Allotment	<u>(\$ 53,853,393)</u>
2025-26 Funding Gap	\$ 35,556,277

Transportation-

2025-26 Budget	\$ 20,997,277
TEA Allotment	<u>(\$ 2,479,462)</u>
2025-26 Funding Gap	\$ 18,517,815

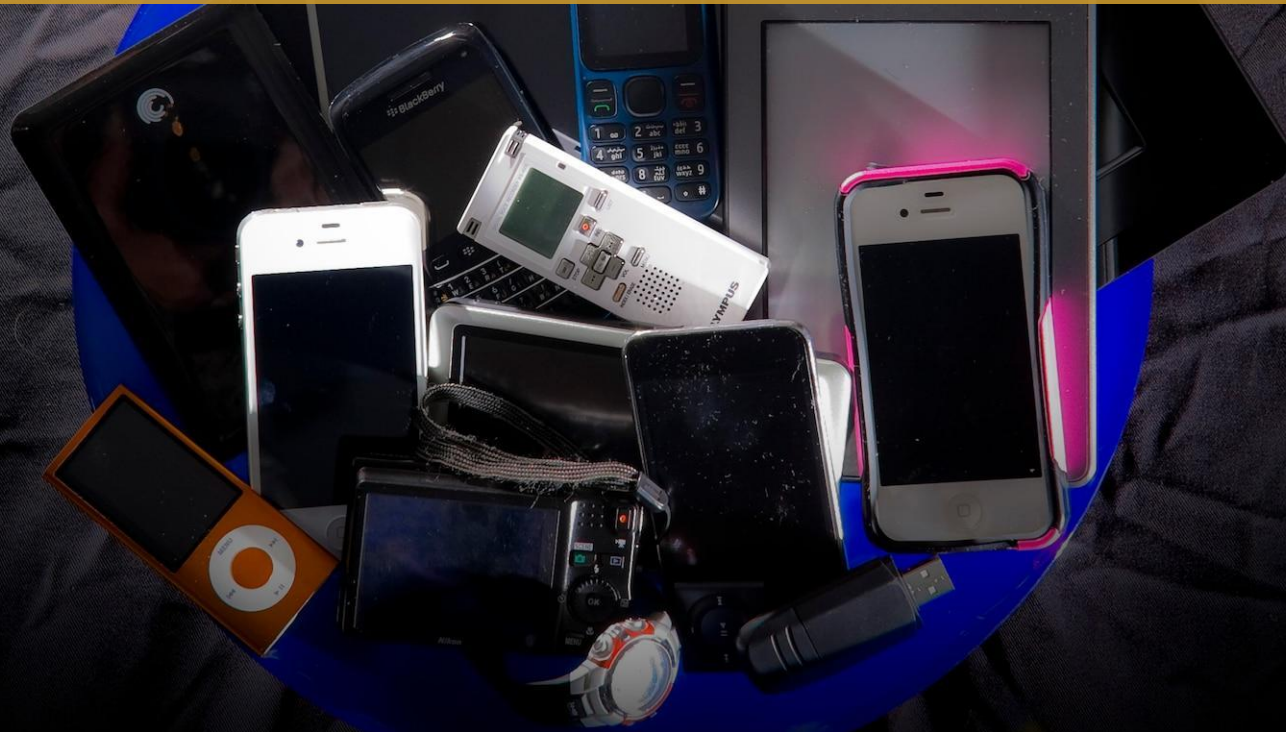
Safety & Security-

2025-26 Budget	\$ 9,847,614
TEA Allotment	<u>(\$ 3,222,578)</u>
2025-26 Funding Gap	\$ 6,625,036



HB 1481

PERSONAL COMMUNICATION DEVICES



PERSONAL COMMUNICATION DEVICES

Texas law now prohibits students from using any type of personal communication device during the school day, while on school property.

Personal communication devices that are necessary to implement and individualized education program, a plan under Section 504, a documented need based on a directive from a qualified physician or that are necessary to comply with a health or safety requirement will be allowed.

In response to
HB 1481, Plano
ISD will
implement the
following:

● ● ● STUDENT EXPECTATIONS	● ● ● ENFORCEMENT AND CONSEQUENCES
This expectation applies during class time, passing periods, lunch, while in restrooms and anywhere on campus during the instructional day. BEFORE THE SCHOOL DAY • Prior to entering campus or a school building, students must power off their cell phones and secure all personal telecommunication devices (i.e. cell phones; wireless headphones/earbuds; smartwatches; tablets; non-issued school laptops/devices; smart glasses; any messaging devices) in their backpacks or personal bags or pouches.  • Students should report to class on time with all devices powered off and stored out of sight in their backpack or personal bag. DURING THE SCHOOL DAY • Personal communication devices must remain off, out of sight and stored in backpacks/bags or left at home.  • Personal telecommunication devices may not be used or visible at any time during the school day. This includes <i>classrooms, passing periods, restrooms, at lunch, or in any other common areas on campus.</i> AFTER THE SCHOOL DAY • Students may access and use their personal communication devices once they have exited the school building and are in the school parking lot or off campus.  Parents/guardians who need to contact their child during the school day must call the campus front office. Staff will ensure the message is delivered in a timely manner.	With every violation, parents will receive notification of the violation and the district's student personal technology guidelines. Violations will be addressed as follows: FIRST OFFENSE  • Student receives a warning and is retaught the expectation. • Staff member reteaches expectations and instructs the student to turn off all devices and store them in their backpack or bag. SECOND OFFENSE  • The device is confiscated and secured in the front office and must be retrieved by a parent or guardian • One day of In-School Suspension (ISS) will be assigned to the student. THIRD OFFENSE  • The device is confiscated and secured in the front office and must be retrieved by a parent or guardian. • Three days of ISS will be assigned to the student. • Student will be required to check in their devices each morning at the designated location and retrieve them after school for the remainder of the school year. FOURTH OR SUBSEQUENT OFFENSES  • The student may be placed at the District Alternative Education Program (DAEP). *Exceptions are provided for students with documented medical needs, special education accommodations, or other health and safety requirements as outlined by law.



HB 6

CHANGES TO DISCIPLINE RULES AND GUIDANCE

CHANGES IN DISCIPLINE

Legislation removed the limit on the number of days for ISS placements and now allows parents to request conversion of OSS (Out-of-School Suspension) to ISS (In-School Suspension).

In response to HB6, Plano ISD will:

- Maintain our current practice of limiting ISS placements to 3 days, unless otherwise required by law or determined appropriate through careful administrative consideration.
- Consider parent requests for the conversion of OSS to ISS. Campus principals may consider these requests on a case-by-case basis, though approval is not required by law.



CHANGES IN DISCIPLINE

Legislation no longer requires a mandatory DAEP placement for use or possession of an e-cigarette, and the reasons for mandatory expulsions were broadened.

In response to HB6, Plano ISD will:

- Assign a mandatory DAEP placement to a student who sells, gives, or delivers an e-cigarette (or vape) to another person at school or a school, even for the first offense.
- Require at least 10 days of ISS for first-time vape use/possession if DAEP is not assigned.
- Continue to assign mandatory expulsion for serious illegal conduct (e.g., murder, kidnapping, weapons offenses), regardless of where it occurs.
- Expel any student who assaults a district employee or volunteer, no matter the location.





SB 13 & SB 1621

LIBRARY POLICIES AND PROCEDURES

LIBRARIES

Legislation requires Board approval for new library purchases, updates challenge procedures, expands information available regarding a child's checkout history, allows for a Local School Advisory Council (SLAC) and imposes strict penalties for prohibited content.

In response to SB 13 and SB 1621, Plano ISD will:

- Update policy EFB(LOCAL) for the 2025-2026 school year.
- Establish a SLAC.
- Send an email to parents when a child checks out a library material and maintain checkout history.
- Establish a process for posting of new library materials for purchase or donation to be posted for 30 days before obtaining board approval.
- Revise challenge procedures to prohibit access to materials while a challenge is pending.





SB 2

CHANGES FOR LITERACY AND MATHEMATICS

LITERACY & MATH

Legislation added new assessment, tutoring and intervention requirements for early literacy, added a required mathematics academy for designated teachers, and reading/math intervention academies. In addition, it requires the commissioner to develop a vocabulary assessment for Grades K-3.

In response to SB 2, Plano ISD will:

- Develop processes for meeting the new tutoring/ intervention requirements by the 2026-2027 school year.
- Add new assessments as they are developed/defined by the commissioner and as required.
- Participate in mathematics and intervention academies when they are developed .





SB 12

PARENTAL RIGHTS

PARENTAL RIGHTS

SB 12 strengthens parental rights by requiring access to instructional plans and resources, involvement in mental health services and access to school curricula and also requires updates to grievance procedures.

In response to SB 12, Plano ISD will:

- Post instructional plans on the district website.
- Update grievance procedures.
- Maintain an internet portal for parents to submit comments and feedback to the school board via Let's Talk.
- Refine training related to psychiatric or psychological screening and treatments.



CONTROVERSIAL TOPICS

Legislation restricts classroom discussions of politically or socially controversial topics, requiring them to be tied to TEKS and presented neutrally.

In response to SB 12, Plano ISD will:

- Review curriculum documents to ensure no prohibited content is included.
- Reinforce policies and practices to support educators in delivering TEKS-aligned content and restrict topics deemed politically or socially controversial
- Prohibit instruction or programming related to sexual orientation, DEI practices or gender identity.
- Not use different names or pronouns inconsistent with the student's biological sex.
- Apply these standards across classrooms, clubs, events, guest speakers, and all instructional-day activities.



CLUBS & ORGANIZATIONS

SB 12 requires parental consent for clubs, bans clubs on sexual orientation/gender identity, and limits staff roles in race or ethnicity-based clubs.

In response to SB 12, Plano ISD will:

- Continue to require the annual approval of student clubs.
- Require annual parental or guardian consent for all student club participation.
- Define role for staff sponsors of student clubs.
- Provide targeted staff training to ensure understanding and enforcement of these requirements annually.
- Prohibit clubs and organizations based on sexual orientation or gender identity.





SB 401

NON-ENROLLED STUDENT PARTICIPATION IN UIL ACTIVITIES

UIL ELIGIBILITY

SB 401 allows school boards to adopt a policy declining non-enrolled students the opportunity to participate in UIL activities.

In response to SB 12, Plano ISD will:

- Continue to follow previously-adopted Board Policy FD(LOCAL) that does not allow non-enrolled students to participate in UIL activities.

From FD(LOCAL): “A student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities, except as required by law.”





PLANO ISD NEXT STEPS

- Continue to review each piece of legislation
- Adopt new policies and update systems and procedures
- Train all staff and update Staff Handbook
- Communicate with families - Back to School Bulletin and New Code of Conduct/Student Handbook with parent acknowledgement forms





THANK YOU

EXHIBIT 5 - B



Plano ISD Student Clubs & Organizations Guidelines for 2025-26

Plano ISD offers students opportunities to participate in both course-related and voluntary groups.

1. **Course-Related Activities:** These groups are a required component of a specific course.
 - a. Participation is required for students enrolled in the course.
 - b. Participation may include extracurricular activities (e.g., marching band).
 - c. Academic credit is earned through participation.
 2. **Voluntary Groups:** These groups are not required for a student's course or academic credit. The *Updated Guidelines for Voluntary Student Groups* (below) apply to these types of clubs. They fall into two categories:
 - a. Co-Curricular Clubs:
 - These clubs are related to course content but are not a required part of a class.
 - Parental approval is required for participation.
 - A faculty sponsor can facilitate discussions and activities, provided all content is based on the Texas Essential Knowledge and Skills (TEKS).
 - b. Non-Curricular, Interest-Based & Religious Clubs:
 - These clubs are based on student interest and are not tied to a specific curriculum.
 - Parental approval is required for participation.
 - A faculty sponsor's role is limited to supervision only. The sponsor cannot lead, guide, or facilitate the group's activities. All meetings and activities must be student-led.
-

Updated Guidelines for Voluntary Student Groups (SB 12)

To implement Senate Bill 12 (SB 12), ALL VOLUNTARY GROUPS (co-curricular or non-curricular) must follow updated district guidance on group approval, parental consent, and staff responsibilities. As we receive additional guidance from the state, we will update this process to simplify it for our staff, while ensuring we meet the requirements of the law.

Approval & Parental Consent

- **Annual Approval:** All voluntary clubs require annual approval. Requests must be received by:
 - First Semester: The end of the first nine weeks.
 - Second Semester: The first two weeks after the start of the semester.
- **Annual Parental Consent:** For all voluntary groups, annual parental consent is required before a student can participate.
 - Students without consent may not participate in any meeting or activity.
 - If a group's status is unclear, campuses will obtain consent to ensure compliance.

Prohibited & Permitted Groups

- **Prohibited Groups:** SB 12 bans student clubs "based on sexual orientation or gender identity." Schools may not authorize or support such groups, and staff may not lead or facilitate them.
- **Permitted Groups:** Student groups based on shared interests or identities (e.g., religion, race) are permitted. These groups are encouraged to align with TEKS by emphasizing cultural appreciation, community service, and historical understanding.
 - These groups must not engage in instruction or activities that promote differential treatment or involve duties prohibited by SB 12, including those related to DEI (Diversity, Equity, and Inclusion) initiatives.

Staff Roles & Responsibilities

- **Required Training:** All staff must complete annual SB 12 training to understand their specific role.
- **Universal Sponsor Responsibilities:** All sponsors are responsible for:
 - Ensuring student safety and appropriate conduct.
 - Obtaining valid parental consent for all participants.
 - Ensuring the group remains compliant with SB 12 and district policy.
- **Sponsors of Curriculum-Related Clubs:**
 - **Role:** Sponsors may **facilitate** club activities, but all content must be **TEKS-based**.
 - **Responsibility:** It is the sponsor's responsibility to ensure the group is properly classified and its activities are TEKS-aligned.
- **Sponsors of Non-Curricular Clubs:**
 - **Role:** Sponsors can only supervise. They may not instruct, facilitate, or guide any activities.
 - **Responsibility:** The club's activities must be entirely student-led. Sponsors must ensure the group's compliance with SB 12 and prevent engagement in prohibited DEI duties.
- **Non-Compliance:** Failure to comply with these guidelines may result in disciplinary action.

LaserFiche Forms

- [Club Participation Parent Consent Form](#)
- [Curriculum-Related Clubs Request Sponsor Form](#) - Sponsor completes this for curricular/co-curricular groups
- [Non-Curricular Clubs Request Student Form](#) - Student completes this for non-curricular, interest-based groups

Updated Approval Process for Student Groups

- All voluntary groups will require the following approval and consent process before they can hold any meetings:

- **LASERFICHE FORMS:** Updated forms are currently in progress and will be available before the first day of school.
- Campuses will follow these updated procedures:

Co-Curricular Voluntary Groups (Teacher or Student-led) These clubs are related to course content but are not a required part of a class. Sponsors can facilitate activities, making them "teacher-led." However, if the students take the lead, they would be considered "student-led."	Non-Curricular Voluntary Groups (Student-led) These clubs are based on student interest and are not tied to a specific curriculum. Sponsors can only supervise, meaning the activities must be entirely student-led.
1. Sponsor Submission: ● The sponsor will complete a LaserFiche request form to organize the student group. ● On the form, the sponsor must clearly define the group's purpose and identify the specific course(s) to which it is related.	1. Student Submission: ● A student will complete a LaserFiche request form to organize a new student-led group. ● They must describe the group's purpose and identify a staff member who has agreed to serve as the sponsor.
2. Campus Review: ● The designated campus administrator (Associate or Assistant Principal) will review and approve or deny the request. ● Any denied requests will be communicated to their supervisor.	2. Campus Review: ● The designated campus administrator (Associate or Assistant Principal) will review and approve or deny the request. ● Any denied requests will be communicated to their supervisor.
3. District-Level Review: ● Once approved at the campus level, the request is forwarded to Academic Services for final review and approval.	3. District-Level Review: ● Once approved at the campus level, the request is forwarded to School Leadership & Innovation (SLI) for final review and approval.
4. Final Notification: ● After final approval is complete, the campus administrator will receive a notification and inform the group sponsor that the club is officially approved.	4. Final Notification: ● After final approval is complete, the campus administrator will receive a notification and inform the student leader and the group's sponsor that the club is officially approved.
5. Sponsor Responsibilities After Approval: ● Parental Consent: The sponsor must ensure annual parental consent has been obtained for all interested students via Laserfiche before the first meeting or any club participation. ● Ongoing Supervision: The sponsor will serve in a supervisory role and facilitate activities that are connected to the Texas Essential Knowledge and Skills (TEKS). ● Compliance: The sponsor is responsible for ensuring the group adheres to all guidelines specified in SB 12, including that no new students	5. Sponsor Responsibilities After Approval: ● Parental Consent: The sponsor must ensure annual parental consent has been obtained for all interested students via Laserfiche before the first meeting or any club participation. ● Ongoing Compliance: The sponsor's role is strictly supervision, without instructing or facilitating. The sponsor must ensure the club is student-led and does not engage in prohibited activities under SB 12. The sponsor must not promote or encourage students to join the club. ● Compliance: The sponsor is responsible for ensuring the group adheres to all guidelines

join a meeting without prior parental consent.	specified in SB 12, including that no new students join a meeting without prior parental consent and that all activities are student-led.
6. SB 12 Compliance and Enforcement All student groups must adhere to the guidelines outlined in SB 12. ● Sponsor Responsibility: Sponsors are responsible for ensuring their groups remain in compliance. ● Non-Compliance: If a group is found to be non-compliant, its activities will be paused immediately. The campus principal will then review the situation to determine the next steps. ● Corrective Action: Appropriate action will be taken to ensure the group's ongoing alignment with the law. This may include additional training, modifications to the group's purpose or activities, or other necessary measures.	6. SB 12 Compliance and Enforcement All student groups must adhere to the guidelines outlined in SB 12. ● Sponsor Responsibility: Sponsors are responsible for ensuring their groups remain in compliance. ● Non-Compliance: If a group is found to be non-compliant, its activities will be paused immediately. The campus principal will then review the situation to determine the next steps. ● Corrective Action: Appropriate action will be taken to ensure the group's ongoing alignment with the law. This may include additional training, modifications to the group's purpose or activities, or other necessary measures.

Campus Documentation and Record-Keeping

- Campuses are required to maintain updated information for all voluntary groups.
- The designated campus administrator will use [a standardized form](#) (make a copy for your school) to document each club's details.
- Your form will be maintained by the designated administrator, with access provided to the campus leadership team.
- The form must include the following information for each group:
 - Group Name: The official name of the student club or organization.
 - Purpose & Description: A clear, concise summary of the group's mission and activities.
 - Sponsor/Supervisor Name: The name of the staff member responsible for the group.
 - Initiating Student(s) Name(s): The name(s) of the student(s) who initiated the group.
 - Type of Group: A clear designation as either Co-Curricular or Non-Curricular.
 - Verification of Consent: Confirmation that annual parental consent forms have been completed for all participating students.
 - Discontinuation Summary: If a group is discontinued, a brief summary explaining the reason for its closure.

Questions & Concerns

Any questions regarding this process, the types of groups allowed or unallowed, or concerns about club violations of these guidelines should be directed to the campus principal.

EXHIBIT 5 - C

Disclaimer: This information is based on the statutory language and the interpretation at the time of creation (August 10, 2025). This information is subject to change as TEA and other entities provide further guidance. Should something change, the District will promptly notify all staff members of required changes. Refusal to sign this form does not absolve a staff member from following District policy and Texas Education Code.

Legislative Guidance for Plano ISD Staff (2025–2026)

Dear Plano ISD Teachers and Staff,

As we begin the 2025–2026 school year, we want to ensure you are informed about new state laws that affect classroom instruction, student/staff interactions, and professional responsibilities. These changes are significant, and compliance is essential to protect both students and staff.

Legislation also requires school districts to develop disciplinary policies for employees who knowingly violate the provisions of a statute, including disciplinary action or even termination. To protect all employees from an unexpected violation, Plano ISD has provided training, support, and this summary to ensure all staff are aware of these new expectations. If staff members have any questions or concerns, they should contact their immediate supervisor for guidance or additional training as needed.

Prohibited Topics and Activities (SB 12)

Diversity, Equity, and Inclusion (DEI)

- Staff may not engage in or assign tasks related to DEI unless required by federal law.
- Prohibited DEI activities include:
 - Influencing hiring based on race, sex, or ethnicity.
 - Promoting differential treatment or benefits based on identity.
 - Implementing policies or programs referencing race, gender identity, or sexual orientation.

Note: This statute is not applicable to student clubs such as Girls in STEM or Black Student Union. However, the sponsor's role is custodial and safety ONLY, not the leader of the club. See Board Policy [FNAB \(LOCAL\)](#).

Gender Identity and Sexual Orientation

- Classroom instruction on these topics is banned. District staff will notify if a curricular change is necessary. If you have questions or concerns regarding the curriculum, notify your District content team immediately.
- Student clubs based on sexual orientation or gender identity (e.g., GSA) are prohibited.

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- Staff may not assist students in “social transitioning,” which includes using names or pronouns that differ from the student’s biological sex at birth. Follow the Skyward designation completed by parents, not a student’s verbal request. If you have questions, consult with your campus administrator.

Human Sexuality Instruction

- Requires written parental consent.
 - Parents must be notified at least 14 days before instruction begins.
- Note: This typically applies to Health and Biology teachers. Teachers are aware if their content requires “opt in” for instruction.

Additional Information Related to Legislation

Changes to the Code of Conduct

- Students are not allowed to have any personal communication devices (including cell phones, smart watches, etc.), and schools must adopt policies for violations of this expectation. (HB 1481) See *page 10 of the [Student Code of Conduct](#)*.
- Districts must apply minimum mandatory consequences for possessing or distributing vapes. (HB 6)
- The list of offenses for which Pre-K through 2nd grade and McKinney Vento students may be suspended has been redefined. (HB 6)
- Requirements are defined for the initiation of a formal teacher removal of a student from a classroom (behavior repeatedly interferes with ability to teach and/or learn; behavior is unruly, disruptive or abusive; or conduct constitutes bullying). (HB 6)
- Determine if conduct was motivated by antisemitism as defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "[Working Definition of Antisemitism](#)" adopted on May 26, 2016.

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Reporting Requirements

- Staff must report suspected neglect or abuse **within 24 hours now** (SB 571)
- Public schools and professional employees are liable for any sexual misconduct involving a student (starting with hiring practices) including failing to immediately report suspected misconduct. (SB 4623)
- New certification consequences exist for failing to adhere to appropriate boundaries with students as well as engaging in inappropriate communications. Staff **MUST** use only District-approved communication methodology. (SB 4623)

Required Actions for Teachers and Staff

Instructional Materials and Curriculum

- Use only district-approved curriculum and resources.
- Do not use materials that conflict with the district's updated [Materials Selection Rubric](#).
- Report any unapproved materials to the district academic content teams.
- Make instructional materials available to parents within 24-48 hours upon request or by a mutually agreed-upon appointment.
- Post instructional plans on your staff page by September 1, 2025, using this statement:
"Plano ISD instructional plans are available on the district website at www.pisd.edu/instructionalplans"
- AP/IB/Dual Credit/On-Ramps instructors must provide a syllabus to students and parents.
- Classroom library titles must be approved by the Plano ISD library system. Remove any challenged title until the review is complete.

Student Clubs

- Staff may only supervise student-led clubs in a limited capacity.
- Do not sponsor or lead clubs centered on sexual orientation or gender identity.

Parental Rights

- Respect parents' rights to direct their child's moral, religious, and educational upbringing.
- Obtain written parental consent for services and instruction that require written parental consent (e.g., human sexuality instruction, psychological evaluation, health-related services, surveys, etc.)

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- Do not assist students who are engaged in “social transitioning” including using pronouns referring to gender different from those of the biological sex at birth. Staff should use the student’s legal name unless otherwise indicated by parents in Skyward.

Communication

- Use only district-approved two-way communication tools with students.
- Respond to inquiries within 24–48 hours following district procedures.

Reporting Requirements

- Report suspected child abuse or neglect within 24 hours to DFPS or law enforcement. (SB 571)
- Report suspected child abuse or neglect by a staff member to the District within 24 hours to ensure timely SBEC reporting.
- Report suspected sexual misconduct by a staff member immediately as outlined in HB 4623.
- Promptly report and respond to all incidents of suspected incidents of bullying, harassment, racism or discrimination, including antisemitism. (HB 6)

Disciplinary Consequences

Violations of these laws may result in disciplinary action, including termination. Plano ISD has provided training and resources to help staff comply with these new requirements. Please reach out to your immediate supervisor if you have questions or need clarification.

Action Required

Electronically sign the attestation form on page 5 no later than August 22, 2025.

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Plano ISD Staff Member Attestation Form

Compliance with Legal Requirements for the 2025–2026 School Year

I, the undersigned staff member, hereby affirm that I have reviewed and understand the legislative requirements enacted during the 89th Texas Legislative Session, as they pertain to my professional responsibilities, whether or not those are directly within a classroom setting, for the 2025–2026 academic year. Moreover, to the extent my professional responsibilities include oversight of other staff members, I understand and accept that I must monitor and enforce adherence to the new law as outlined herein.

By signing this form, I acknowledge and commit to the following:

- ☐ I will deliver instruction using the district-approved curriculum and instructional materials with fidelity.
- ☐ I will not teach or promote content prohibited under SB 12 or other applicable legislation.
- ☐ I will notify parents of any human sexuality instruction 14 days prior to that instruction and ensure opt-in forms were completed during registration.
- ☐ If I encounter instructional materials or content that may conflict with the district's updated Materials Selection Rubric, I will immediately seek guidance from the district office academic teams.
- ☐ I will not allow and will promptly report to my campus administrator any suspected bullying, harassment, racism or discrimination, including acts of antisemitism.
- ☐ I will promptly report any allegations of abuse or neglect to TDFPS or law enforcement within 24 hours, and any allegations of misconduct by a staff member to the District within 24 hours.
- ☐ I recognize the shared responsibility for ensuring students' academic growth and grade-level achievement, and I will maintain a clear focus on this collective goal.
- ☐ I understand that this attestation represents a professional commitment to uphold the standards and expectations established by Plano ISD and the State of Texas, including those newly introduced through recent legislation and those subject to change during the course of the school year.

Educator Name: _____

Campus: _____

Signature: _____ Date: _____