Visions of Community 2012
March 10, 2012

The Massachusetts Tiered System of Support (MTSS)
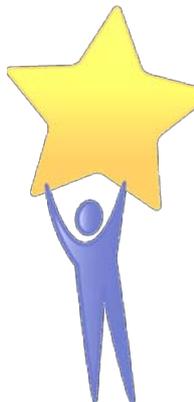
Madeline Levine - Shawn Connelly

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Goals for the breakout session

★ Overview of MTSS

★ Special education and MTSS

★ Eligibility for Specific Learning Disability

★ Working group

# The Massachusetts Tiered System of Support (MTSS)

MTSS focuses on **system level change** *across the* **district**, **school**, *and* **classroom** *to meet the* **academic** *and* **non-academic** *needs of* **all students**, *including* **students with disabilities, English language learners,** *and* **students who have already demonstrated mastery of the concepts and skills being taught.**
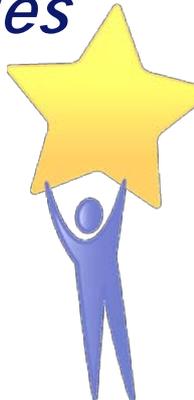
Guiding Core Values

★ All students can learn and achieve at high standards as a result of effective teaching.

★ All students have access to a rigorous, standards-based curriculum and research-based instruction.

★ Students receive interventions at the earliest indication of need.

★ A comprehensive system of tiered instruction enables schools to address the full range of student needs.
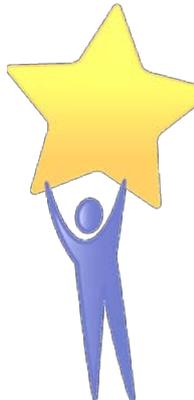
Guiding Core Values- continued

★ Student results improve when ongoing academic and behavioral performance data inform instructional decisions.

★ Important decisions about the needs of students are made using a collaborative problem-solving process that includes classroom teachers, specialists, and families.

★ *Ongoing and meaningful involvement of families increases student success.*

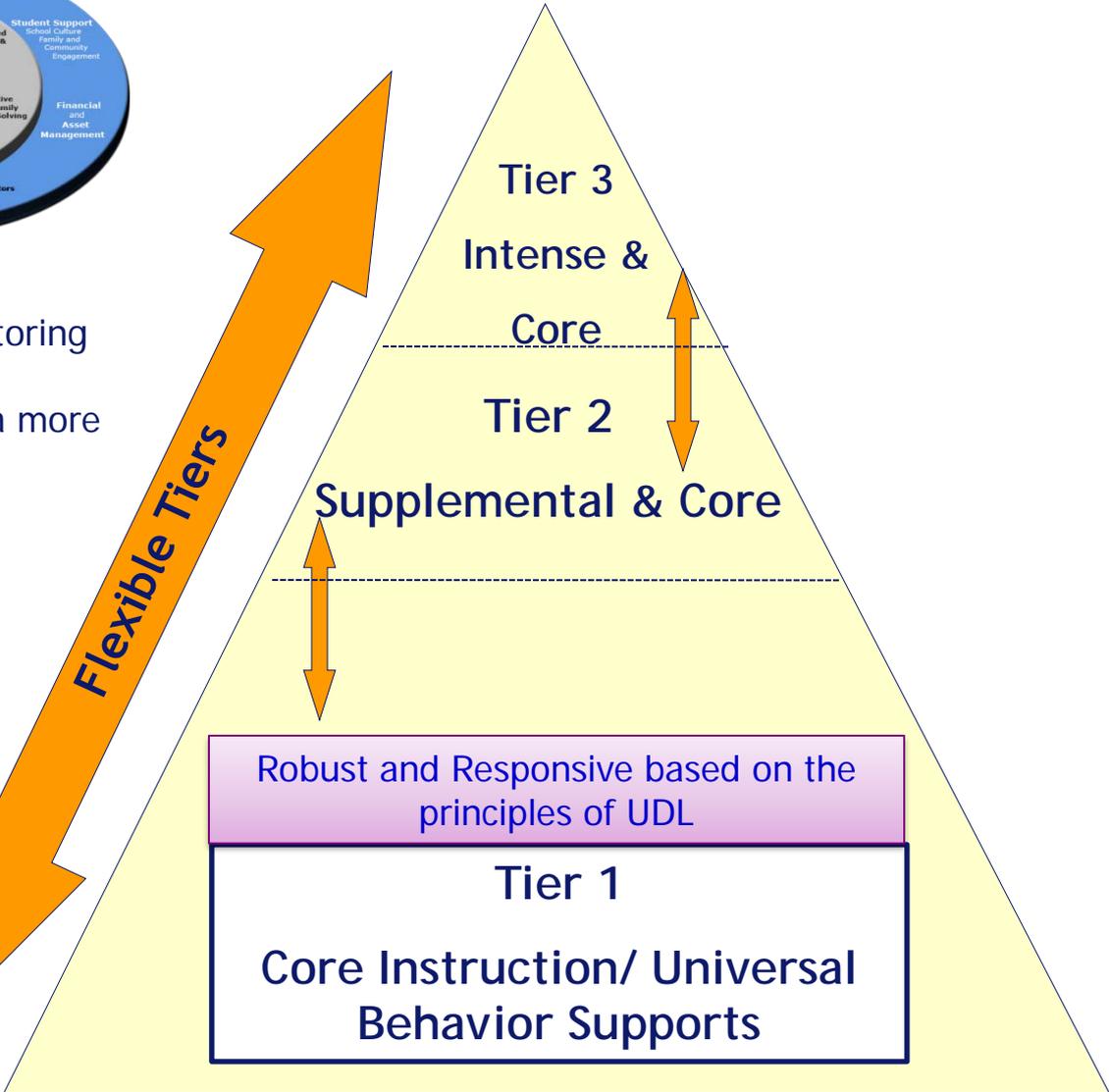# Blueprint for the Massachusetts Tiered System of Support

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MTSS Website

★ http://www.doe.mass.edu/mtss/
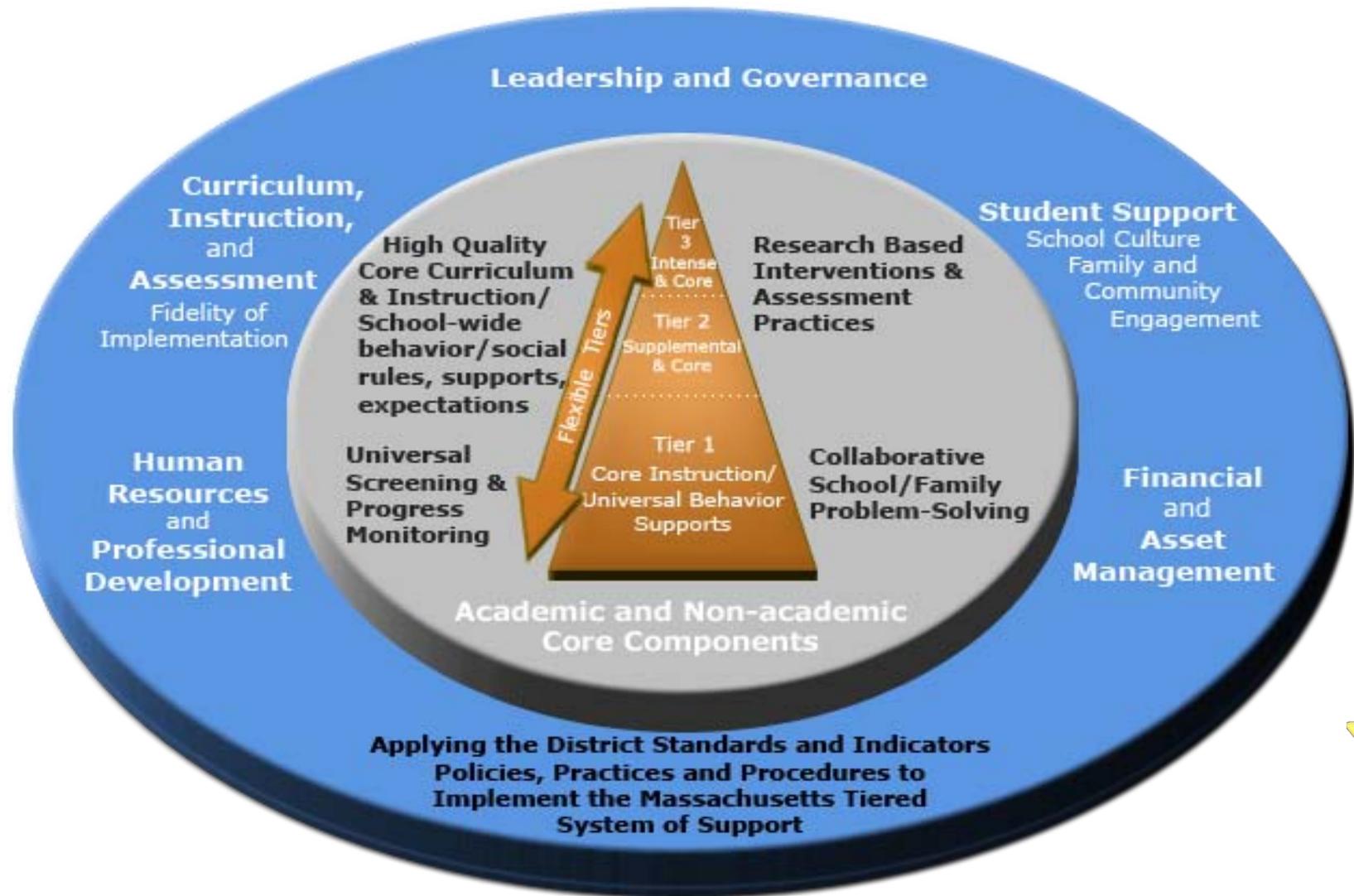
Increase progress monitoring and provide targeted instruction/supports in a more individualized way.

Flexible Tiers

Tier 3

Intense & Core

Tier 2

Supplemental & Core

Robust and Responsive based on the principles of UDL

Tier 1

Core Instruction/ Universal Behavior Supports

Universal Design for Learning

★ http://www.youtube.com/watch?v=bDvKnY0g6e4&feature=relmfu
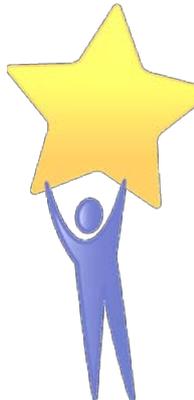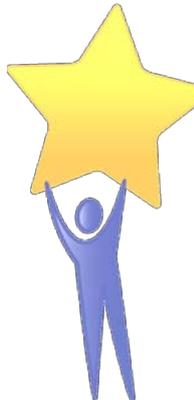
Tier I
General Education- Core Instruction

★ Developed using the *Massachusetts' Curriculum Frameworks*

★ Provides a high quality *core curriculum for all students*

★ *Engaging* and developmentally-appropriate

★ A *positive learning environment* for *all* students
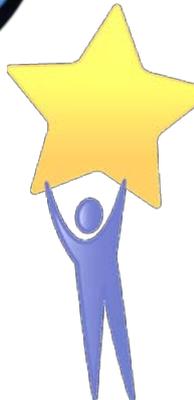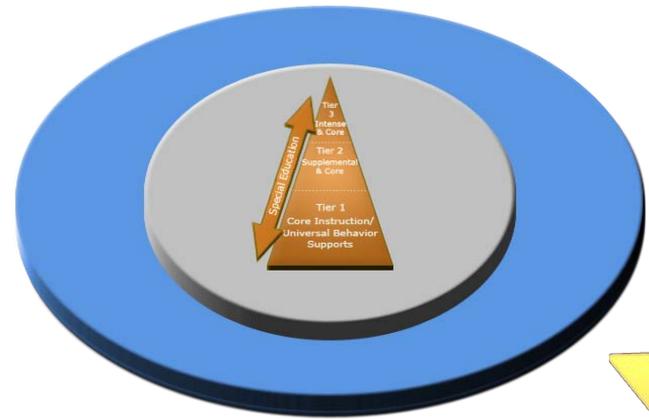
Tier I
General Education- Core Instruction

★ Instruction is *differentiated* to serve the needs of *all* students

★ *Ongoing use* of formative and summative assessment of *student learning*

★ *Collaboration between educators and parents*

★ Information from *student's IEPs* is incorporated into the design and instruction Tier 1.

Tiered Instruction

Tier II - Students who are *at risk* of not meeting grade-level expectations receive *supplemental* interventions <u>in addition to *core* instruction.</u>
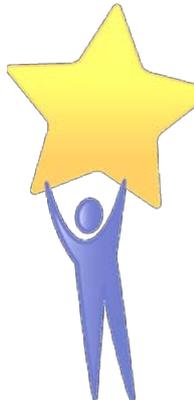
Data from continuous *progress monitoring* drives instructional *decisions* throughout the tiered process.

Tier II - Supplemental Interventions

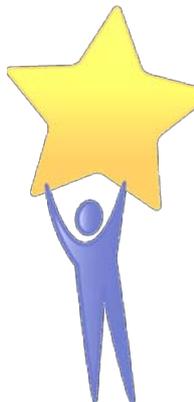*These interventions are provided in addition to the core instruction.*

★ *Research based interventions* are provided to enable *struggling* students to *access the core curriculum*

★ Provided to students in a *targeted* and *short term* manner

★ The interventions and assessments must be *valid* and *reliable* predictors of future performance for *targeted* students

Tier II - Supplemental Interventions

These interventions are provided in addition to the core instruction.

★ Student's academic *progress* is *monitored* with increasing frequency to *drive the decision* making process

★ *Collaboration between educators and parents*

★ Information from *student's IEPs* is incorporated into the provision of appropriate interventions.

Tiered Instruction

Tier III - Students at *substantial risk* of not meeting grade-level expectations receive *intensive* interventions <u>in addition to *core* Instruction</u>

Data from continuous *progress monitoring* drives instructional *decisions* throughout the tiered process.
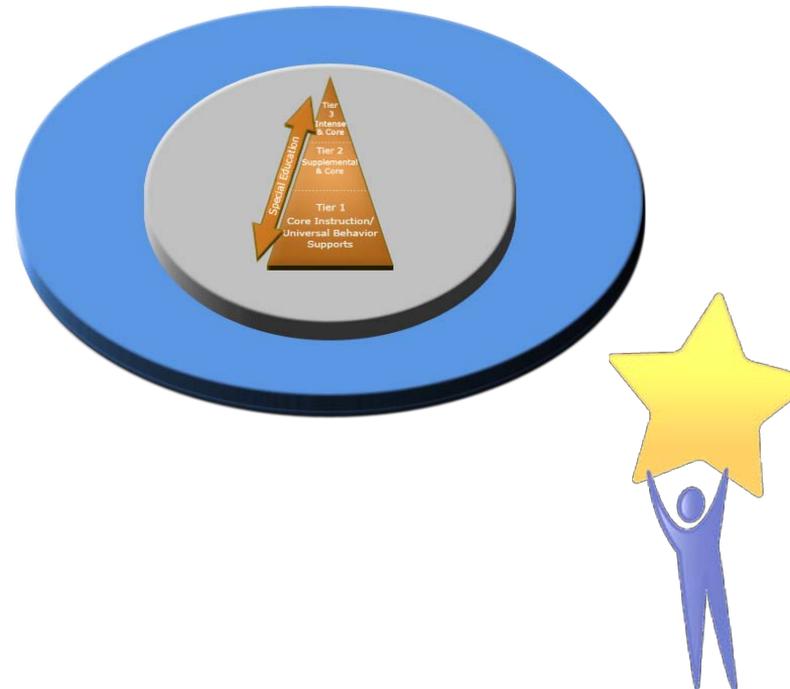
Tier III Intense Interventions

These interventions are provided in addition to the core instruction.

★ The interventions selected to meet the *specific needs of struggling* learners to support the core curriculum instruction

★ *Intense research based* interventions are provided for *longer periods of time*

★ The interventions and assessments must be *valid* and *reliable* predictors of future performance for at risk students
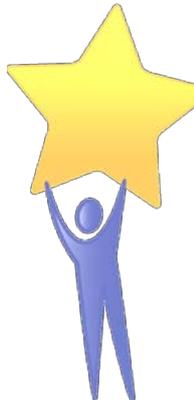
Tier III Intense Interventions

*These interventions are provided in addition to the core instruction.*

★ Student's *progress* is monitored with *increased frequency* in this tier to drive the *decision* making process

★ *Collaboration between educators and parents*

★ Information from *student's IEPs* is incorporated into the provision of appropriate interventions.
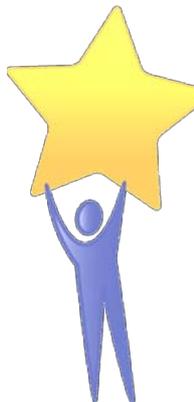
Non Academic Supports

Tier I

★ Students receive instruction for *social emotional learning*

★ Students receive clear directions for and modeling of *appropriate classroom/school behavior*.
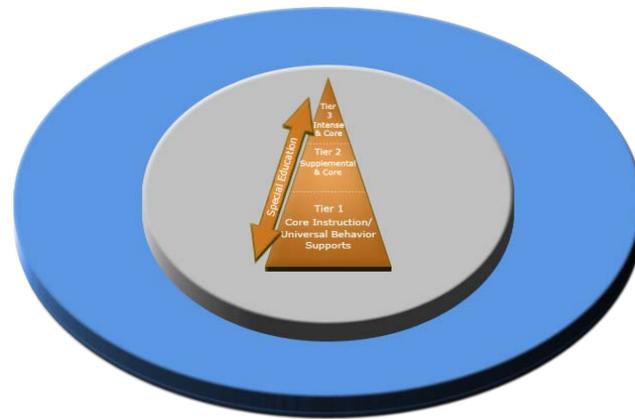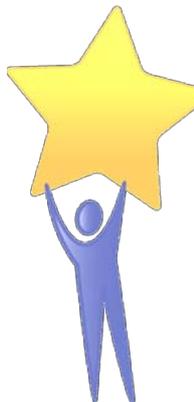
Tier I
Non-Academic Supports

★ Establishment of a *safe, caring learning environment* for all students

★ Implementation of a *social and emotional learning* curriculum for students K through grade 12

★ Age-appropriate instruction on *bullying prevention* incorporated into the curriculum of the school/district
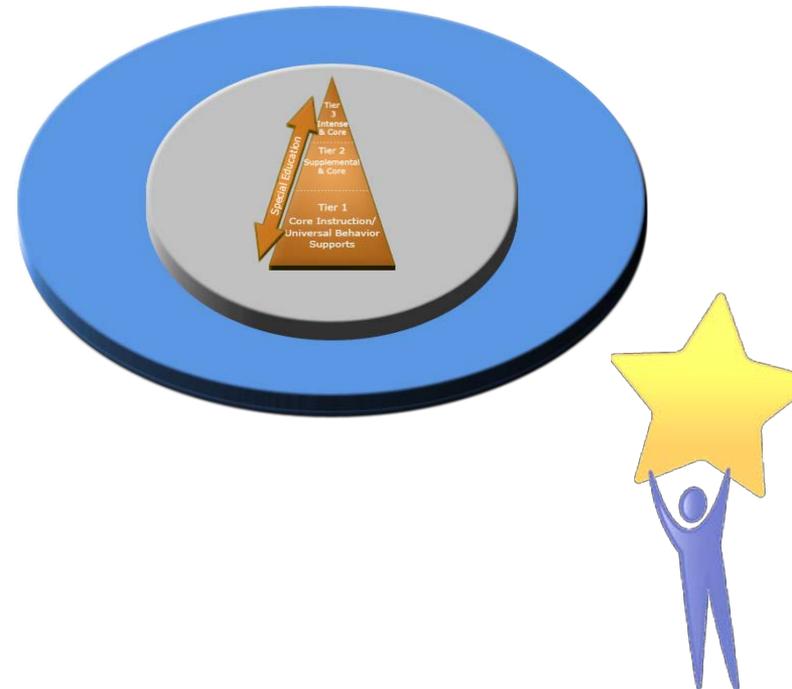
Tier I
Non-Academic Supports

★ *Positive behavior* is modeled and taught at all levels

★ Positive behavior goals and expectations are clearly written and posted in the handbook, the classroom and *throughout the school*

★ *Ongoing* use of assessments and progress monitoring data

Non-Academic Supports

Tier II: Students who are identified as at-risk for not meeting grade-level expectations receive supplemental targeted group or individual interventions.
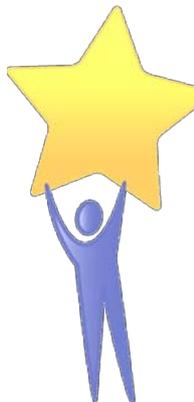
Data from continuous *progress monitoring* drives *All decisions* throughout the tiered process.

Tier II
Non Academic Supports

★ Rapid access to interventions

★ Match intervention to student need

★ Home/school linkage

★ All staff are aware of the supports available to students

★ Information from student's IEP is incorporated into design of interventions
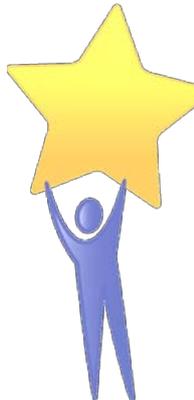
Tier II
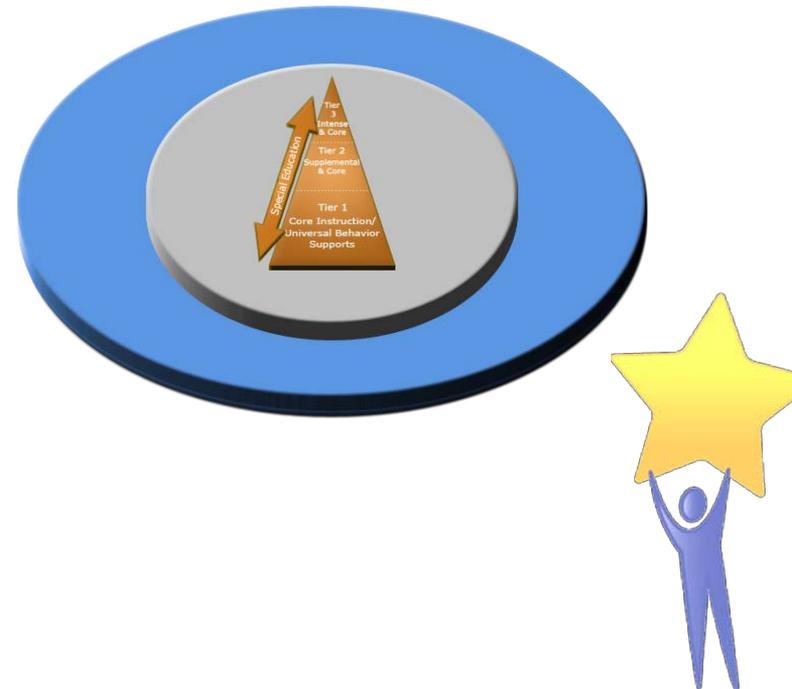# Non Academic Supports

Examples of types of supports:

★ Check-in and check-out (CICO): Student is paired with an adult mentor and checks in and out with the adult to insure daily targets are being met

★ Targeted social skills instruction

★ Social skills groups

★ Peer-based support group

★ Increased monitoring and feedback

Non-Academic Supports

Tier III: Students who are identified as being at substantial risk for not meeting grade-level expectations receive more intensive targeted individual interventions.

Data from continuous *progress monitoring* drives *All decisions* throughout the tiered process.

Tier III
Non Academic Supports

★ Additional behavioral assessments

★ Fluid *data based decision making* and goal setting

★ More intense non-academic supports/interventions are provided for longer periods of time

★ More consistent and deliberate *collaboration between support providers and families*

★ *Community* and multiple agency involvement

★ Increase frequency of progress monitoring
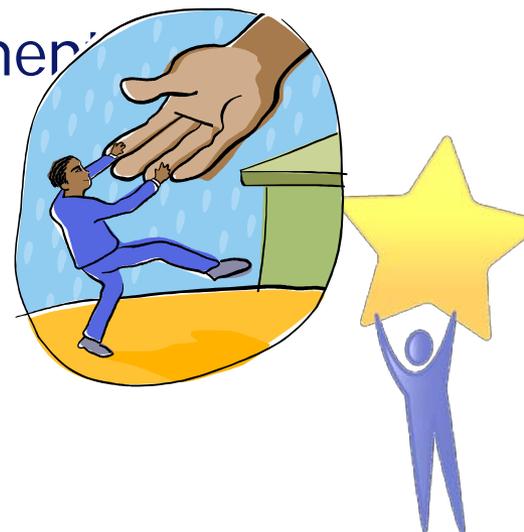
Interrelated Non-academic and Academic Supports
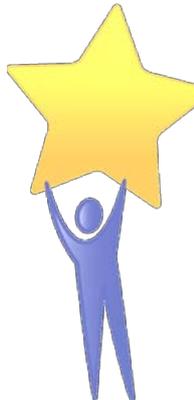
Academic Supports

Academic

Non-academic

Non-academic Supports

Non-related Non-academic and Academic Supports

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Question?

How do you think this type of system will improve the services your child will receive in their school?

Intensive

Targeted

Universal

Math problem solving

Reading Comprehension

Math Calculations

Reading Fluency   Social skills

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Label skills and behavior…
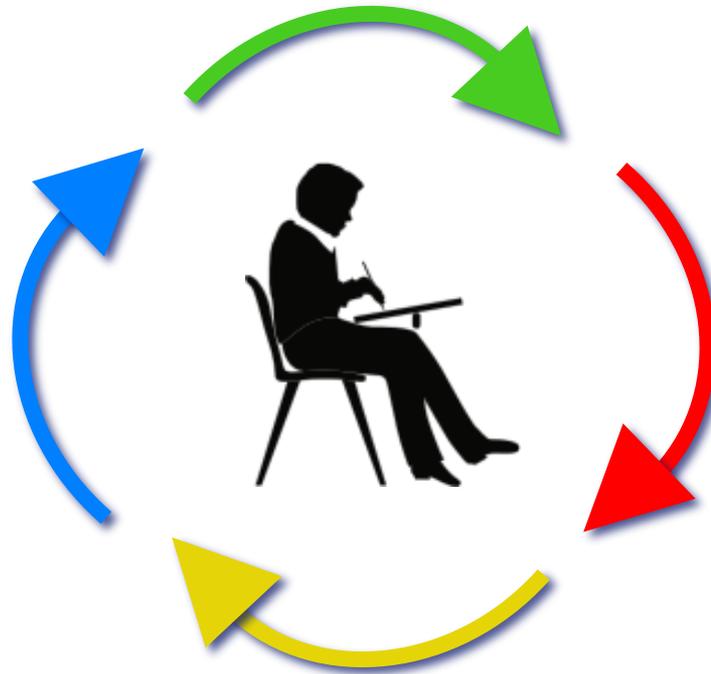not students in specific tiers
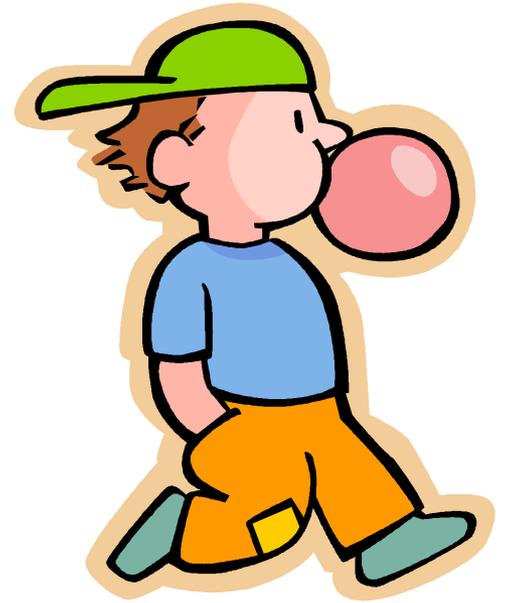
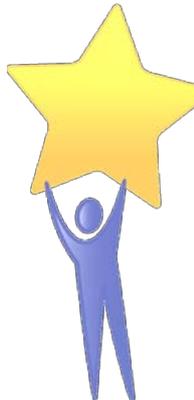# Collaborative School and Family Problem Solving Process

Define the Problem
What Do We Want Students to KNOW and Be Able to DO?

Evaluate
Did It WORK?

Problem Analysis
Why Can't They DO It?

Implement Plan
What Are WE Going To DO About It?

Guiding Questions

Step 1 – Problem ID

★ What do we expect out students to know, understand, and do as a result of instruction?

★ Do our students meet or exceed these expected levels? (How sufficient is the core?)

★ Are there groups for whom core is not sufficient?

Step 2 – Problem Analysis

★ If the core is NOT sufficient for either a "content area" or group of students, what barriers have or could preclude students from reaching expected levels?

★ Does behavior serve to escape/avoid academic task

★ Does student's behavior interfere with learning opportunities

Step 3 – Plan Development and Implementation

★ What strategies or interventions will be used?

★ What resources are needed to support implementation of the plan?

★ How will sufficiency and effectiveness of core be monitored overtime?

★ How will fidelity be monitored over time?

★ How will "good", "questionable," and "poor" responses to intervention be defined?

Step 4 – Plan Evaluation of Effectiveness

★ Have planned improvements been effective?
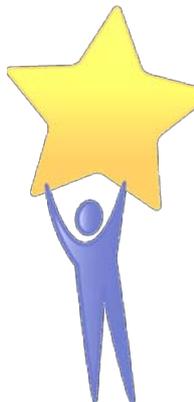
The Provision of Special Education Services within the MTSS Model

★ Present Level of Performance

★ Accommodations and Modifications

★ Special Designed Instruction

★ IEP Goals –
  ★ objectives
  ★ benchmarks

Special Education Procedural safeguards

Procedural safeguards are the specific *rules* that make sure that *the parent knows* what the school district is *proposing to do* ("receive notice"), agree with the *school district's plan* ("give parental consent") and have a range of *opportunities for resolving disagreements* with the school district ("due process").

Districts are required to follow the procedural safeguards outlined in the Parent's Notice while implementing a model of tiered instruction.

Parent's Notice of Procedural Safeguards

Dear Parents:

You are receiving this Notice of Procedural Safeguards (Notice) because your son or daughter (student) has been referred for an evaluation or is currently receiving special education services. If your student is eligible for special education, the school district must provide a free appropriate public education commonly referred to by the acronym FAPE. In order to provide a FAPE the school district must work in partnership with you. You will be a member of the IEP team that will consider your student's unique needs and develop an individualized education program or IEP, for your student.[1] The IEP must provide instruction that is tailored to your student's unique needs and includes sufficient support services to enable your student to make meaningful educational progress and to assist your student in acquisition of knowledge and skills, including those necessary for social and emotional development according to appropriate chronological and developmental expectations. Any special education services identified for your student must be provided at public expense with no cost to you. All students in the Commonwealth's public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for its resident students with disabilities who attend private schools at private expense, and who seek public special education services.

Both State and federal laws contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. These laws also provide detailed procedures for ensuring that the student receives a FAPE during the entire time he or she is eligible for special education. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he or she receives appropriate educational services. You can get additional help in understanding the special education process from your school guidance office, the Massachusetts Department of Elementary and Secondary Education (ESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with your school district to make sure that your student receives appropriate educational services. The ESE publishes extensive information for parents and school districts on its internet Websites. A Table of the ESE Websites is included at the end of this Notice.

This Notice provides you with important information on your right to be involved in planning your student's special education. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do ("receive notice"), agree with the school district's plan ("give parental consent") and have a range of opportunities for resolving disagreements with the school district ("due process"). Procedural Safeguards in the law also provide additional protections outlined in this document.

We hope this Notice will be of assistance to you as you take an active role in your student's educational experience.

This document, the Parent's Notice of Procedural Safeguards, answers the following questions:

1. What is "prior written notice" and when do you receive it? .... Page 2
2. What is "parental consent" and when must the school district ask for your consent? ...... Page 3
3. Is the school district required to evaluate upon request by a parent? .... Page 5
4. What is an "independent educational evaluation"? .... Page 5

[1] See the IEP Process Guide for information on how a student's IEP is developed and implemented.

PNPS 2009   Page 1 of 15
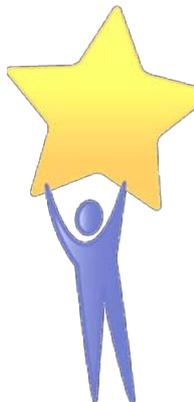
Questions?

★ How do you see accommodations and modifications used for your child in a tiered system of support?

★ How do you think the collaboration between general and special educators will change?

★ What has been your involvement in the collaborative team problem solving process?

Massachusetts Tiered System of Support (MTSS)

RTI

★ *Response to Intervention (RTI) is a **multi-tiered approach** to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.*

  ★ *From the RTI Action Network*

MTSS

★ Creates successful and sustainable systems and provides the most effective curriculum, instruction and assessment for all students.

★ Creates a single system that provides a continuum of multiple supports (academic and behavior) for all students.
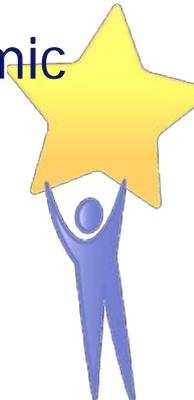
Special Education Eligibility Specific Learning Disabilities

Evaluation Method

★ Districts **MAY** use a *scientific, research-based intervention model* as an *eligibility determination process*
(Model of Tiered Instruction)

★ Districts **MAY** use the *IQ / achievement discrepancy model* as an *eligibility determination procedure*

Federal Regulations 34 CFR Parts 300 and 301

300.307 Specific Learning Disabilities

ED.gov

Special Education Evaluation Process

Districts / schools *choosing* to use a *scientific, research-based intervention model (Model of Tiered Instruction)* as an *eligibility* determination *process* must work within the *45 SCHOOL WORKING DAYS* after *receipt* of a parent's *written consent* to an initial evaluation or reevaluation *(continued on next slide)*

603.CMR28.00 Massachusetts Special Education Regulations
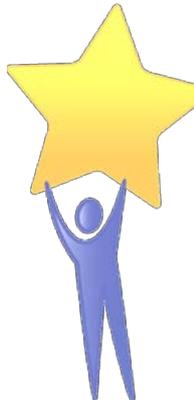28.05:(1) The Team Process and Development of the IEP

Special Education Evaluation Process

…. unless extended by *mutual* written agreement of the *child's parents* and a group of qualified *professionals.*

Federal Regulations 34 CFR Parts 300 and 301

300.309 (c) Determining the Existence of a Specific Learning Disability.

How do you think a tiered system of support will improve the eligibility for Specific Learning Disability (SLD) process?
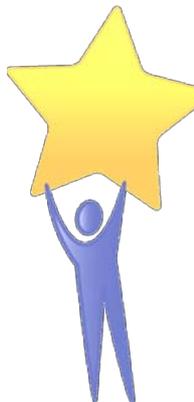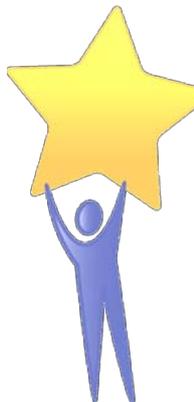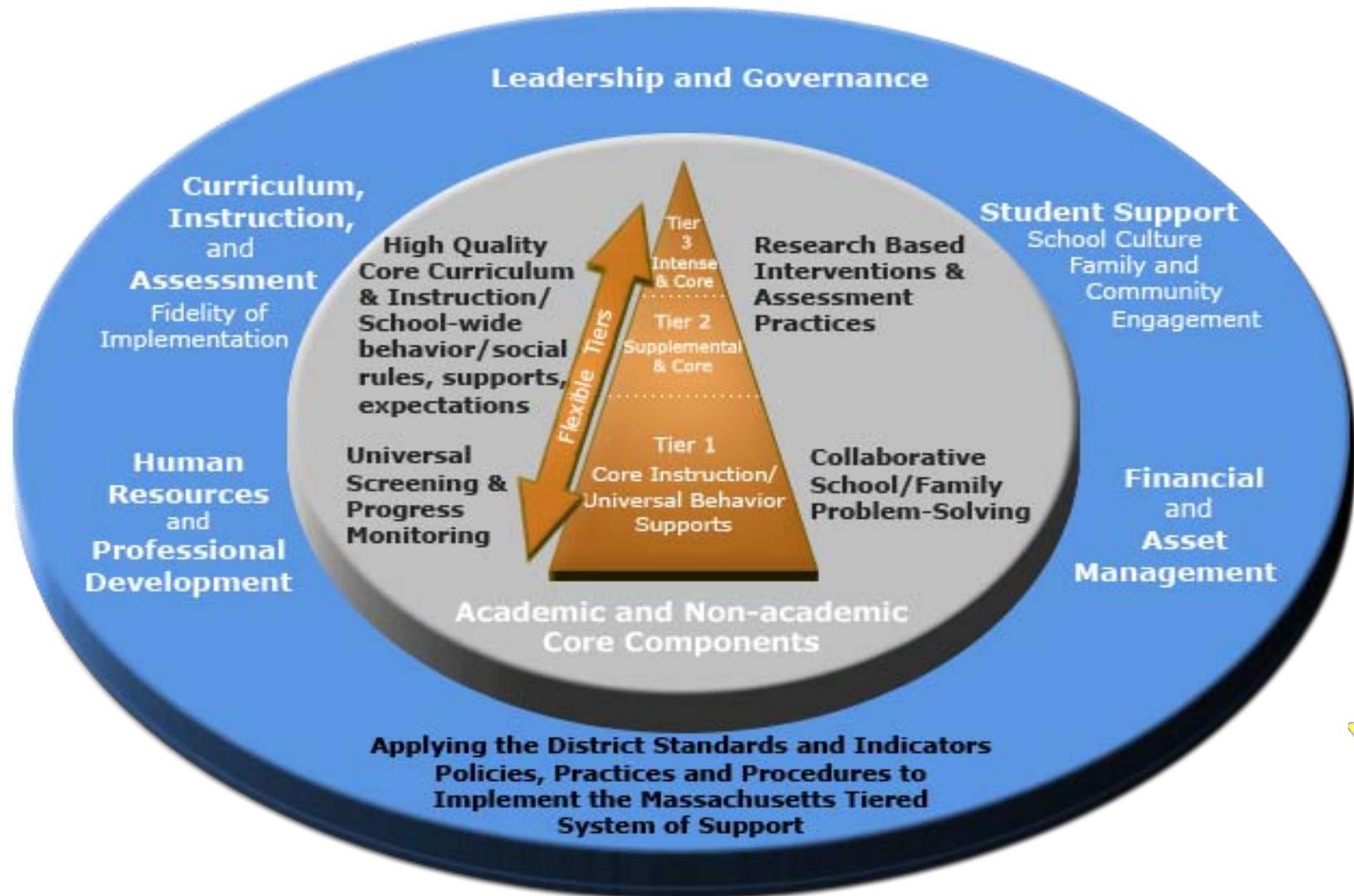
Connections to Student Support Services

★ Behavioral Health & Public Schools Task Force Framework

★ Bullying Prevention and Intervention

★ Family School Community Partnerships Fundamentals

★ MA Model for Comprehensive School Counseling
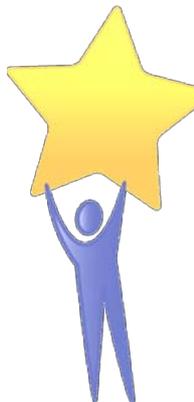
★ Social Emotional Learning Guidelines

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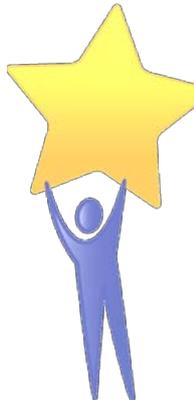# Blueprint for the Massachusetts Tiered System of Support

MTSS - Working Group

What is important for a parent to know about a tiered system of support?

Questions?

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