Response to Intervention & Section 504 Updates

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Senate Bill 1153
http://www.legis.state.tx.us/tlodocs/85R/billtext/html/SB01153F.htm

ESC-20 SB 1153 Interactive Parent Notification Form
http://www.esc20.net/page/ci_Rtl.MeetingsResources
RtI/MTSS

• Clearly identifies that frequent, clear interactions with families is essential to the process.
• Never should any intervention process, delay or deny the evaluation process.
• Encourages schools to inform parents when their child is identified as needing extra support, when there are status updates with the child’s progress and effectiveness, or not, of the interventions.
SB 1153

SB 1153 aims to fix the problem of students with suspected disabilities getting stuck within the RtI process for months, even years.

SB 1153 ensures districts to provide parents with information about students’ intervention strategies and a clear explanation of the options and requirements for providing supports to general education students who struggle with learning.
SB 1153

- Encourages *more* family involvement in the intervention process.
- Makes it clear that parents can request a special education evaluation at any time
- PEIMS Reporting of Section 504 & RtI students who receive aids, accommodations, or services.
Lets dig into this Bill
SECTION 2. Section 26.004, Education Code, is amended to read as follows:

ACCESS TO STUDENT RECORDS In this section, "intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies.
SECTION 2. Section 26.004, (b)

Parent is entitled to access to all written records of a school district concerning the parent’s child including:

#11. Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child.
The campus needs to describe in detail their multi-tiered preventive system (RtI/MTSS) and how the intervention process and instructional strategies are provided at the campus throughout the year.

Each year our campus assesses our students with the assessment tools to help us identify students who struggle and/or have difficulties in learning. Your child, [insert child’s name], has been identified to receive additional assistance/interventions based on the following data:

- [insert name of universal screener:] [enter score]
- [insert here the campus needs to provide a fully detailed list all of the assessment tools utilized at the base/tier 1 setting and the child’s data scores related to each assessment. Ex: daily/weekly data points taken from applied interventions]

This data identifies [insert child’s name’s] need of additional support in the area(s) of [insert area of focus]. In the regular class setting your child has already received [insert base/tier 1 intervention support]. Your child’s response to the support/intervention is [insert intervention evidence here], which provides us evidence to support the need for additional support/interventions in a tertiary preventive system.
The agency shall produce and provide to school districts a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education.
The explanation must state that a parent is entitled at any time to request an evaluation of the parent’s child for special education services under section 29.004 or for aids, accommodations, or services under Section 504, Rehabilitation Act of 1973.
[Insert TEA statement]

Parents are entitled, at any time, to request an evaluation of the child for special education services, or for aids, accommodations, or services under Section 504 Rehabilitation Act of 1973.
Each school year, each district shall provide the written explanation to a parent of each district student by including the explanation in the student handbook or by another means.
Each school year, each school district shall notify a parent of each child, other than a child enrolled in a special education program under Subchapter A, Chapter 29, who receives assistance from the district for learning difficulties, including through the use of intervention strategies, as that term is defined by Section 26.004, that the district provides that assistance to the child.
close the gap of a student performing below grade level.

[insert here: The campus needs to describe in detail their multi-tiered preventive system (RtI/MTSS) and how the intervention process and instructional strategies are provided at the campus throughout the year.]

Each year our campus assesses our students with the [insert all assessment tools] to help us identify students who struggle and/or have difficulties in learning.

Your child,[insert child’s name], has been identified to receive additional assistance/interventions based on the following data:

☐ [insert name of universal screener:] [enter score]

☐ [insert here the campus needs to provide a fully detailed list all of the assessment tools utilized at the base/tier 1 setting and the child’s data scores related to each assessment. Ex: daily/ weekly data points taken from applied interventions]

This data identifies [insert child’s name’s] need of additional support in the area(s) of [insert area of focus]. In the regular class setting your child has already received [insert base/tier 1 intervention support]. Your child’s response to the support/intervention is [insert intervention evidence here], which provides us evidence to support the need for additional support/interventions in a tertiary preventive system.
SECTION 3. Section 26.0081, (d) (1)(2)

(1) to be provided when the child begins to receive the assistance for the school year
(2) be written in English or, to the extent practicable, the parent’s native language

SECTION 3 (e) notice may be provided at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973.
(A) a reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;

(B) information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;

(C) an estimate of the duration for which the assistance including through the use of intervention strategies, will be provided;

(D) the estimated time frames within which a report on the child’s progress with the assistance, including any intervention strategies used, will be provided to the parent; and

(E) a copy of the explanation provided under Subsection (c)
close the gap of a student performing below grade level.

[insert here: The campus needs to describe in detail their multi-tiered preventive system (RtI/MTSS) and how the intervention process and instructional strategies are provided at the campus throughout the year.]

Each year our campus assesses our students with the [insert all assessment tools] to help us identify students who struggle and/or have difficulties in learning.

Your child, [insert child’s name], has been identified to receive additional assistance/interventions based on the following data:

- [insert name of universal screener:] [enter score]

- [insert here the campus needs to provide a fully detailed list all of the assessment tools utilized at the base/tier 1 setting and the child’s data scores related to each assessment. Ex: daily/weekly data points taken from applied interventions]

This data identifies [insert child’s name’s] need of additional support in the area(s) of [insert area of focus]. In the regular class setting your child has already received [insert base/tier 1 intervention support]. Your child’s response to the support/intervention is [insert intervention evidence here], which provides us evidence to support the need for additional support/interventions in a tertiary preventive system.
Section 4 PEIMS Reporting

- Total number of students who received intervention strategies during the school year
- Total number of students who received aids, accommodations, or services under Section 504
  - at any time during the year for which the report is made
Section 5
This Act applies beginning with the 2017-2018 school year.

Section 6
This Act takes effect immediately if it receives a vote of $\frac{2}{3}$ of all the members to each house.

SB 1153 passed the Senate unanimously on April 26, 2017 & amendment on May 26, 2017

SB 1153 passed the House unanimously, with amendment on May 19, 2017
SB 1153 Parental Notice Summary

Must include:

• Description of additional assistance/intervention strategy
• Information collected regarding any Tier 1 intervention
• How long assistance will be provided
• Estimated time frame of which a report of child’s progress will be reported
• Statement regarding right to request evaluation & accommodations