

BILL ANALYSIS

Senate Research Center

S.B. 100
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Education
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As Filed

AUTHOR'S / SPONSOR'S STATEMENT OF INTENT

Because of federal requirements that students with disabilities be educated in the "least restrictive environment," most students with disabilities spend all or part of their school day in general education classrooms. Teachers with no special education background or no experience with certain disabilities would benefit from additional training, as would the paraprofessionals who assist them by providing direct services to students with extensive needs. The expected result would be greater academic achievement of the students, better management of the classroom, and an overall positive classroom environment for teachers and students.

As proposed, S.B. 100 requires the commissioner of education (commissioner) to develop and make available professional development institutes (institutes) for training teachers and paraprofessionals who work with students with disabilities, including students with autism spectrum disorders. S.B. 100 sets forth certain content required for institutes, requires the commissioner to adopt selection criteria, and requires the commissioner to pay stipends to teachers and paraprofessionals who complete an institute.

RULEMAKING AUTHORITY

This bill does not expressly grant any additional rulemaking authority to a state officer, institution, or agency.

SECTION BY SECTION ANALYSIS

SECTION 1. Amends Subchapter J, Chapter 21, Education Code, by adding Section 21.461, as follows:

Sec. 21.461. PROFESSIONAL DEVELOPMENT INSTITUTES REGARDING EDUCATION OF STUDENTS WITH DISABILITIES. (a) Requires the commissioner of education (commissioner) to develop and make available professional development institutes (institute) for teachers and paraprofessionals relating to research-based instructional services for students with disabilities, including autism spectrum disorders.

(b) Requires that an institute developed under this section address information including certain disability-specific information, instructional techniques, and the appropriate management of certain behaviors.

(c) Requires the commissioner to adopt criteria for selection of teachers and paraprofessionals authorized to attend an institute developed under this section. Requires the commissioner to give priority to teachers and paraprofessionals who have a significant level of professional contact with students with autism spectrum disorders.

(d) Requires the commissioner to pay a stipend from funds appropriated for the purpose to each teacher or paraprofessional who completes an institute developed under this section. Requires the commissioner to determine the amount of the stipend paid under this subsection.

SECTION 2. Effective date: September 1, 2009.