



## House Public Education Thursday, April 23, 2009

The House Public Education Committee met this morning to pass out several bills that had been left pending. **Representative Patrick's** Amendment to **House Bill 3** which calls for the changed definition of dropouts to be applicable for the 2009 ratings, was adopted and the committee voted unanimously to pass the bill out of committee. Other bills voted out of committee were:

**HB 192 Alonzo** Relating to the absence of a student from school for activities in connection with obtaining United States citizenship.

**Remarks:** Adds appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship or taking part in a United States naturalization oath ceremony to list of excused absences.

**HB 474 Allen** Relating to the authority of a school district to implement a monitoring system that records images of vehicles that pass a stopped school bus.

**Remarks:** This bill allows for a school bus to be equipped with a monitoring system that is able to take electronic or video images of vehicles that pass the bus and may be operated only when the bus is stopped on the highway to load or unload students. Images recorded on this system may be used in the prosecution of an offense. This bill also allows the board of trustees of a school district to impose a civil penalty on the registered owner of a vehicle that commits a violation.

**HB 3740 Hochberg** Relating to a statewide education data management system.

**Remarks:** Creates a joint governance structure to oversee data collection and data standards that includes TEA and the Higher Education Coordinating Board as well as representatives from public and charter schools, education service centers, institutions of higher education, and university systems. Requires TEA to develop a new information management system. Requires TEA and the coordinating board to jointly maintain an operational data store and to periodically extract data from public and higher education. Prohibits the agency from using the operational data store to conduct their own analyses. Committee Substitute as of 4-14-2009 (and likely to change again): The section creating a joint data governance board by TEA and THECB is eliminated. TEA is charged with establishing a single student information management system by September 2015 (at which time PEIMS will refer to this system) that is capable of supporting local operations and state reporting requirements. TEA may also provide information relating to best practices regarding student information systems. By September 15, 2009, TEA and the THECB are to select two or three regional P-16 councils to participate in regional education data collaboratives that are to assist in (1) goal setting, monitoring progress, and improving instructional and operational decision-making; (2) improve FERPA-compliant reporting; (3) lower costs of reporting compliance; (4) assist TEA and THECB in implementing both an operational data store and an aggregated data warehouse. Collaboratives shall: work with at least 8 educational institutions

(including IHEs) within their respective P-16 council service areas, establish a regional data governance board, review data collected by educational institutions (not limited to data currently reported to state agencies) to improve instruction and operations, use an "inclusive, consensus-building" process to identify instructional and operational issues that can be addressed through improved collection and use of data, and assist TEA and THECB to develop consistent data standards, define requirements of the new statewide student information system (SIS), support adoption of the new SIS, help establish the operational data store and develop the aggregate data warehouse, and make recommendations to the commissioners and the legislature with regard to improved data collection and data management. Participants in the collaboratives are to participate in system development, including creation of applications that improve data quality and lower costs of compliance and creation of business intelligence tools. Participants also are to use unique student identification numbers to facilitate linking relevant data elements.

The operational data store (ODS) is expanded to include participation by IHEs and university systems. The ODS is intended to obtain data within 7 days of original collection and also is to support electronic records exchanges for students who transfer or who are concurrently enrollment (presumably in an IHE at the same time as in a public school system). The ODS is intended to support the functions of the regional data collaboratives in addition to local functions.

Regional collaboratives are charged with developing and making available through the ODS: automated applications to streamline data collection, business intelligence tools to improve instruction and operations and to evaluate effectiveness of programs, practices and policies; and reporting tools to support end users.

If the two commissioners certify that the ODS is capable of operating effectively, then they may require districts and IHEs to use that system. Both agencies are to use the ODS to as the source of information for data maintained in an aggregated data warehouse (ADS) that will be accessible via the Internet and be made available to education research centers. The commissioners are to depend upon the ODS for their information needs to the extent practicable, and may not require participants to submit additional data not specifically required by state or federal law.

**HB 3173 Allen** Relating to the statewide plan for delivery of services to public school students with disabilities and resources for teachers of public school students with special health needs.

**Remarks:** TEA shall develop and implement a statewide plan with programmatic content that includes procedures designed to ensure that a school district provides to a teacher who instructs a student with a disability in a regular classroom setting:

1. Training in providing appropriate educational services to a student with a disability, including training in research-based best practices for meeting the academic and behavioral needs of a student with a disability assigned to the teacher's classroom;
2. Assistance from appropriately trained personnel, as determined by the district, in meeting the academic and behavioral needs of a student with a disability assigned to the teacher's classroom;
3. Relevant information in the student's individualized education program;
4. The opportunity to request staffing and intervention team meetings and meetings of the student's admission, review, and dismissal committee regarding a student with a disability assigned to the teacher's classroom; and

5. The opportunity to participate in staffing and intervention team meetings regarding a student with a disability assigned to the teacher's classroom.

The plan must also ensure that a school district develops a process for responding to concerns regarding implementation of the student's IEP by a teacher who instructs the student in a regular classroom setting and for notifying the student's parents of such response. IT shall also ensure that school health services for a student with a disability are performed by a qualified school nurse or other qualified and trained personnel. Finally it should ensure that, the teacher receives training and/or assistance from appropriately trained personnel, as determined by the school district, to perform necessary tasks that the teacher is required to perform related to the student's hygiene and care, including diapering needs. The agency, in coordination with HHS shall establish and maintain an Internet website to provide resources for teachers who teach students with special health needs.

**HB 3918 Darby** Relating to testing liquefied petroleum gas systems in certain school facilities.  
**Remarks:** Requires each school district to perform leakage (formerly pressure) tests for leakage on the LP-gas piping system in each school district facility biennially. The test must be conducted in accordance with commission rules.

**HB 4091 Farrar** Relating to an intensive reading improvement program for public school students of limited English proficiency.  
**Remarks:** Establishes the intensive reading improvement program which provides students of limited English proficiency, a reading improvement program that is designed to prevent students from having long-term reading difficulties, and reduces the risk of students dropping out of school. The program also provides individualized, intensive, and accelerated instruction and is aligned with the required curriculum. A school district shall begin providing instruction under the program to a student of limited English proficiency before the student enters the seventh grade.  
Removes the requirement that TEA must ensure that assessment instruments are capable of being administered on computers.

**HB 4208 Patrick, Diane** Relating to idling the diesel engine of a school bus while the bus is parked at a public school or school event.  
**Remarks:** The driver of a school bus equipped with a diesel engine may not allow the idling of the bus engine while the bus is parked at a school or school event. This bill does not prohibit the idling of a school bus diesel engine for the minimum time necessary to heat or cool the bus before departure, provided that the engine is turned off when a student is embarking or disembarking, or as necessary to accommodate the physical needs of a student who receives special education services, regardless of whether students are embarking or disembarking.