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States' Unmanned Aerial Vehicle Laws: *Texas*



This material is based upon work supported by the National Agricultural Library, Agricultural Research Service, U.S. Department of Agriculture

A National Agricultural Law Center Research Publication

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TX GOVT ST § 423.001

TX GOVT ST § 423.009

19 TAC § 130.2

19 TAC § 130.451

37 TAC § 8.21

37 TAC § 8.22

Current through November 20, 2022

TX GOVT ST § 423.001 Definition

(a) In this chapter, "image" means any capturing of sound waves, thermal, infrared, ultraviolet, visible light, or other electromagnetic waves, odor, or other conditions existing on or about real property in this state or an individual located on that property.

TX GOVT ST § 423.009 Regulation of Unmanned Aircraft by Political Subdivision

(a) In this section:

(1) "Political subdivision" includes a county, a joint board created under Section 22.074, Transportation Code, and a municipality.

(2) "Special event" means a festival, celebration, or other gathering that:

(A) involves:

(i) the reservation and temporary use of all or a portion of a public park, road, or other property of a political subdivision; and

(ii) entertainment, the sale of merchandise, food, or beverages, or mass participation in a sports event; and

(B) requires a significant use or coordination of a political subdivision's services.

(b) Except as provided by Subsection (c), a political subdivision may not adopt or enforce any ordinance, order, or other similar measure regarding the operation of an unmanned aircraft.

(c) A political subdivision may adopt and enforce an ordinance, order, or other similar measure regarding:

(1) the use of an unmanned aircraft during a special event;

(2) the political subdivision's use of an unmanned aircraft; or



- (3) the use of an unmanned aircraft near a facility or infrastructure owned by the political subdivision, if the political subdivision:
 - (A) applies for and receives authorization from the Federal Aviation Administration to adopt the regulation; and
 - (B) after providing reasonable notice, holds a public hearing on the political subdivision's intent to apply for the authorization.
- (d) An ordinance, order, or other similar measure that violates Subsection (b) is void and unenforceable.

19 TAC § 130.2 Principles of Agriculture, Food, and Natural Resources (One Credit), Adopted 2015

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
 - (3) Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for careers in agriculture, food, and natural resources, students must attain academic skills and knowledge in agriculture. To prepare for success, students need opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources;



- (B) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in agriculture, food, and natural resources;
 - (C) demonstrate knowledge of personal and occupational safety, environmental regulations, and first-aid policy in the workplace;
 - (D) analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (E) identify careers in agriculture, food, and natural resources with required aptitudes in science, technology, engineering, mathematics, language arts, and social studies.
- (2) The student develops a supervised agriculture experience program. The student is expected to:
- (A) plan, propose, conduct, document, and evaluate a supervised agriculture experience program as an experiential learning activity;
 - (B) apply proper record-keeping skills as they relate to the supervised agriculture experience;
 - (C) participate in youth leadership opportunities to create a well-rounded experience program; and
 - (D) produce and participate in a local program of activities using a strategic planning process.
- (3) The student analyzes concepts related to global diversity. The student is expected to:
- (A) compare and contrast global agricultural markets, currency, and trends; and
 - (B) evaluate marketing factors and practices that impact the global markets.
- (4) The student explains the historical, current, and future significance of the agriculture, food, and natural resources industry. The student is expected to:
- (A) define the scope of agriculture;
 - (B) analyze the scope of agriculture, food, and natural resources and its effect upon society;
 - (C) evaluate significant historical and current agriculture, food, and natural resources developments;
 - (D) identify potential future scenarios for agriculture, food, and natural resources systems, including global impacts;
 - (E) describe how emerging technologies and globalization impacts agriculture, food, and natural resources; and
 - (F) compare and contrast issues impacting agriculture, food, and natural resources such as biotechnology, employment, safety, environment, and animal welfare issues.
- (5) The student analyzes the structure of agriculture, food, and natural resources leadership in organizations. The student is expected to:
- (A) develop and demonstrate leadership skills and collaborate with others to accomplish organizational goals and objectives;



- (B) develop and demonstrate personal growth skills and collaborate with others to accomplish organizational goals and objectives; and
 - (C) demonstrate democratic principles in conducting effective meetings.
- (6) The student demonstrates appropriate personal and communication skills.

The student is expected to:

- (A) demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; and
 - (B) demonstrate effective listening skills appropriate for formal and informal situations.
- (7) The student applies appropriate research methods to agriculture, food, and natural resources topics. The student is expected to:
- (A) discuss major research and developments in the fields of agriculture, food, and natural resources;
 - (B) use a variety of resources for research and development; and
 - (C) describe scientific methods of research.
- (8) The student applies problem-solving, mathematical, and organizational skills in order to maintain financial and logistical records. The student is expected to:
- (A) develop a formal business plan; and
 - (B) develop, maintain, and analyze records.
- (9) The student uses information technology tools to access, manage, integrate, and create information related to agriculture, food, and natural resources. The student is expected to:
- (A) apply technology applications such as industry-relevant software and Internet applications;
 - (B) use collaborative, groupware, and virtual meeting software;
 - (C) analyze the benefits and limitations of emerging technology such as online mapping systems, drones, and robotics; and
 - (D) explain the benefits of computer-based and mobile application equipment in agriculture, food, and natural resources.
- (10) The student develops technical knowledge and skills related to soil systems. The student is expected to:
- (A) identify the components and properties of soils;
 - (B) identify and describe the process of soil formation; and
 - (C) conduct experiments related to soil chemistry.
- (11) The student develops technical knowledge and skills related to plant systems. The student is expected to:
- (A) describe the structure and functions of plant parts;
 - (B) discuss and apply plant germination, growth, and development;
 - (C) describe plant reproduction, genetics, and breeding;
 - (D) identify plants of importance to agriculture, food, and natural resources; and
 - (E) use tools, equipment, and personal protective equipment common to plant systems.



- (12) The student develops technical knowledge and skills related to animal systems. The student is expected to:
- (A) describe animal growth and development;
 - (B) identify animal anatomy and physiology;
 - (C) identify and evaluate breeds and classes of livestock; and
 - (D) explain animal selection, reproduction, breeding, and genetics.
- (13) The student describes the principles of food products and processing systems. The student is expected to:
- (A) evaluate food products and processing systems;
 - (B) determine trends in world food production;
 - (C) discuss current issues in food production; and
 - (D) use tools, equipment, and personal protective equipment common to food products and processing systems.
- (14) The student safely performs basic power, structural, and technical system skills in agricultural applications. The student is expected to:
- (A) identify major areas of power, structural, and technical systems;
 - (B) use safe and appropriate laboratory procedures and policies;
 - (C) create proposals that include bill of materials, budget, schedule, drawings, and technical skills developed for basic power, structural, and technical system projects or structures;
 - (D) identify building materials and fasteners; and
 - (E) use tools, equipment, and personal protective equipment common to power, structural, and technical systems.
- (15) The student explains the relationship between agriculture, food, and natural resources and the environment. The student is expected to:
- (A) determine the effects of agriculture, food, and natural resources upon safety, health, and the environment;
 - (B) identify regulations relating to safety, health, and environmental systems in agriculture, food, and natural resources;
 - (C) identify and design methods to maintain and improve safety, health, and environmental systems in agriculture, food, and natural resources;
 - (D) research and analyze alternative energy sources that stem from or impact agriculture, food, and natural resources; and
 - (E) evaluate energy and water conservation methods.

19 TAC § 130.451 Advanced Transportation Systems Laboratory (One Credit), Adopted 2015

(a) General requirements. This course is recommended for students in Grades 11 and 12 as a corequisite course for students participating in a coherent sequence of career and technical education courses in the Transportation, Distribution, and Logistics Career Cluster. This course provides an enhancement opportunity for students to develop the additional skills necessary to pursue industry certification. Recommended prerequisite: a minimum of one credit from the courses in the Transportation, Distribution, and



Logistics Career Cluster. Corequisites: Automotive Technology II: Automotive Services, Diesel Equipment Technology II, Collision Repair, Paint and Refinishing, Aircraft Airframe Technology, or Aircraft Powerplant Technology. This course must be taken concurrently with a corequisite course and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with the corequisite course to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

(3) Advanced Transportation Systems Laboratory provides the opportunity to extend knowledge of the major transportation systems and the principles of diagnosing and servicing these systems. Topics in this course may include alternative fuels such as hybrid, bio diesel, hydrogen, compressed natural gas (CNG), liquidized natural gas (LNG), propane, and solar; total electric vehicles and power trains; advanced transportation systems such as collision avoidance, telematics, vehicle stability control, navigation, vehicle-to-vehicle communications; and other technologies. This study will allow students to have an increased understanding of science, technology, engineering, and mathematics in all aspects of these systems. This will reinforce, apply, and transfer academic knowledge and skills to a variety of relevant activities, problems, and settings.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace such as safety glasses and other personal protective equipment (PPE) and safety data sheets (SDS);

(B) identify employment opportunities, including entrepreneurship opportunities and internships, and industry-recognized certification requirements in the transportation field of study;



- (C) demonstrate the principles of group participation, team concept, and leadership related to citizenship and career preparation;
 - (D) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in the transportation industry;
 - (E) discuss certification opportunities;
 - (F) discuss response plans to emergency situations;
 - (G) identify employers' expectations and appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (H) develop personal goals, objectives, and strategies as part of a plan for future career and educational opportunities.
- (2) The student demonstrates an understanding of the technical knowledge and skills that form the core of knowledge of transportation services. The student is expected to:
- (A) extend knowledge of new and emerging transportation technologies related to the corequisite course and its industry such as hybrid, avionics, unmanned aerial systems, collision avoidance, and light duty diesel systems;
 - (B) demonstrate advanced technical skills related to the corequisite course and its industry;
 - (C) demonstrate an understanding of the use of advanced tools and equipment; and
 - (D) demonstrate an understanding of research and development in the transportation industry of the corequisite course.
- (3) The student develops an elevated aptitude for the essential knowledge and skills listed for the corequisite course. The student is expected to:
- (A) demonstrate deeper understanding of the corequisite course;
 - (B) develop hands-on skills at an industry-accepted standard; and
 - (C) exhibit progress toward achieving industry-recognized documentation of specific expertise in a transportation field or skill.

37 TAC § 8.21 Unmanned Aerial Vehicles Prohibited

An unmanned aerial vehicle may not be operated in or over state property including land and buildings in the Capitol Complex as defined by Government Code, §411.061 unless authorized as provided under §8.22 of this title (relating to Limited Use Authorization to Operate Unmanned Aerial Vehicles).

37 TAC § 8.22 Limited Use Authorization to Operate Unmanned Aerial Vehicles

(a) Capitol grounds. An unmanned aerial vehicle may be operated in or over the capitol grounds if advance limited use authorization has been obtained from the State Preservation Board. The operator shall comply with all



terms of the limited use authorization in operating the vehicle. Authorization from the State Preservation Board extends only to the capitol grounds area and does not extend to the Capitol Complex.

(b) Capitol Complex area. An unmanned aerial vehicle may be operated in or over the Capitol Complex area if advance limited use authorization has been obtained from the Texas Facilities Commission. The operator shall comply with all terms of the limited use authorization in operating the vehicle. Authorization from the Texas Facilities Commission extends only to the Capitol Complex area and does not extend to the capitol grounds.

(c) Other authorizations. An unmanned aerial vehicle may be operated within the Capitol Complex by:

(1) a law enforcement agency or person operating under contract with a law enforcement agency; or

(2) any state, federal, or local government agency or contractor for that agency that is using the unmanned aerial vehicle to perform a governmental function.

(d) Flight operations. Prior to operating an unmanned aerial vehicle, as authorized under a limited use authorization or other authorization, the operator shall contact the department Capitol Complex headquarters to schedule the flight operation. During operations the pilot of the unmanned aerial vehicle shall possess and present the authorization upon request to any personnel of the department, Texas Facilities Commission, or State Preservation Board.

