

Visions of Community 2011

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The Massachusetts Tiered System of Support

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Massachusetts Tiered System of Support (MTSS)



- Creates successful and sustainable systems change and provides the most effective instruction for all students.
- Creates a single system that provides a continuum of multiple supports for all students
 - Academic
 - Non-academic



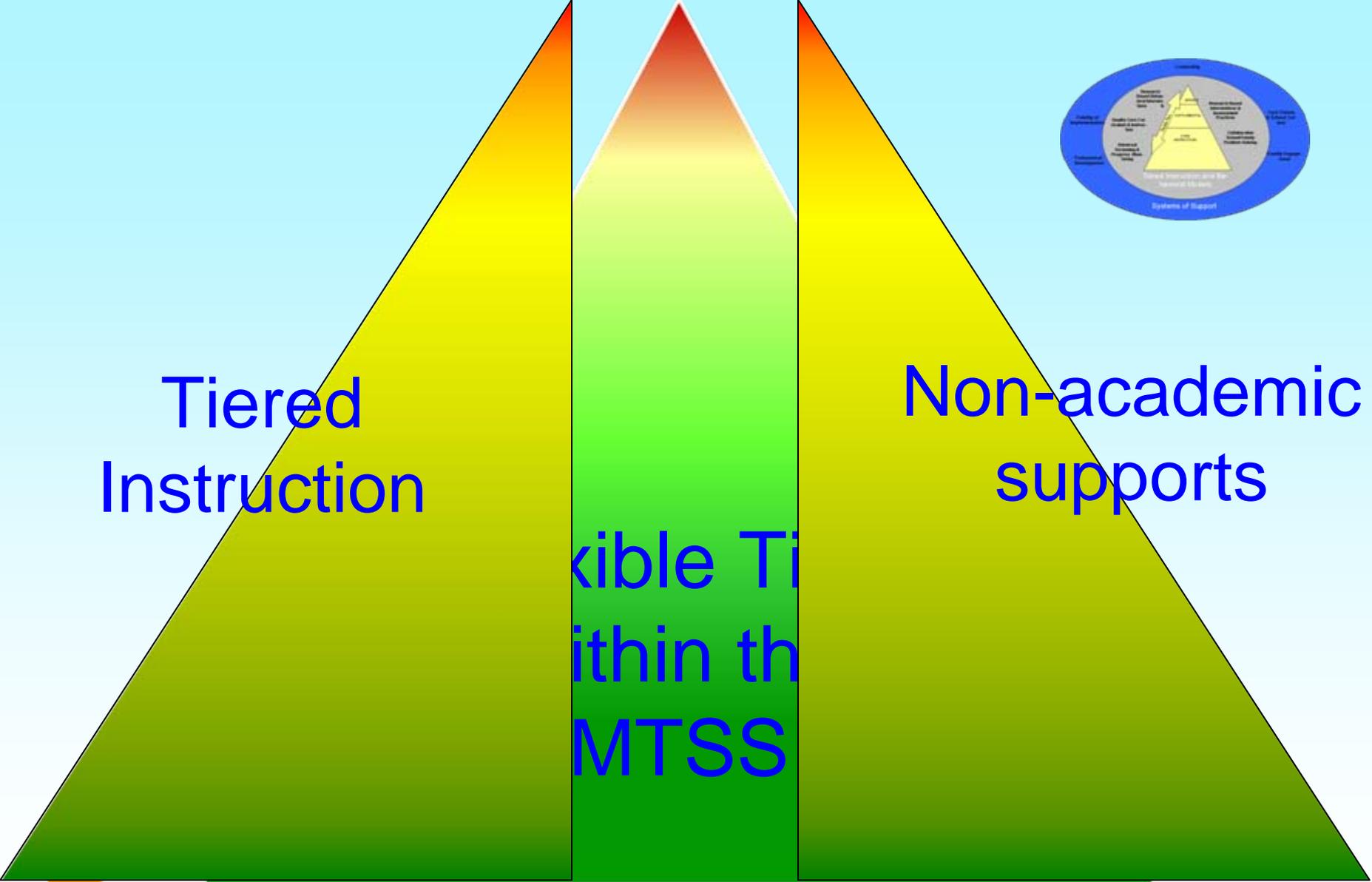
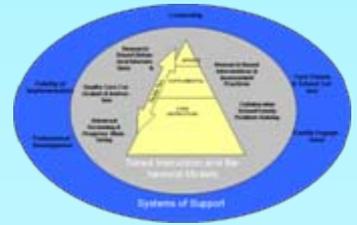
Massachusetts Tiered System of Support (MTSS)

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 change and provides the most effective instruction for all students.
- Creates a single system that provides a continuum of multiple supports (academic and behavior) for all students.



Tiered
Instruction

Non-academic
supports

Flexible Tiering
within the
MTSS



Questions?

MTSS

- Tiered Instruction
- Non-Academic Supports

- RTI compared to Tiered Instruction



Tiered instruction is a:

- data-driven
- Prevention
- early detection
- support system



ACCOUNTABILITY AND ASSISTANCE FOR SCHOOL DISTRICTS AND SCHOOLS
REGULATIONS
603 CMR 2.00

Accountability and Assistance for School Districts and Schools

Tiered instruction provides:



- high quality core educational experiences for all students; and
- targeted interventions to struggling students who experience learning or behavioral challenges

ACCOUNTABILITY AND ASSISTANCE FOR SCHOOL DISTRICTS AND SCHOOLS
REGULATIONS
603 CMR 2.00

Accountability and Assistance for School Districts and Schools

Students' social, emotional, and health needs:

The school creates a **safe school environment**
and

makes effective use of a system for addressing the

- social,
- emotional, and
- health needs of its students



ACCOUNTABILITY AND ASSISTANCE FOR SCHOOL DISTRICTS AND SCHOOLS
REGULATIONS

603 CMR 2.00

Accountability and Assistance for School Districts and Schools

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.

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. The IEP must provide instruction that is tailored to your student’s unique needs and include 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 public expense, and who seek public special education services.

Both state and federal laws contain rules that school districts must follow when opening if a student is eligible for special education and, if so, what services the student will receive. These laws also provide certain protections 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 goal in the law is to ensure the best possible outcome for 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 (DESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with the school district to make sure that your student receives appropriate educational services. The DESE maintains extensive information for parents and school districts on its Internet Webpages. A [link of the DESE Webpages](#) 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 “due process notice” and when do you receive it? Page 2
2. What is “parental consent” and when must the school district get your consent? Page 3
3. Is the school district required to evaluate costs requested by a parent? Page 5
4. What is an “independent educational evaluation”? Page 6

See the IEP Process Guide for information on how a student’s IEP is developed and implemented.

Page 1 of 10

Questions?



General Responsibilities of the School District

- The school district shall provide such *staff training* in analyzing and *accommodating diverse learning needs* of all students in the *general education classroom*.
- The school district shall provide such *staff training* in methods of collaboration among teachers, paraprofessionals, and teacher assistants to *accommodate diverse learning needs*.

28.03: School District Administration and Personnel
28.03 (1) General Responsibilities of the School District

Responsibilities of the School Principal

Instructional Support

The *principal* shall implement the plan developed and adopted by the district to ensure that efforts have been made or will be made to *meet the needs of diverse learners in the general education program.*

28.03: School District Administration and Personnel
28.03 (3) Responsibilities of the School Principal

Responsibilities of the School Principal

Instructional Support (continued)

As part of his/her responsibilities, the *principal* shall promote *instructional practices responsive* to student needs and shall ensure that *adequate instructional support* is available for students and teachers.

28.03: School District Administration and Personnel
28.03 (3) Responsibilities of the School Principal

Responsibilities of the School Principal.

Instructional Support (continued)

Instructional support shall include *remedial instruction* for students, consultative services for teachers, *availability of reading instruction* at the elementary level, *appropriate services for linguistic minority* students, ...

The principal may consult with the *Administrator of Special Education* regarding *accommodations* and *interventions* for students.

28.03: School District Administration and Personnel
28.03 (3) Responsibilities of the School Principal

Responsibilities of the School Principal

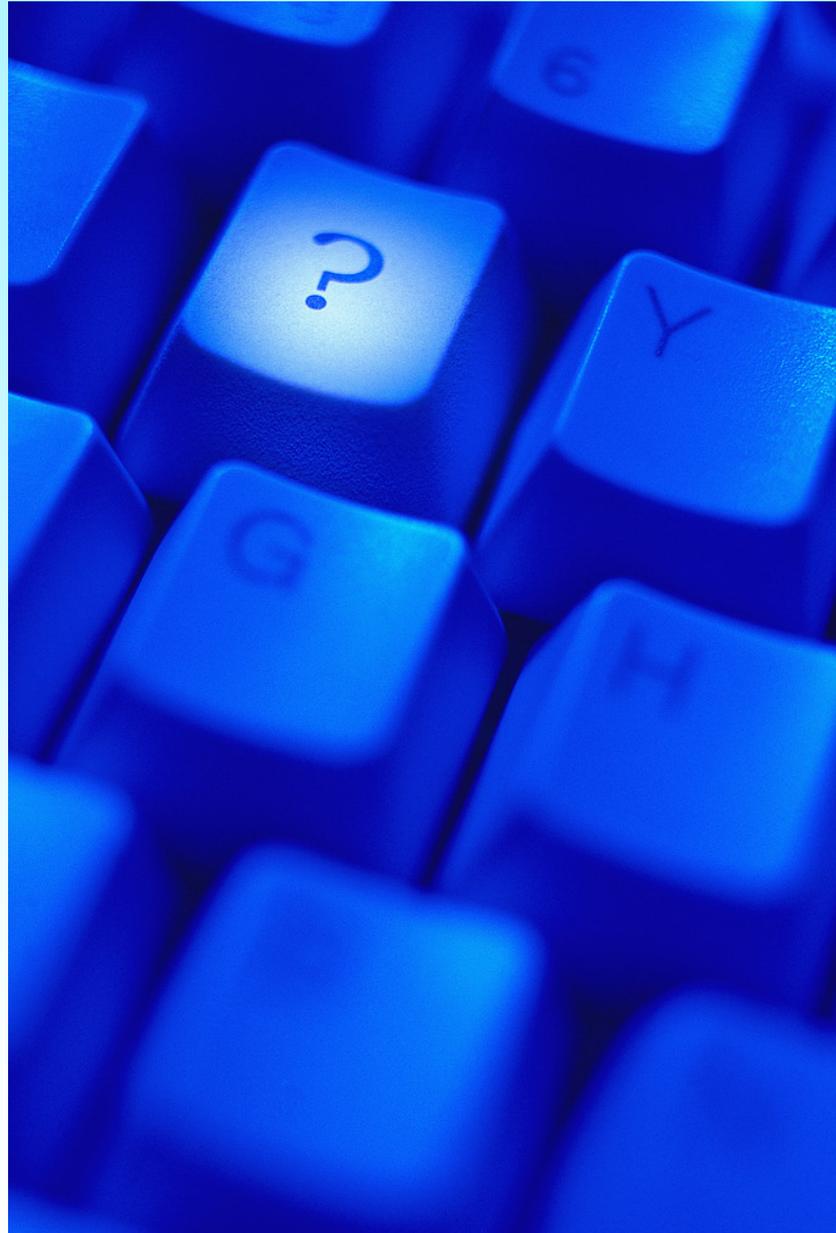
Instructional Supports (continued)

Additionally, if an individual *student* is *referred* for an *evaluation to determine eligibility for special education*, the principal shall ensure that *documentation on the use of instructional support services* for the student is provided as part of the *evaluation information* reviewed by the Team when determining *eligibility*.

28.03: School District Administration and Personnel
28.03 (3) Responsibilities of the School Principal

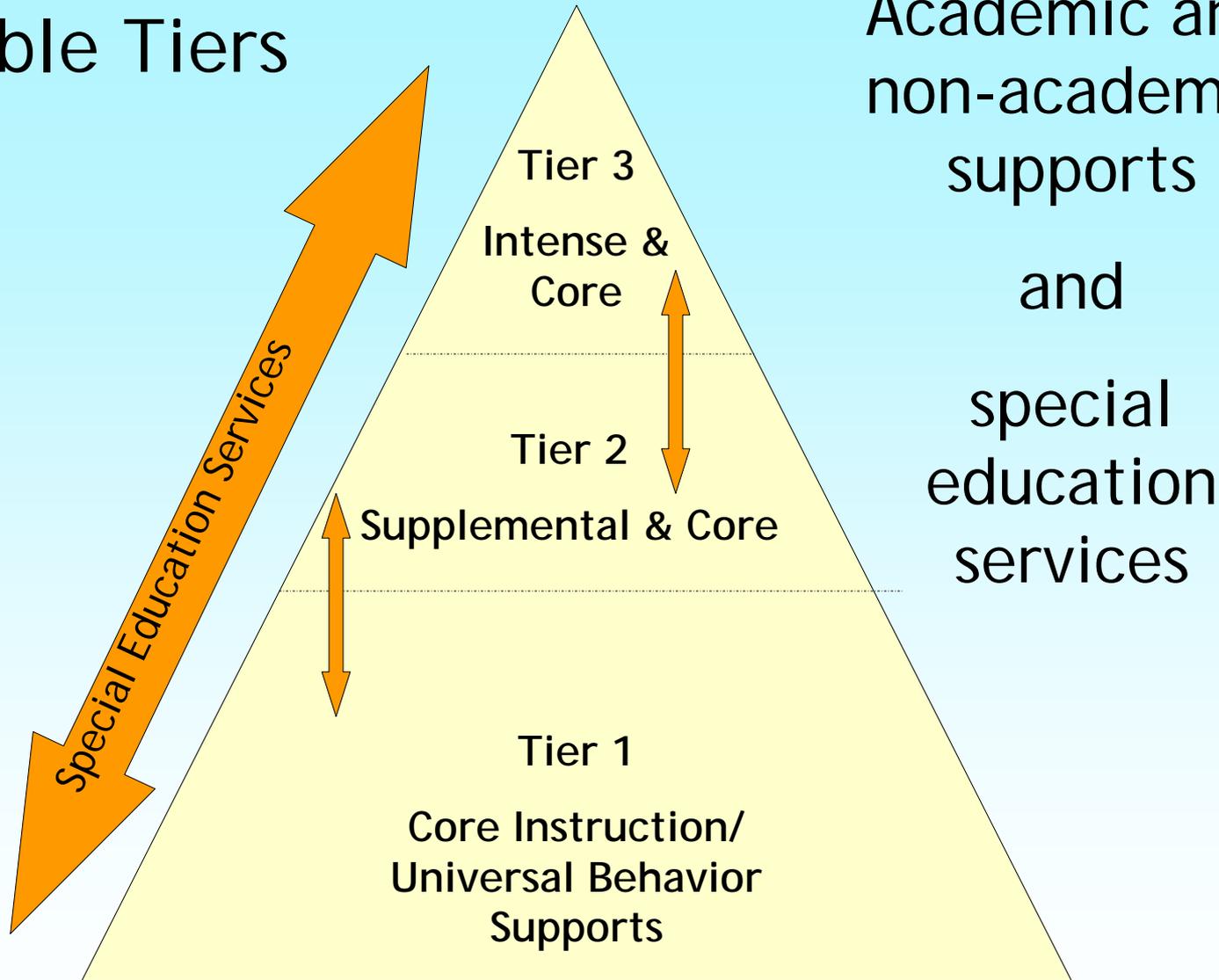


Questions?





Flexible Tiers



The Provision of Special Education Services within the MTSS Model

- Present Level of Performance
- Accommodations and Modifications
- Special Designed Instruction
- IEP Goals -
 - objectives
 - benchmarks

District Name:			
District Address:			
District Contact Person/Phone #:			
Individualized Education Program			
IEP Dates: from [] to []			
Student Name:	DOB:	ID#:	Grade/Level:
Parent and/or Student Concerns			
What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?			
Student Strengths and Key Evaluation Results Summary			
What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments? What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?			

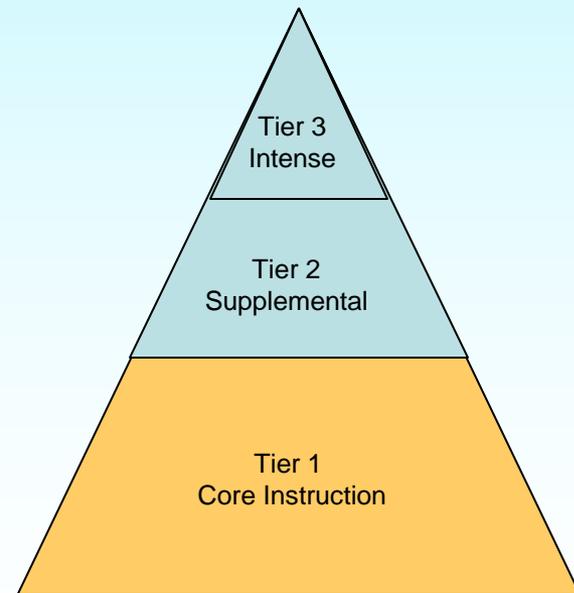


Tiered Instruction

Tier I - Students receive *core instruction* that includes *differentiation* and *extension* activities

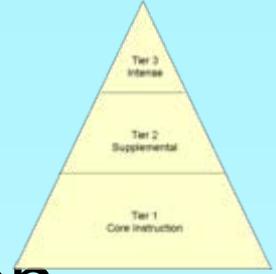
- **80-90% of total student population learn the key concepts through instruction in this tier.**

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



Tier I

General Education- Core Instruction



- Developed using the *Massachusetts' Curriculum Frameworks (Common Core)*
- 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



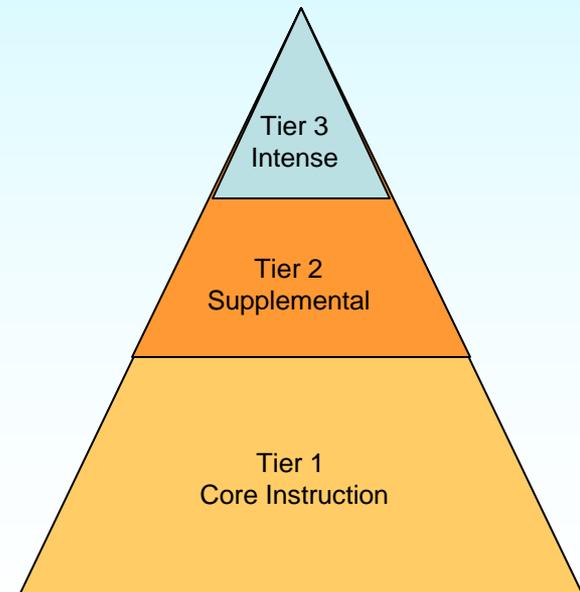
- Instruction is *differentiated* to serve the needs of *all* students
- *Ongoing use* of formative and summative assessment of *student learning*
- *Collaboration between educators and parents*
- Information from *student's IEPs* is incorporated into the design and instruction Tier 1.

Tiered Instruction

Tier II - Students who are *at risk* of not meeting grade-level expectations receive *supplemental* interventions in addition to *core* instruction

- **5-10% of total student population receive instruction through supplemental interventions**

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.

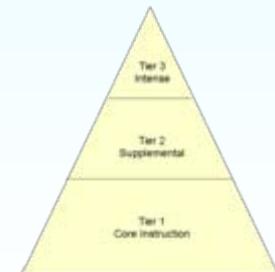
- *Research based interventions* are provided to enable *struggling* students to *access the core curriculum*
- Provided to students in a *targeted* and *short term* manner
- The interventions and assessments must be *valid* and *reliable* predictors of future performance for *targeted* students



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.

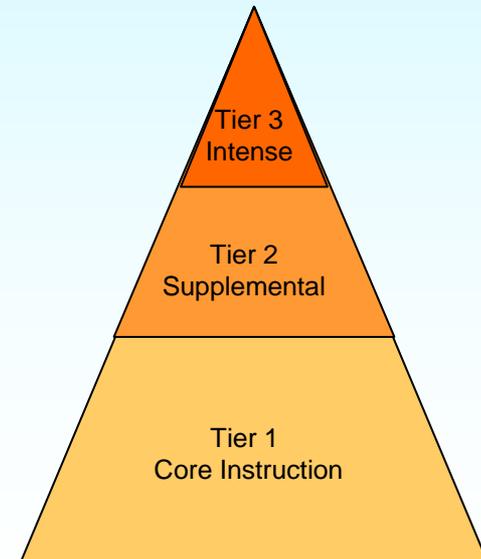


Tiered Instruction

Tier III - Students at *substantial risk* of not meeting grade-level expectations receive *intensive* interventions in addition to *core* instruction

- 1-5% of total student population receive instruction through these intense interventions

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.

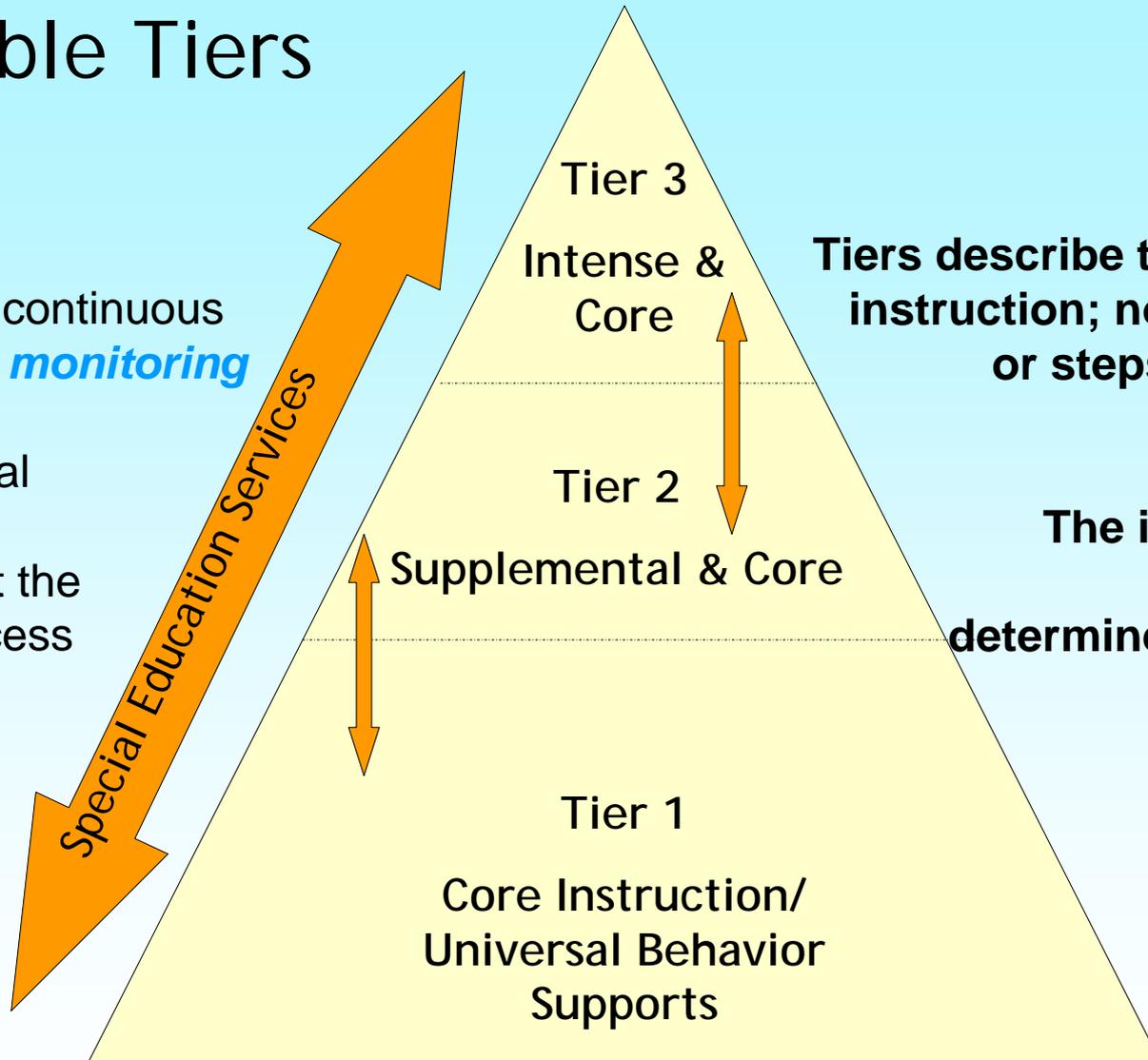
- Student's *progress* is monitored with *increased frequency* in this tier to drive the *decision* making process
- *Collaboration between educators and parents*
- Information from *student's IEPs* is incorporated into the provision of appropriate interventions.

Next year come to see the Non-Academic
Supports slides.



Flexible Tiers

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



Tiers describe the intensity of instruction; not a placement or steps in a process.

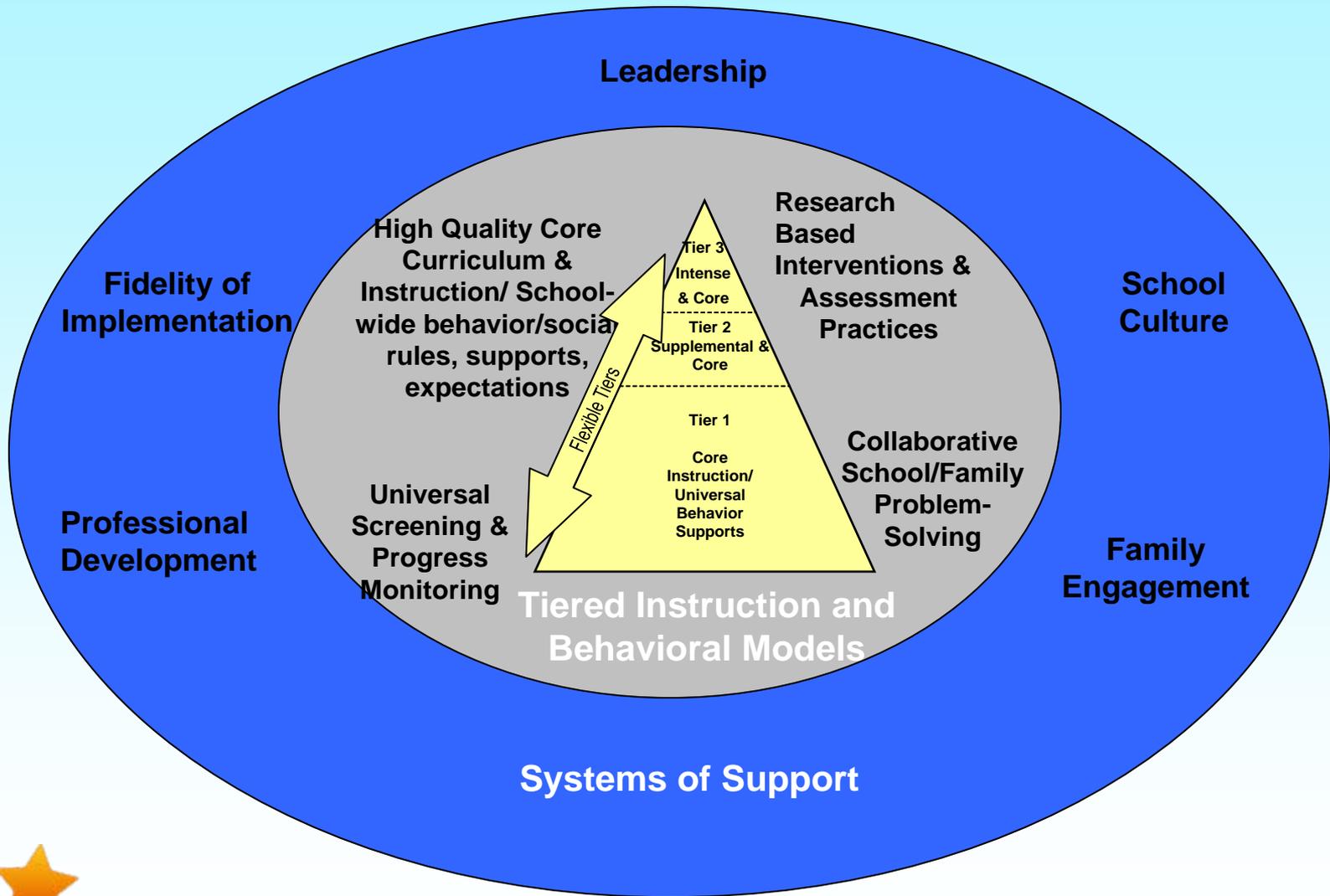
The intensity of the instruction is determined by the data.



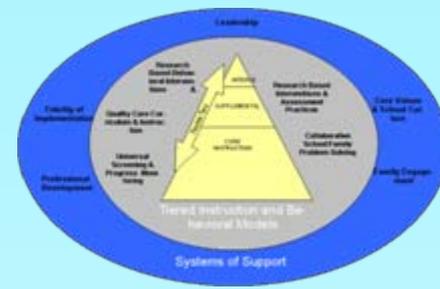
Questions?



Framework for the Massachusetts Tiered System of Support



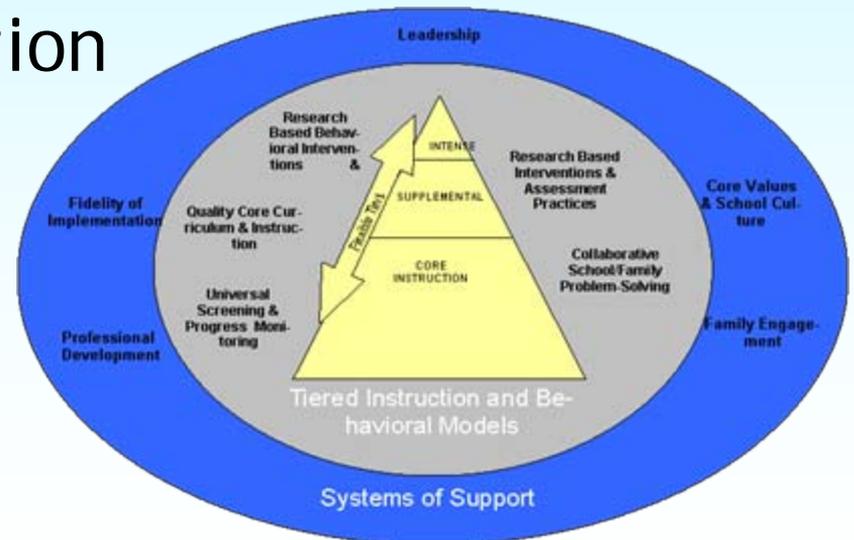
Inner circle Components



- High Quality Core Curriculum & Instruction/
School-wide behavior/social rules, supports,
expectations
- Universal Screening & Progress Monitoring
- Research Based Interventions & Assessment
Practices
- Collaborative School/Family Problem-Solving

Outer Circle Systems of Support

- Leadership
- Family Engagement
- Professional Development
- School Culture
- Fidelity of Implementation



Questions?





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.*



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