



Legislative Updates

Recent changes in state law will affect several areas of school operations, including compliance obligations, board governance, student services, employee practices, and reporting requirements. This memo provides a high-level overview of the most significant updates, highlights practical considerations for implementation, and identifies areas where schools may need to review current policies, procedures, and timelines to remain compliant.

HB 462

[Effective August 26, 2026]

- Expanded the definition of “Epinephrine Delivery System” to include not only autoinjectors but also intranasal sprays and any other device or product designated by the State Board of Pharmacy (Example: intranasal sprays for emergency treatment of anaphylaxis).
- State Board of Pharmacy must adopt rules designating which devices or products are approved for use as epinephrine delivery systems.
- Immunity from civil liability is extended to cover the use of all types of epinephrine delivery systems, not just autoinjectors.

SB 19

[Effective September 23, 2026]

- **K-3 diagnostics now required by September 30:** Starting 2026-2027, all K-3 students (including kindergarten and students with disabilities using accommodations) must take Department-approved reading and math diagnostics. The Kindergarten Readiness Assessment no longer counts as an approved reading diagnostic.
- **Mandatory academic intervention (effective Sept. 23):** Schools must provide evidence-based intervention (high dosage tutoring, additional instruction time, extended school calendar, participation in a learning support program, etc.) to any K-12 student showing limited skill in ELA and/or math. Reading intervention must follow the science of reading, and parents must be notified and kept updated.
- **New Mathematics Achievement Plans (MAPs):** A new system-level plan, triggered whenever 51% or fewer of a district's, building's, or community school's students score proficient on the grade 3 math assessment (a single-year trigger). High schools are not placed on MAPs for Algebra I/Geometry results. Those assessments trigger individual student intervention instead.
- **Reading Achievement Plans (RAPs) become building-specific:** RAPs now apply at the building level in addition to district/community-school levels. They're only triggered when an

entity has *both* fewer than 3 stars on Early Literacy *and* $\leq 51\%$ grade 3 ELA proficiency on each of the two most recent consecutive report cards. RAPs are due December 31.

- **New curriculum and reporting requirements:** By April 15, 2027, the Department must publish approved lists of core math curricula and evidence-based math interventions; schools on a MAP must use approved core materials. Districts must also report K-12 curricula and intervention programs annually via EMIS.
- **Some details still pending:** As of the August 27 webinar, the Department was still finalizing the MAP template/deadline, along with guidance on cut scores, high-school exit pathways, MAP submissions, and EMIS coding.
- Please read through the full [webinar synopsis](#) and [School Leader FAQs](#) for additional information.

SB 276

[Effective October 6, 2026]

- ODEW is now required to review and maintain a list of curriculum and resources for grades 6-12 about the “success sequence” (completing high school, obtaining full-time work, and marrying before having children).
- Schools must provide instruction aligned with this sequence either using the state-reviewed curriculum or an equivalent.
- Schools offering extracurricular activities must adopt policies to allow petitions from neighboring schools to participate in their extracurricular activities and may partner with neighboring schools to form joint teams if neither school has enough students for an activity.

HB 455

[Effective October 9, 2026]

- After January 1, 2027, only appointed members will serve on the State Board of Education to ensure representation from various school types.
- Clarified graduation requirements, including the use of Advanced Placement (AP), International Baccalaureate (IB) and College Credit Plus courses as substitutes for certain end-of-course exams.
- New closure criteria for underperforming community schools, based on multi-year performance ratings and value-added progress.
- New local report card calculations related to four- and five-year graduation cohorts.