

Welcome



Spring Branch
Independent School District

Special Education
Parent Meeting

September 1, 2021

Today's Topics: Updates from the Texas Legislature and Texas Education Agency

1. House Bill 4545 (Accelerated Instruction)
2. Senate Bill 89 (COVID 19 Special Education Recovery Act)
3. Senate Bill 1716 (Supplemental Special Education Services (SSES))
4. Remote Conferencing

IMPORTANT

We want parent meetings to support YOUR needs! Please use the chat to propose topics for the next meetings!



HB 4545 Overview

Retention and Retesting Requirements Removed



Retention

- A student in 5 & 8 is no longer required to be retained at the same grade level based on STAAR.
- Grade placement committees have been eliminated.



Retesting

- Now only one reading and math assessment opportunity (previously two re-taking opportunities for students)
- The optional STAAR end-of-course assessments for Algebra II and English III will no longer be offered.

*Taken as a whole, these changes effectively **remove high stakes** for students from STAAR testing in grades 3-8.*

The 87th Legislature set new requirements

- **Grade-Level Promotion**

- HB 4545 – Students no longer required to be retained for failed STAAR attempts in grades 5 & 8



Instruction: All students who did not pass

Committee: Grades 3,5,8 who did not pass Reading or Math

- **Learning Acceleration**

- HB 4545 – Creates requirements and additional supports for accelerated instruction for all students that do not pass the STAAR &
- HB 4545 - establishes Accelerated Learning Committees for students in grades 3,5, & 8 that do not pass the STAAR Math or Reading.

Accelerated Learning Committees (ALC)

Flexibility in timeline for this year. Targeting October for plans/meetings. Service may start sooner



ALCs are required for students who do not perform satisfactorily on Reading & Math.

3rd grade STAAR

5th grade STAAR

8th grade STAAR



- Educational plans must be in place by the start of the subsequent SY.
- Students are required to perform at the appropriate grade level by the conclusion of the SY.



The plan must be documented in writing with a copy provided to the student's parent or guardian.



If a student fails an assessment in the subsequent SY, the ALC* must

- (1) Identify the reason
- (2) Adjust the learning plan to ensure student's success

*with direct involvement from the superintendent/designee

ALC Required Members

The accelerated learning committee must be comprised of:

- The principal or the principal's designee
- The student's parent or guardian, and
- The teacher of the subject of an assessment on which the student failed to pass.
- If a student fails an assessment in the same subject in the subsequent school year, the superintendent or a designee must meet with the student's accelerated learning committee.
- **The admission, review, and dismissal committee of a student who participates in a district's special education program, and who does not perform satisfactorily on an assessment instrument must meet to determine the manner in which the student will participate in an accelerated instruction program.**

Some requirements related to **instruction** do not apply to students who participate in **STAAR Alt-2** assessment.

Requirements for Accelerated Instruction – All grades

*Unless the parent or guardian of each student in the group authorizes a larger group

- Targeted instruction in the TEKS
- Supplement normal instruction
- Min. 30 total hours during the subsequent summer or school year
 - If in the school year, must occur at least once per week
- Must help the student in achieving satisfactory performance
- Be provided individually or in a group of no more than three students*
- Be provided by a person with training in the applicable instructional materials and under the oversight of the school district
- Be provided by one person for the entirety of the student's supplemental instruction period to the extent possible

Requirements for Accelerated Instruction (cont.)

Students cannot be removed from...

- Instruction in grade level content for the foundation curriculum
- Instruction in enrichment curriculum for the grade in which the student is enrolled
- Recess or physical activity that is available to other students enrolled in the same grade

This requirement will set up a significant need to rethink master schedules and staffing patterns.

What is the flexibility provided for students who participate in STAAR Alt-2?

No flexibility:

1. Accelerated Learning Committee (ARD Committee meeting) to address grades 3, 5, 8 Reading and Math
2. Accelerated Instruction must be provided for ALL subjects and grade levels the student did not pass.

Flexibility:

1. The other conditions of HB 4545 (30 hours per subject, outside of all other instruction, 3:1 ratio, etc.) are not required. The ARD Committee has the flexibility to determine students' needs.



House Bill 4545 Frequently Asked Questions

How should we categorize students who did not take STAAR in spring 2021? Should they automatically be categorized as a student requiring accelerated instruction?

Students who are absent or otherwise do not have valid assessments did not perform satisfactorily and, as a result, are required to receive accelerated instruction

However, school systems may decide to administer an assessment designed to show grade level proficiency on the TEKS (e.g., the state provided Beginning-of-Year [BOY] Assessments) for students who did not participate in state assessments during the 2020-21 school year.

LEAs are required to use the 2021 STAAR results unless a student did not participate in the assessment.



House Bill 4545 Frequently Asked Questions

Can a parent opt their child out of HB 4545 requirements for accelerated instruction or tutoring?

What if we provide accelerated instruction and the student does not attend?

No, there is not an opt-out for accelerated instruction required under HB 4545. Accelerated instruction and any associated tutoring that districts are implementing to meet HB 4545 requirements are subject to the compulsory attendance requirements. Documentation should be kept regarding the student's accelerated instruction program and attendance.



House Bill 4545 Frequently Asked Questions

If a high school student served by special education does not pass a STAAR EOC assessment, and the ARD committee determines a passing score on the assessment is not required for graduation, is accelerated instruction still required?

An ARD committee's decision that passing a STAAR EOC assessment for a particular course is not required for the purposes of high school graduation **does not waive the requirement for the student to receive accelerated instruction**. Since the student will not participate in additional EOC testing opportunities for that course per ARD committee decision, further decisions about accelerated instruction following a retake would not apply.



House Bill 4545 Frequently Asked Questions

Can we use an Amendment to develop the Accelerated Instruction Plan?

If an Accelerated Learning Committee is required, the ARD Committee must MEET.

Where the Accelerated Learning Committee is not required to meet, the ARD committee may use the amendment process if the parent and the LEA can agree to the changes to the IEP.

Senate Bill 89

COVID 19 Special Education
Recovery Act



No later than May 1, 2022, ARD committees must complete a required supplement as a written statement included in the child's IEP.

The required supplement must include the following information:

1. If applicable, whether the written report of the student's full individual and initial evaluation (FIIIE) was completed during the 2019-2020 or the 2020-2021 school year and, if so, whether the report was completed by the required date;
2. If applicable, whether the student's initial IEP was developed during the 2019-2020 or 2020-2021 school year and, if so, whether the program was developed by the required date;
3. For all students with an IEP, whether the provision of special education and related services to a student under their IEP during the 2019-2020 or 2020-2021 school year was interrupted, reduced, delayed, suspended, or discontinued; and
4. Whether compensatory educational services are appropriate for the student based on the above information, or any other factors.

TEA Guidance on Compensatory Services

<https://tea.texas.gov/sites/default/files/covid/covid19-compensatory-services-and-extended-school-year-guidance.pdf>

<https://tea.texas.gov/sites/default/files/covid/covid19-comp-services-two-pages-spanish.pdf>

Senate Bill 1716

**Supplemental Special
Education Services**



Texas Education Agency webpage

<https://tea.texas.gov/academics/special-student-populations/special-education/supplemental-special-education-services-seses>

<https://sese.tea.texas.gov/spanish.html>

Search for: SSES

Supplemental Special Education Services (SSES)

English | Español



Big Ideas from this law:

Continues the availability of funds for Supplemental Special Education Services.

ARD Committees for students approved for these funds must provide the parent:

- information regarding the types of supplemental special education services available under the program and provided by agency-approved providers for which an account maintained for the student may be used; and
- instructions regarding accessing the account

Commissioner of Ed. must establish rules by Dec. 1

Remote Conferencing



What is Remote Conferencing?

Remote Conferencing is not the same as virtual instruction. Virtual Instruction is not currently an option in SBISD.

Remote Conferencing allows students who are unable to attend school because of a temporary medical condition to stay connected with their school and stay relatively caught-up with their schoolwork.

It applies to students who have

- Documentation from a physician that they must remain confined to their home or hospital; or
- A positive test result for certain communicable conditions; or
- Been identified as having been in close contact with COVID-19.

How is SBISD managing Remote Conferencing?

There are specific rules for the provision of Remote Conferencing. One of those rules is that teachers cannot provide **CONCURRENT** instruction during remote conferencing.

Because there may be students throughout the district in all grade levels rotating into and out of 10-day quarantines, SBISD has set up a centralized system to manage the remote conferencing for students who access the **general curriculum**.

Principals will provide parents a schedule to join zoom conferences.

Students who participate in the curriculum through **pre-requisite skills** have complex learning needs, and are not likely to have their needs met by joining the grade-band remote conferences

How will Remote Conferencing be delivered for students in Life Skills, APPLE (and some ECSE) programs?

Teaching Assistants in these classrooms will serve as a “substitute teacher” to manage the Remote Conferencing for their students.

Teachers will contact the parent to schedule **2 zoom remote conferences (or teleconferences)** per day. (the first one should span the time that attendance is taken on the campus.)

Zoom remote conferences are intended to:

- Check in to see how the student and family are doing
- Allow the student to stay connected to class and engaged in learning
- Provide structure and support to the student and family to access and participate in learning

What about speech and related services?

For the most part, speech services and related services will be made up throughout the year. They will not be delivered during remote conferencing.

There may be occasions when the student is not able to access their instruction without the support of related services (vision services, hearing aid not working, etc.) Teachers will reach out to service providers. Parents may also reach out to ensure timely supports.

Can we get service like we were able to receive last year?

Virtual instruction is not currently available. (The Texas legislature has just approved funding for virtual instruction for students too young to receive vaccinations. More info to come soon.)

In-person instruction is what is being provided by the district at this time.

Remote conferencing is available in order to ensure students stay connected with school and continue learning while they must be out.

How will attendance be recorded for Remote Conferencing?

Some students (or their parents) will not feel well enough to participate in remote conferencing. If students do not participate in the scheduled zoom time (at attendance time), then **the student will be marked absent.**

If a student participates in the Remote Conference, he/she will be marked present.

Remote Conferencing attendance is limited to 20 days per year without a waiver from the state.



Please use the chat feature to share what you want:

- Do you prefer zoom meetings or face-to-face meetings (as supported by health and safety guidelines)?
- What time of day works best for you?
- What topics are you interested in?