



Sen. David Koehler

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10100SB2025sam002

LRB101 08149 AXK 58903 a

1 AMENDMENT TO SENATE BILL 2025

2 AMENDMENT NO. _____. Amend Senate Bill 2025, AS AMENDED,
3 by replacing everything after the enacting clause with the
4 following:

5 "Section 5. The School Code is amended by adding Sections
6 10-20.69 and 34-18.61 as follows:

7 (105 ILCS 5/10-20.69 new)

8 Sec. 10-20.69. Multi-tiered systems of support.

9 (a) In this Section, "Multi-tiered systems of support",
10 "MTSS", "Response to Intervention", or "RtI" means a tiered
11 model of school support, not including special education
12 services, that (i) utilizes differentiated instructional
13 strategies for students, (ii) provides students with
14 scientifically research-based interventions and continuous
15 monitoring of their performance using scientifically
16 research-based progress monitoring instruments, and (iii)

1 makes educational decisions based on a student's response to
2 those interventions. Multi-tiered systems of support and
3 Response to Intervention use a problem-solving method to define
4 the problem, analyze the problem using data to determine why
5 there is a discrepancy between what is expected of the student
6 and what is occurring, establish one or more student
7 performance goals, develop an intervention plan to address the
8 performance goals, and delineate how the student's progress
9 will be monitored and how implementation integrity will be
10 ensured. MTSS or RtI may be utilized as a component of an
11 evaluation to determine if a student is eligible for special
12 education services due to a disability. Data collection using
13 scientifically based data systems is an essential component of
14 MTSS and RtI. Progressively more intensive interventions and
15 support for a student requires more frequent monitoring of
16 progress to ensure timely decision-making.

17 (b) Because communication with a student's parent or
18 guardian on the instructional strategies used for the student
19 is important at all levels of intervention, a school district
20 must inform a student's parent or guardian if the student
21 begins to receive MTSS or RtI support at the highest level of
22 intervention short of eligibility for special education
23 services. The information provided to the parent or guardian
24 must include the area or areas in which the student requires
25 more intensive intervention, the student's performance goal or
26 goals, and how the parent or guardian may obtain a copy of any

1 progress reports and data being collected for the student. The
2 information may be provided to the parent or guardian using any
3 reasonable and understandable means of communication likely to
4 reach the parent or guardian, including a text or email
5 message, phone call, or note, and a school district is not
6 required to provide notice via a formal written notification or
7 a special form. A school district must note in the student's
8 school student record that the information has been provided to
9 the parent or guardian.

10 (c) Nothing in this Section affects the responsibility of a
11 school district to identify, locate, and evaluate children with
12 disabilities who are in need of special education services in
13 accordance with the federal Individuals with Disabilities
14 Education Improvement Act of 2004, this Code, and any
15 applicable federal or State rules.

16 (105 ILCS 5/34-18.61 new)

17 Sec. 34-18.61. Multi-tiered systems of support.

18 (a) In this Section, "Multi-tiered systems of support",
19 "MTSS", "Response to Intervention", or "RtI" means a tiered
20 model of school support, not including special education
21 services, that (i) utilizes differentiated instructional
22 strategies for students, (ii) provides students with
23 scientifically research-based interventions and continuous
24 monitoring of their performance using scientifically
25 research-based progress monitoring instruments, and (iii)

1 makes educational decisions based on a student's response to
2 those interventions. Multi-tiered systems of support and
3 Response to Intervention use a problem-solving method to define
4 the problem, analyze the problem using data to determine why
5 there is a discrepancy between what is expected of the student
6 and what is occurring, establish one or more student
7 performance goals, develop an intervention plan to address the
8 performance goals, and delineate how the student's progress
9 will be monitored and how implementation integrity will be
10 ensured. MTSS or RtI may be utilized as a component of an
11 evaluation to determine if a student is eligible for special
12 education services due to a disability. Data collection using
13 scientifically based data systems is an essential component of
14 MTSS and RtI. Progressively more intensive interventions and
15 support for a student requires more frequent monitoring of
16 progress to ensure timely decision-making.

17 (b) Because communication with a student's parent or
18 guardian on the instructional strategies used for the student
19 is important at all levels of intervention, the school district
20 must inform a student's parent or guardian if the student
21 begins to receive MTSS or RtI support at the highest level of
22 intervention short of eligibility for special education
23 services. The information provided to the parent or guardian
24 must include the area or areas in which the student requires
25 more intensive intervention, the student's performance goal or
26 goals, and how the parent or guardian may obtain a copy of any

1 progress reports and data being collected for the student. The
2 information may be provided to the parent or guardian using any
3 reasonable and understandable means of communication likely to
4 reach the parent or guardian, including a text or e-mail
5 message, phone call, or note, and the school district if not
6 required to provide notice via a formal written notification or
7 a special form. The school district must note in the student's
8 school student record that the information has been provided to
9 the parent or guardian.

10 (c) Nothing in this Section affects the responsibility of
11 the school district to identify, locate, and evaluate children
12 with disabilities who are in need of special education services
13 in accordance with the federal Individuals with Disabilities
14 Education Improvement Act of 2004, this Code, and any
15 applicable federal or State rules.

16 Section 99. Effective date. This Act takes effect upon
17 becoming law."