Chapter 1192

S.B. No. 1259

AN ACT
relating to the development of an individualized education program
for a child in public school.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 29.001, Education Code, is amended to
read as follows:

Sec. 29.001. STATEWIDE PLAN. The agency shall develop, and
modify as necessary, a statewide design, consistent with federal
law, for the delivery of services to children with disabilities in
this state that includes rules for the administration and funding
of the special education program so that a free appropriate public
education is available to all of those children between the ages of
three and 21. The statewide design shall include the provision of
services primarily through school districts and shared services
arrangements, supplemented by regional education service centers.
The agency shall also develop and implement a statewide plan with
programmatic content that 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
students with disabilities;

(2) facilitate interagency coordination when other
state agencies are involved in the delivery of instructional or
related services to students with disabilities;

1
S.B. No. 1259

1 (3) periodically assess statewide personnel needs in
2 all areas of specialization related to special education and pursue
3 strategies to meet those needs through a consortium of
4 representatives from regional education service centers, local
5 education agencies, and institutions of higher education and
6 through other available alternatives;
7
8 (4) ensure that regional education service centers
9 throughout the state maintain a regional support function, which
10 may include direct service delivery and a component designed to
11 facilitate the placement of students with disabilities who cannot
12 be appropriately served in their resident districts;
13
14 (5) allow the agency to effectively monitor and
15 periodically conduct site visits of all school districts to ensure
16 that rules adopted under this section are applied in a consistent
17 and uniform manner, to ensure that districts are complying with
18 those rules, and to ensure that annual statistical reports filed by
19 the districts and not otherwise available through the Public
20 Education Information Management System under Section 42.006[7]
21 are accurate and complete;
22
23 (6) ensure that appropriately trained personnel are
24 involved in the diagnostic and evaluative procedures operating in
25 all districts and that those personnel routinely serve on district
26 admissions, review, and dismissal committees;
27
28 (7) ensure that an individualized education program
29 for each student with a disability is properly developed,
30 implemented, and maintained in the least restrictive environment
31 that is appropriate to meet the student's educational needs;
S.B. No. 1259

1 (8) ensure that, when appropriate, each student with a
disability is provided an opportunity to participate in career and
technology and physical education classes, in addition to
participating in regular or special classes;
(9) ensure that each student with a disability is
provided necessary related services;
(10) ensure that an individual assigned to act as a
surrogate parent for a child with a disability, as provided by 20
U.S.C. Section 1415(b), is required to:
(A) complete a training program that complies
with minimum standards established by agency rule;
(B) visit the child and the child's school;
(C) consult with persons involved in the child's
education, including teachers, caseworkers, court-appointed
volunteers, guardians ad litem, attorneys ad litem, foster parents,
and caretakers;
(D) review the child's educational records;
(E) attend meetings of the child's admission,
review, and dismissal committee;
(F) exercise independent judgment in pursuing
the child's interests; and
(G) exercise the child's due process rights under
applicable state and federal law; and
(11) ensure that each district develops a process to
be used by a teacher who instructs a student with a disability in a
regular classroom setting:
(A) to request a review of the student's
individualized education program;

(B) to provide input in the development of the student's individualized education program;

(C) that provides for a timely district response to the teacher's request; and

(D) [461] that provides for notification to the student's parent or legal guardian of that response.

SECTION 2. Section 29.005, Education Code, is amended by amending Subsections (a) and (c) and adding Subsection (b-1) to read as follows:

(a) Before a child is enrolled in a special education program of a school district, the district shall establish a committee composed of the persons required under 20 U.S.C. Section 1414(d) [1401(11)] to develop the child's individualized education program. If a committee is required to include a regular education teacher, the regular education teacher included must, to the extent practicable, be a teacher who is responsible for implementing a portion of the child's individualized education program.

(b-1) The written statement of the individualized education program must document the decisions of the committee with respect to issues discussed at each committee meeting. The written statement must include:

(1) the date of the meeting;

(2) the name, position, and signature of each member participating in the meeting; and

(3) an indication of whether the child's parents, the adult student, if applicable, and the administrator agreed or
S.B. No. 1259

disagreed with the decisions of the committee.

(c) If the individualized education program is not
developed by agreement, the written statement of the program
required under 20 U.S.C. Section 1414(d) must include
the basis of the disagreement. Each member of the committee who
disagrees with the individualized education program developed by
the committee is entitled to include a statement of disagreement in
the written statement of the program.

SECTION 3. This Act applies beginning with the 2015-2016
school year.

SECTION 4. This Act takes effect immediately if it receives
a vote of two-thirds of all the members elected to each house, as
provided by Section 39, Article III, Texas Constitution. If this
Act does not receive the vote necessary for immediate effect, this
Act takes effect September 1, 2015.
S.B. No. 1259

I hereby certify that S.B. No. 1259 passed the Senate on May 12, 2015, by the following vote: Yeas 30, Nays 0.

Secretary of the Senate

I hereby certify that S.B. No. 1259 passed the House on May 27, 2015, by the following vote: Yeas 139, Nays 5, two present not voting.

Chief Clerk of the House

Approved:

6-14-2015

Date

Governor

FILED IN THE OFFICE OF THE SECRETARY OF STATE
6:30 O'CLOCK

JUN 19 2015

Secretary of State
TO: Honorable Jimmie Don Aycock, Chair, House Committee on Public Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB1259 by Rodriguez (Relating to the development of an individualized education program for a child in public school.), As Engrossed

No fiscal implication to the State is anticipated.

The bill would require a school district to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the development of the student's individualized education plan (IEP).

The bill would require the admission, review, and dismissal (ARD) committee to develop a written report documenting the meeting.

The bill would have no direct fiscal implications for the Foundation School Program (FSP) or the operations of the Texas Education Agency (TEA).

Local Government Impact

A district would be required to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the students IEP. Districts would also be required to produce a written report of the ARD committee meeting. These costs would vary from district to district depending on the number and frequency of committee meetings.

Source Agencies: 701 Central Education Agency
LBB Staff: UP, JBi
TO: Honorable Larry Taylor, Chair, Senate Committee on Education

FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB1259 by Rodriguez (relating to the development of an individualized education program for a child in public school.), Committee Report 1st House, Substituted

No fiscal implication to the State is anticipated.

The bill would require a school district to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the development of the student's individualized education plan (IEP).

The bill would require the admission, review, and dismissal (ARD) committee to develop a written report documenting the meeting.

The bill would have no direct fiscal implications for the Foundation School Program (FSP) or the operations of the Texas Education Agency (TEA).

Local Government Impact

A district would be required to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the students IEP. Districts would also be required to produce a written report of the ARD committee meeting. These costs would vary from district to district depending on the number and frequency of committee meetings.

Source Agencies: 701 Central Education Agency

LBB Staff: UP, JBi
TO: Honorable Larry Taylor, Chair, Senate Committee on Education
FROM: Ursula Parks, Director, Legislative Budget Board

IN RE: SB1259 by Rodríguez (Relating to the committee developing a student's individualized education plan, the written report of the committee, and a regular education teacher's opportunity for input into a student's individualized education plan.). As Introduced

No fiscal implication to the State is anticipated.

The bill would require a school district to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the student's individualized education plan (IEP).

The bill would require the admission, review, and dismissal (ARD) committee to develop a written report documenting the meeting.

The bill would have no direct fiscal implications for the Foundation School Program (FSP) or the operations of the Texas Education Agency (TEA).

Local Government Impact

A district would be required to develop a process for a teacher instructing a student with a disability in a regular classroom setting to provide input into the student's IEP. Districts would also be required to produce a written report of the ARD committee meeting. Costs to districts to prepare the written report cannot be determined.

Source Agencies: 701 Central Education Agency
LBB Staff: UP, JBi