

CHAPTER 848

H.B. No. 1619

AN ACT

relating to in-service training for public school teachers.

Be it enacted by the Legislature of the State of Texas:

SECTION 1. Subchapter A, Chapter 11, Education Code, is amended by adding Section 11.207 to read as follows:

Sec. 11.207. INSERVICE TRAINING AND PREPARATION. As a part of the teacher inservice training and preparation required under Section 16.052 of this code, for each school year the State Board of Education by rule shall require instruction in subject areas that the board considers appropriate. The subject areas may include but are not limited to:

- (1) special education;*
- (2) recognition of and response to signs of abuse or neglect in students;*
- (3) recognition of dyslexia and related disorders in students and teaching strategies for those students;*
- (4) discipline management training; and*
- (5) teacher appraisal.*

SECTION 2. Section 21.501, Education Code, is amended to read as follows:

Sec. 21.501. STATEWIDE PLAN. The State Board of Education shall develop, and modify as necessary, a statewide design for the delivery of services to handicapped children in Texas which includes rules for the administration and funding of the special education program so that a free appropriate public education is available to all handicapped children between the ages of three and 21. The statewide design shall include, but may not be limited to, the provision of services primarily through local school districts and special education cooperatives, supplemented by a regional delivery structure. The board shall further develop and implement a statewide plan with programmatic content which includes procedures designed to:

- (1) ensure state compliance with requirements for supplemental federal funding for all state-administered programs involving the delivery of instructional or related services to handicapped students as defined in this section;
- (2) facilitate interagency coordination when state agencies other than the Central Education Agency are involved in the delivery of instructional or related services to handicapped students;
- (3) assess statewide personnel needs in all areas of specialization related to special education on a periodic basis and pursue strategies to meet those needs through a consortium of representatives from regional education service centers, local education agencies, and institutions of higher education and through other available alternatives;
- (4) ensure that regional education service centers throughout the state maintain a regional support function, which may include direct service delivery and a component designed to facilitate the placement of handicapped students who cannot be appropriately served within their resident districts;
- (5) allow the Central Education Agency to effectively monitor and periodically conduct site visits of all local districts to ensure that rules adopted under this section are applied in a consistent and uniform manner, to ensure that districts are complying with those rules, and to ensure that annual statistical reports filed by the districts are accurate and complete;

~~(6) [ensure the availability of sequentially related, field based, inservice special education training programs for regular and special educators serving handicapped students and further ensure that all local districts dedicate at least the equivalent of one full day of their required inservice program per school year to that special education inservice training for those personnel;~~

[(7)] ensure that appropriately trained personnel are involved in the diagnostic and evaluation procedures operating in all local districts and that those personnel routinely serve on local district admissions, review, and dismissal teams;

(7) [(8)] ensure that an individualized education plan for each handicapped student is properly developed, implemented, and maintained in the least restrictive environment which is appropriate to meet the student's educational needs;

(8) [(9)] ensure that, when appropriate, each handicapped student is provided an opportunity to participate in vocational and physical education classes, in addition to participation in regular or special classes; and

(9) [(10)] ensure that each handicapped student is provided necessary related services.

SECTION 3. Sections 11.15, 16.052(b) and (d), and 21.705, Education Code, are repealed.

SECTION 4. This Act takes effect September 1, 1987.

SECTION 5. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended.

Passed by the House on May 22, 1987, by a non-record vote. Passed by the Senate on May 29, 1987, by the following vote: Yeas 30, Nays 0.

Approved June 18, 1987.

Effective Sept. 1, 1987.