

Curriculum, Instruction, and Assessment Summit

Massachusetts Tiered System of Support MTSS – Non Academic

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Agenda

- ★ MTSS Overview
- ★ Behavioral Health and Public Schools Overview
- ★ PBIS – Improving School Climate
- ★ Q&A

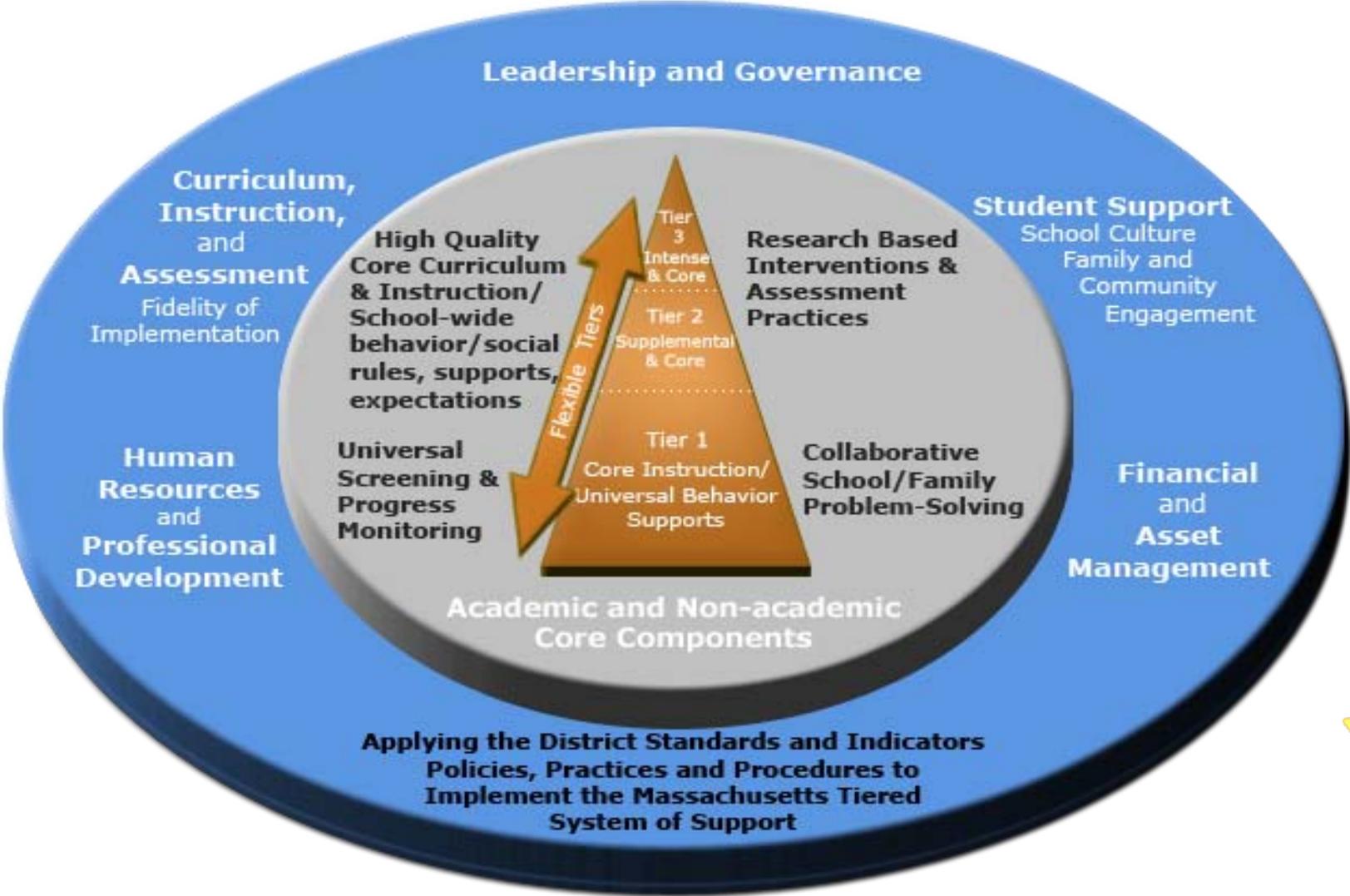


The Massachusetts Tiered System of Support (MTSS)

*MTSS focuses on **system level change** across the **classroom, school, and district** 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.***



Blueprint for the Massachusetts Tiered System of Support



Website

★ <http://www.doe.mass.edu/mtss/>





Interrelated Non-academic and Academic Supports



Academic Supports

Academic



Non-academic

Visible Ties
in the
SS

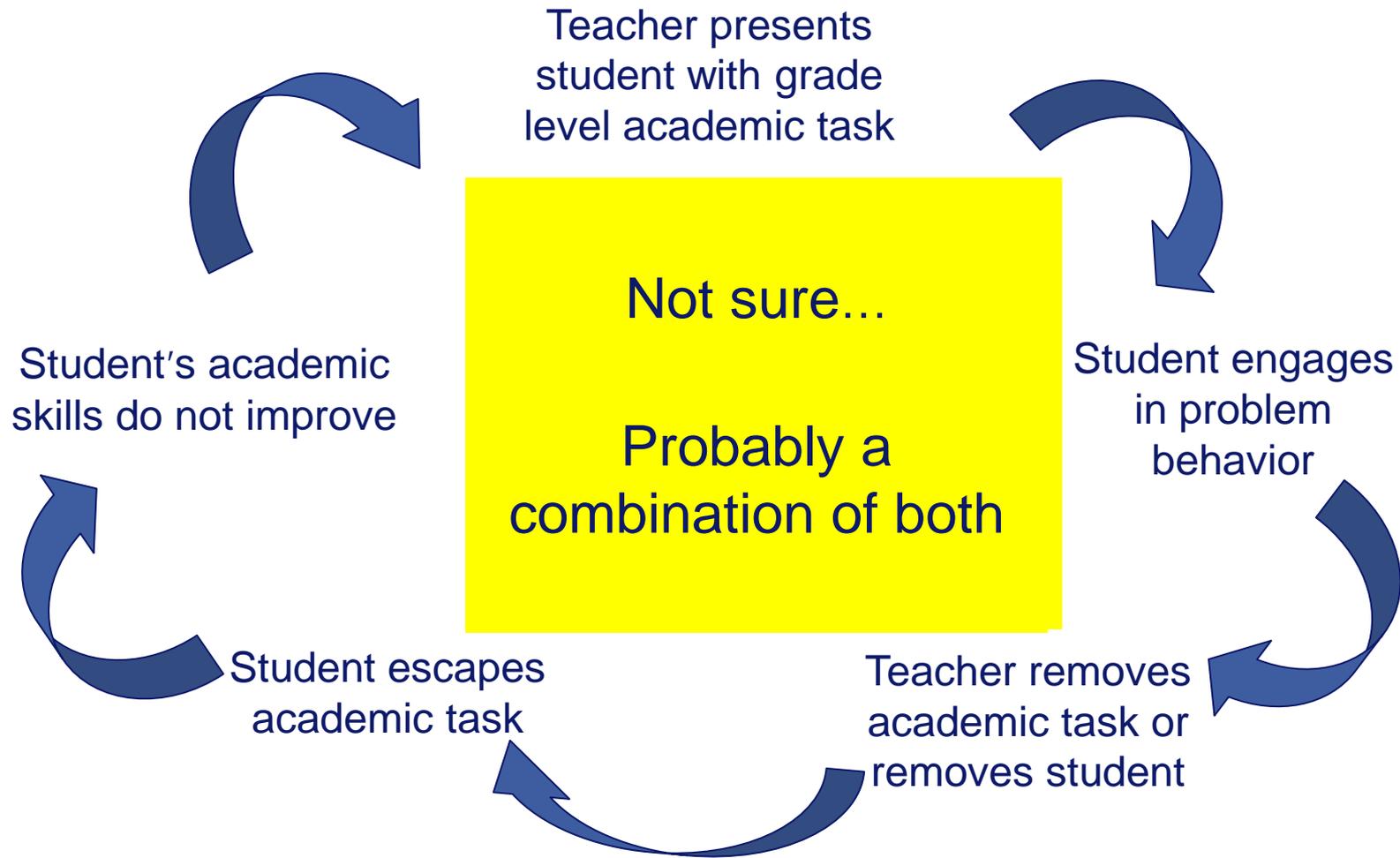
Non-academic Supports



Non-related Non-academic and Academic Supports



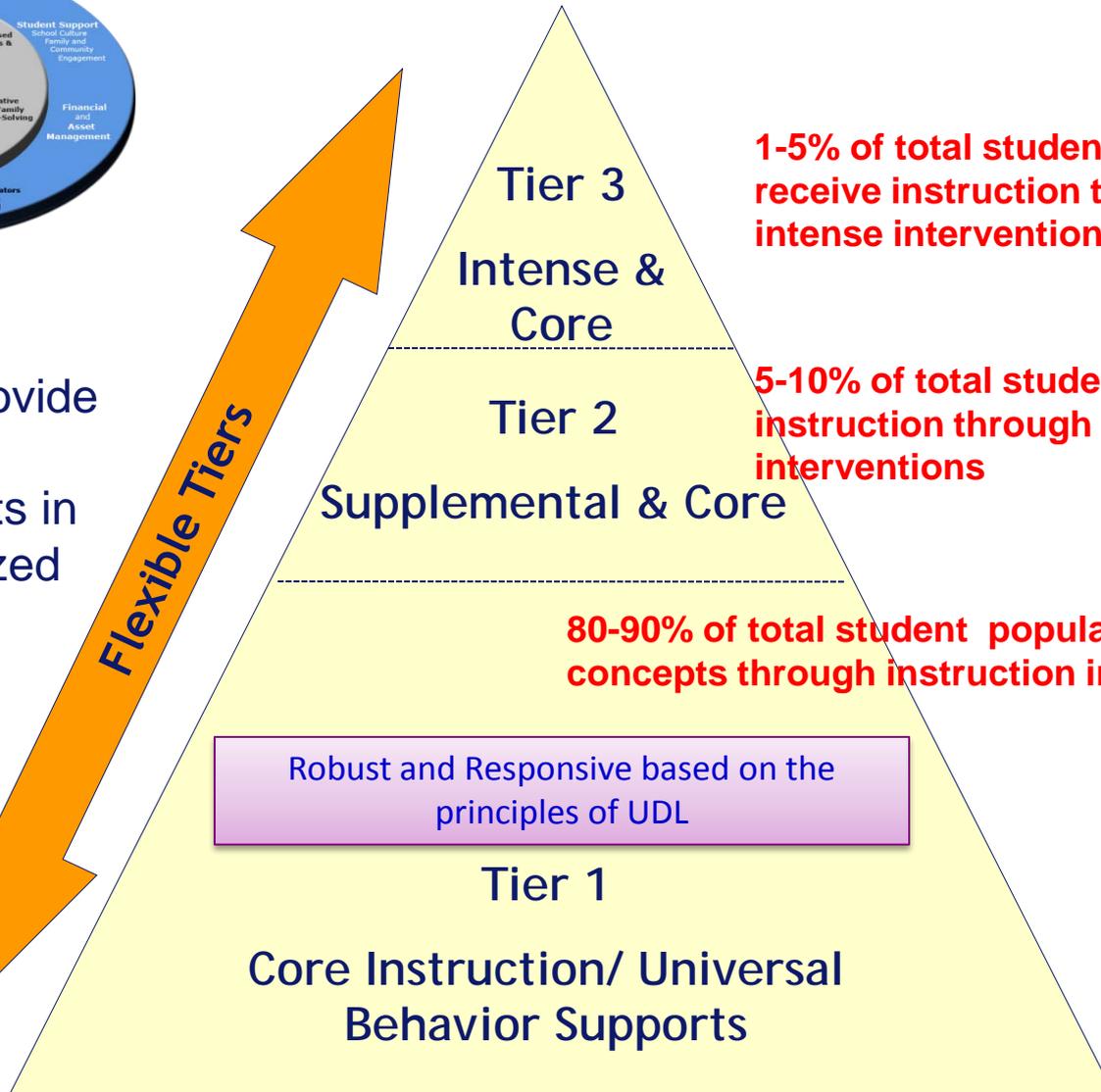
Cycle of Academic and Behavioral Responses





Increase progress monitoring and provide targeted instruction/supports in a more individualized way.

Flexible Tiers



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

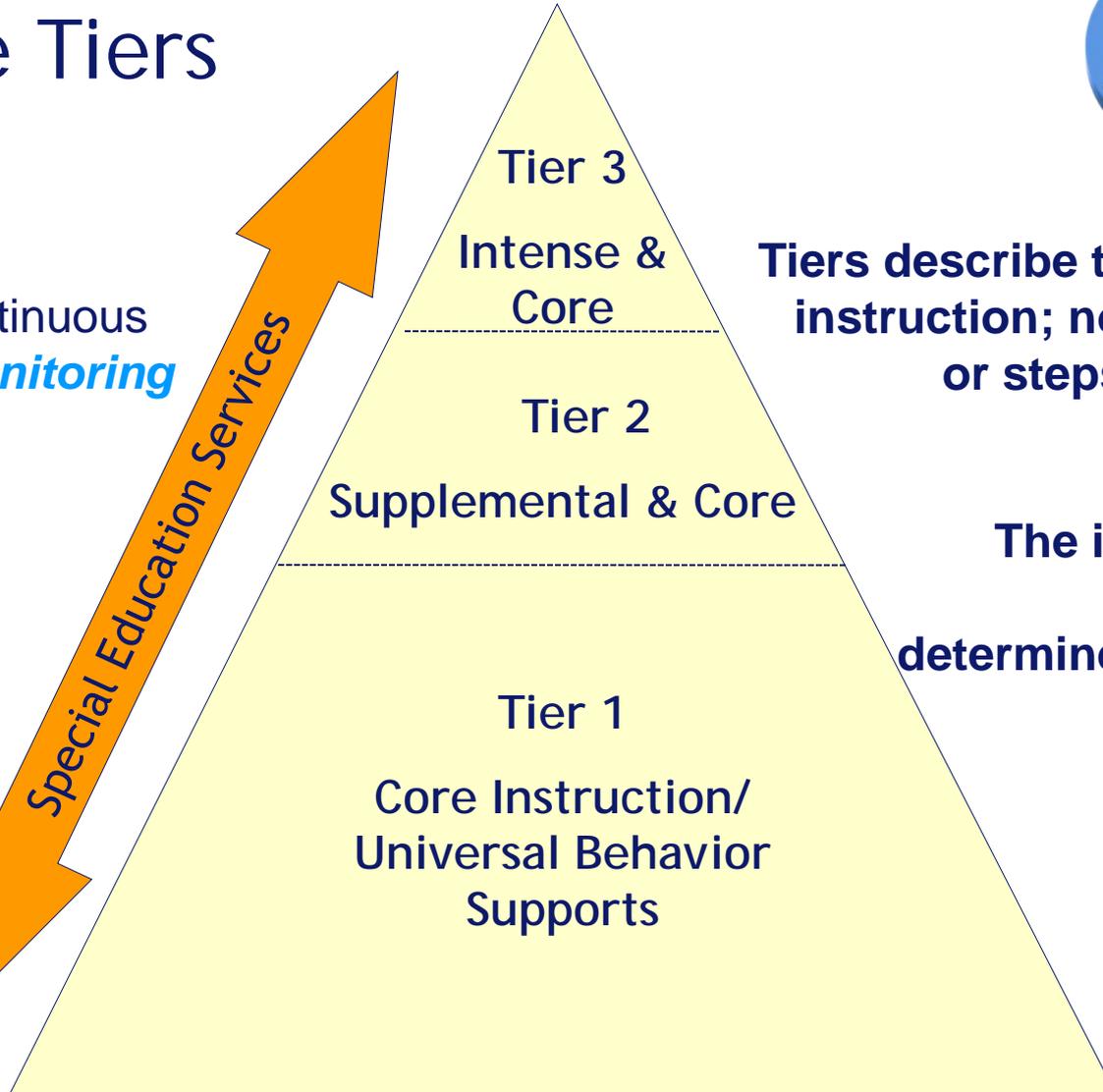
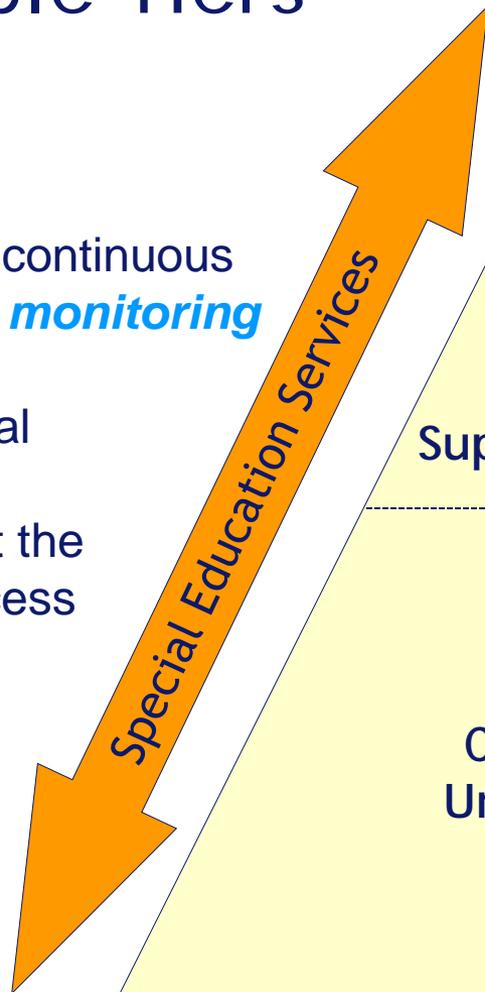
5-10% of total student population receive instruction through supplemental interventions

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



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.



Intensive

Targeted

Universal

Math problem solving

Reading Comprehension

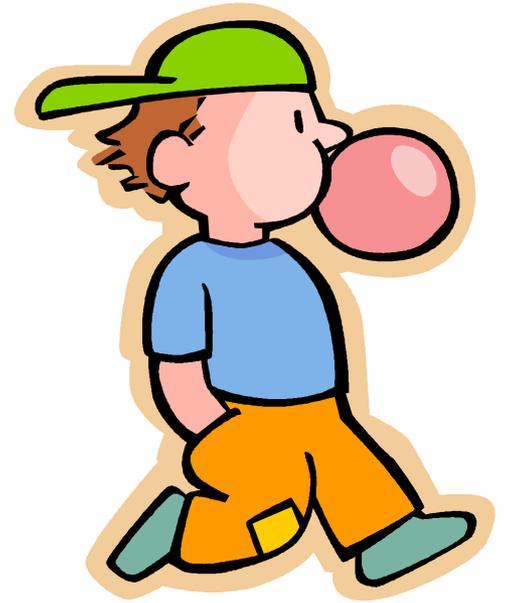
Math Calculations

Scientific inquiry

Reading Fluency

Social skills

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?



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Looking at Julia's data

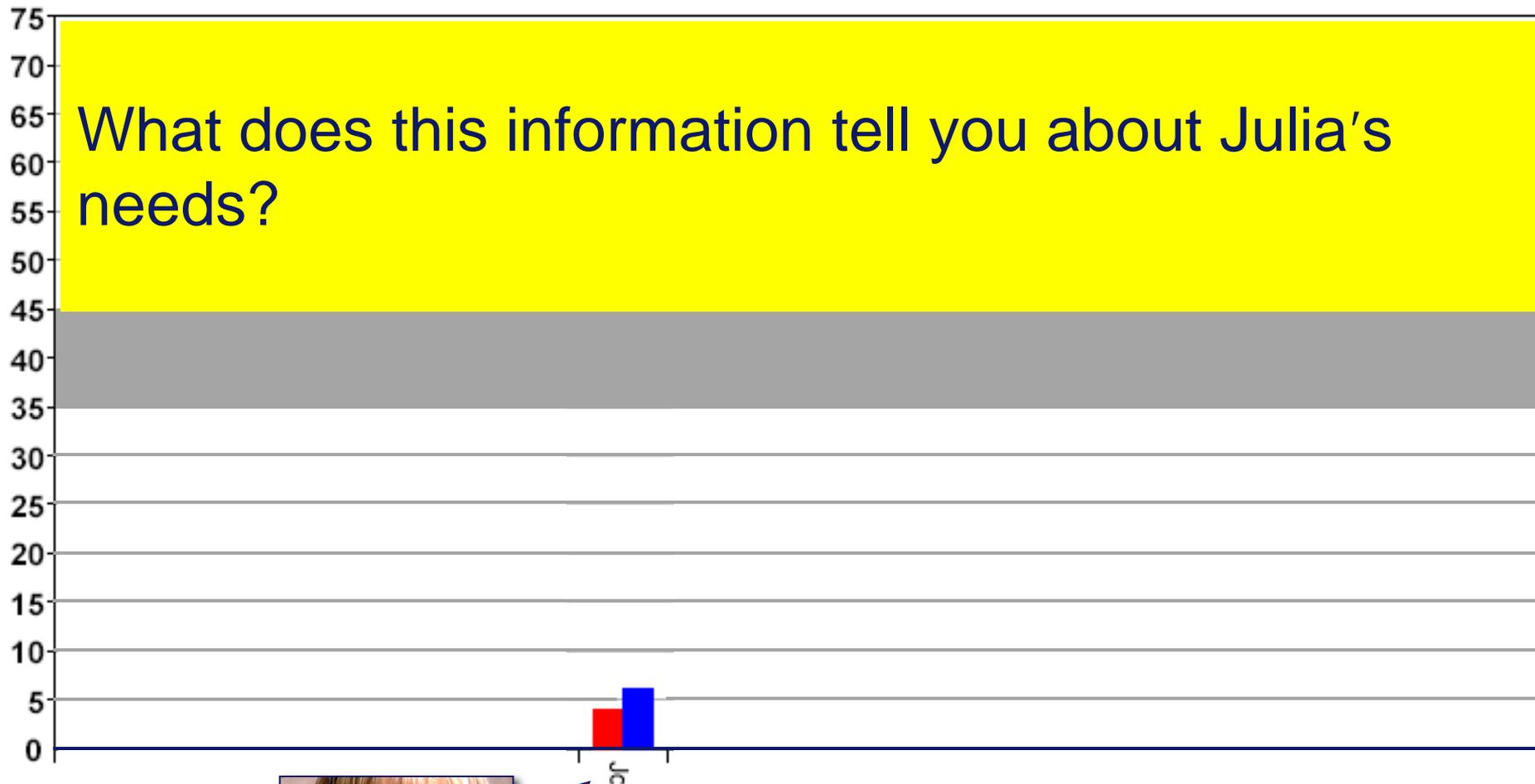
Problem solving from an individual student level to systems level



Slide from Steven Goodman – Director, Michigan's Integrated Behavior and Learning Support Initiative

End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency

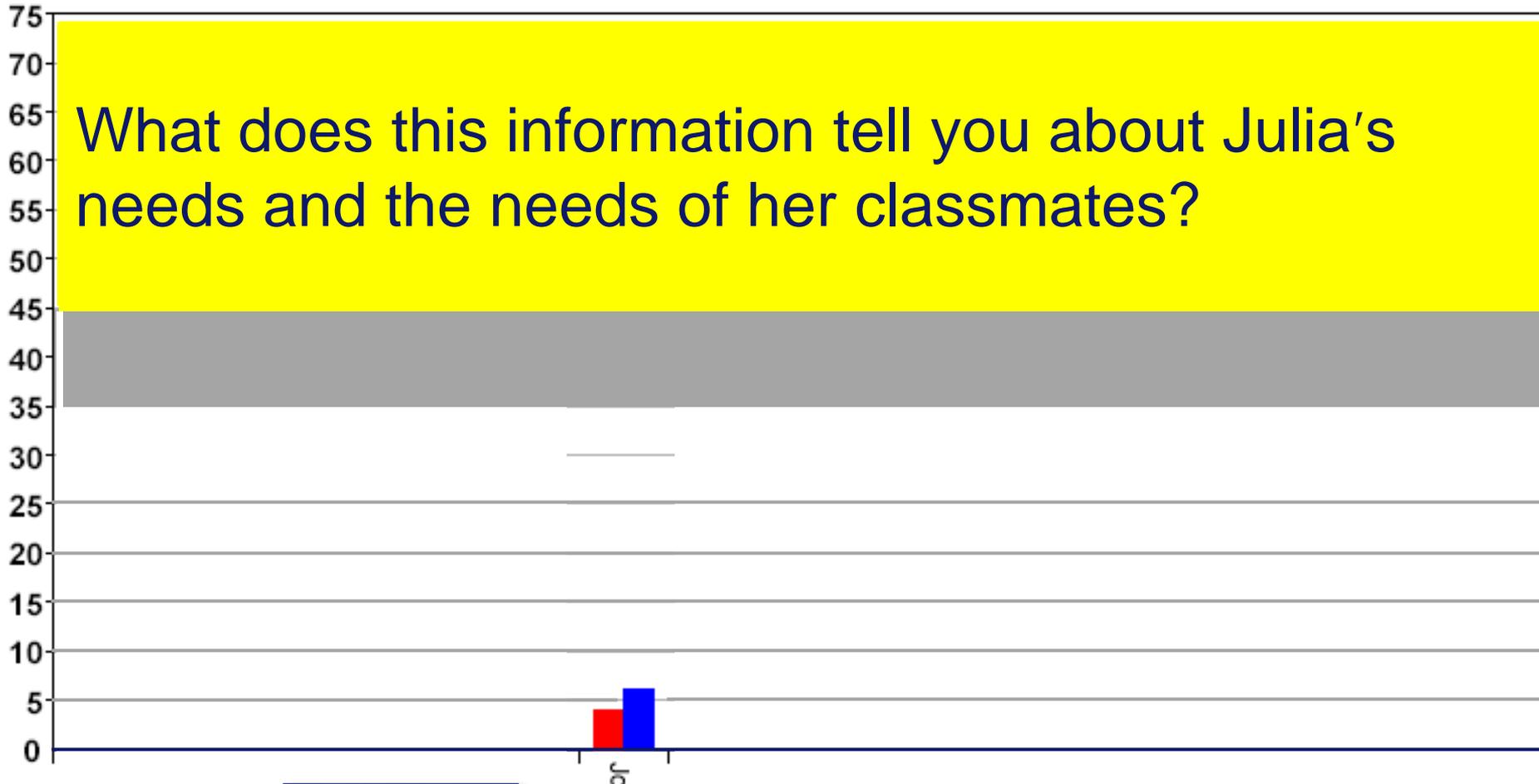


Slide from Steven Goodman – Director, Michigan's Integrated Behavior and Learning Support Initiative



End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency



What does this information tell you about Julia's needs and the needs of her classmates?

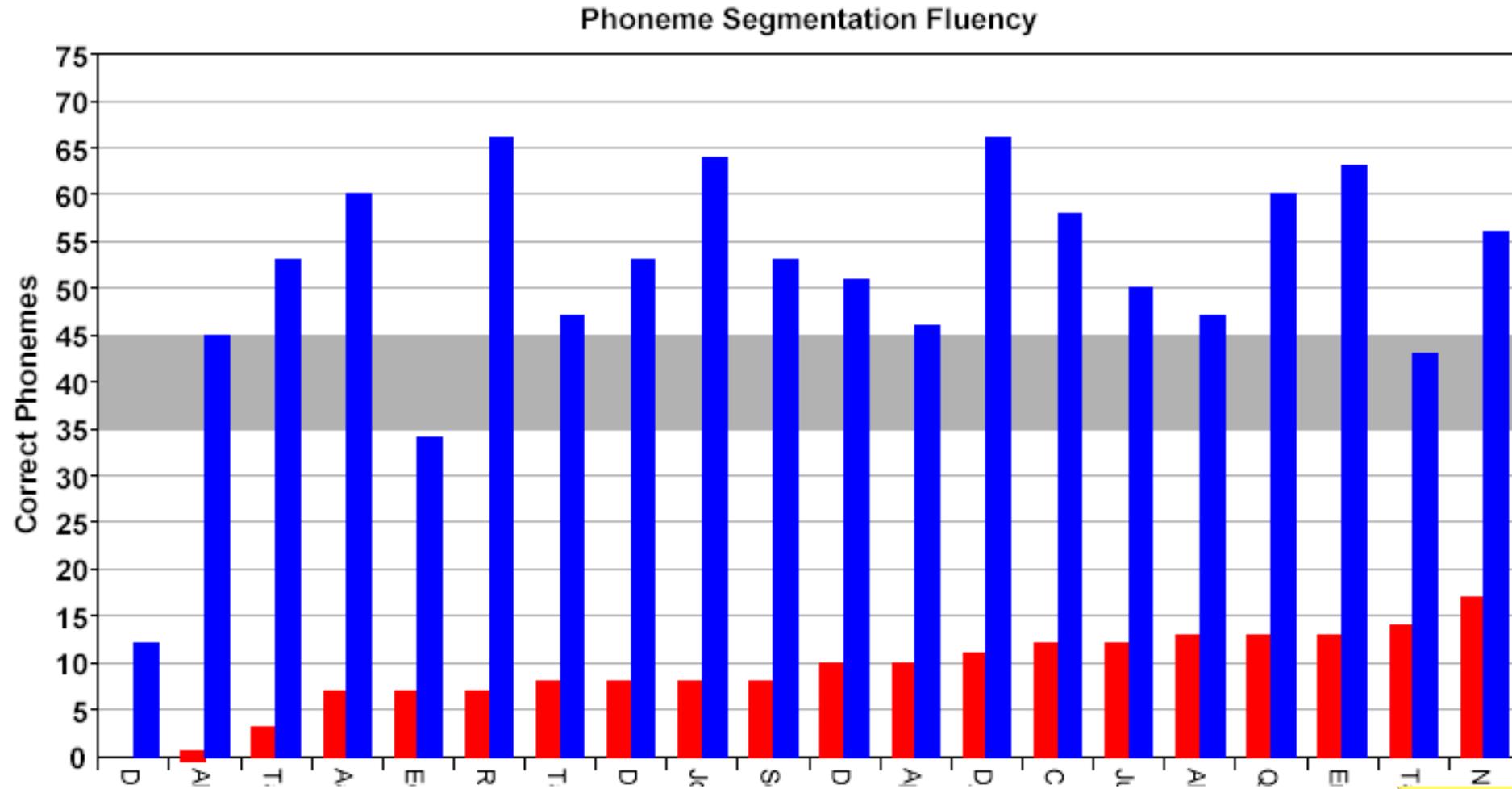


Julia

Slide from Steven Goodman – Director, Michigan's Integrated Behavior and Learning Support Initiative



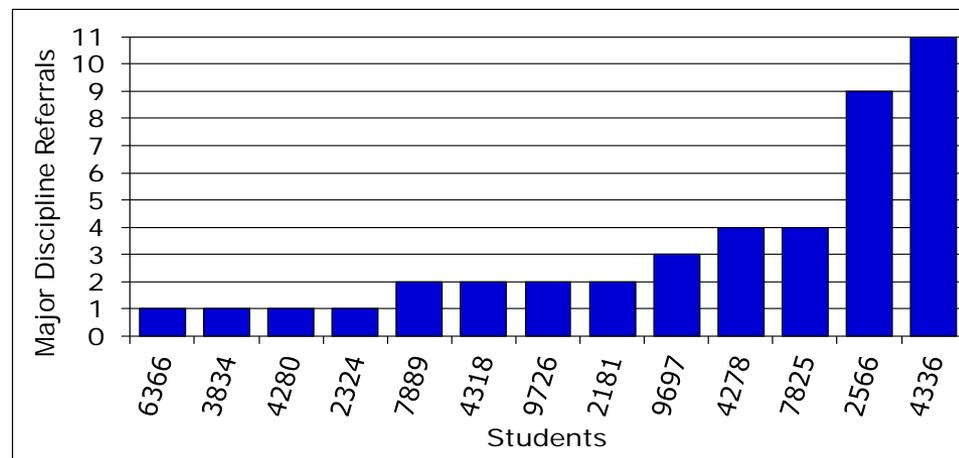
Same building, same grade, different teacher



Does this information change how you might support Julia? Her classmates?

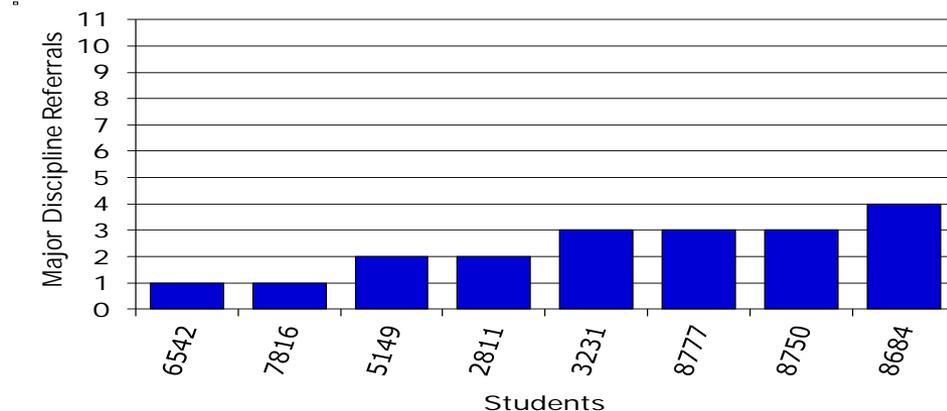
Major discipline referrals per student per class

Julia's class



Does this information change how you might support Julia? Her classmates?

Same building, same grade, different teacher



What does this information tell you about Julia's needs and the needs of her classmates?

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 includes various 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 [Title and Federal Law](#) contains 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 certain 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 goal in the use 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 (DESE), 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 DESE publishes extensive information for parents and school districts on its learner websites. A [Table of the GLE Website](#) is included at the end of this Notice.

This Notice provides you with important information on your rights 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 use 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:

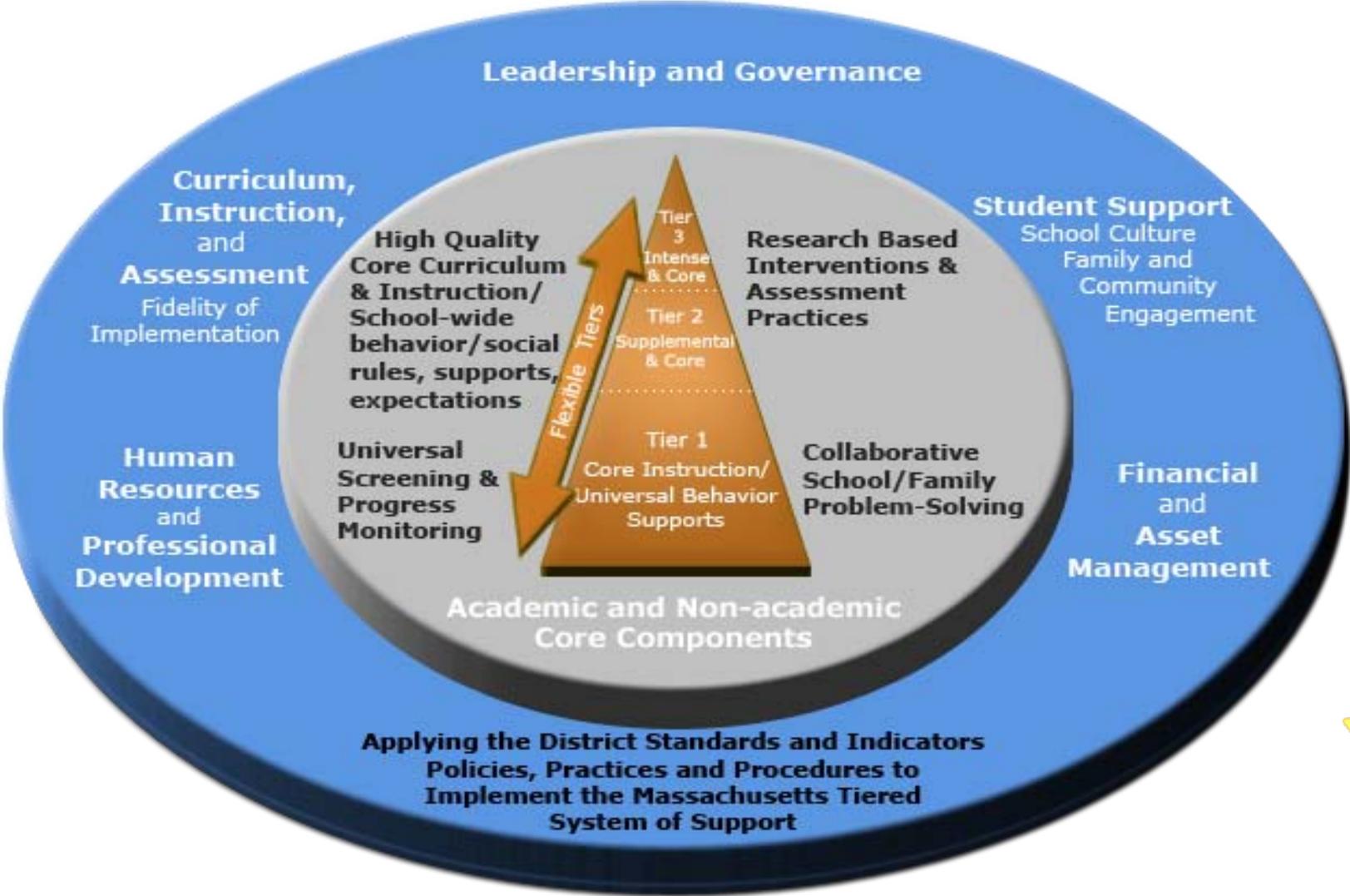
1. What is "due process notice" and when do you receive it? Page 2
2. What is "parental consent" and when must the school district ask for your consent? Page 2
3. In the school district required to evaluate your child by a parent? Page 2
4. What is an "independent educational evaluation"? Page 4

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

FAPE 2003 Page 1 of 15



Blueprint for the Massachusetts Tiered System of Support



Behavioral Health and Public Schools

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ESE Summit on Curriculum, Assessment & Instruction:
November 15-16, 2011



What is Behavioral Health?

The social, emotional, and behavioral well-being of all students, including but not limited to those with mental health needs. It involves the reduction of problem behaviors and the optimization of positive and productive functioning.

- ★ Students' behavioral health has a major impact on learning.
- ★ A supportive school climate reduces disruptive behaviors and results in better educational outcomes.

Adapted from the Guiding Principles of the [BHPS Framework](#).



BEHAVIORAL HEALTH AND PUBLIC SCHOOLS

BHPS Framework & Assessment Tool

[Chapter 321 of the Acts of 2008:](#)

An Act Relative to Children's Mental Health

Alignment with:

[MTSS, Conditions for School Effectiveness,](#)
[Bullying Prevention & Intervention,](#)
[SEL Curriculum Guidelines](#)



BULLYING PREVENTION AND SOCIAL EMOTIONAL LEARNING

Bullying Prevention and Intervention

[Chapter 92 of the Acts of 2010:](#)
An Act Relative to Bullying in Schools

Bullying prevention including evidence-based curricula
and school-based initiatives K-12

Incident reporting and investigation



Social Emotional Learning

Guidelines for the implementation of social and emotional learning (SEL) curricula K-12

Social and emotional learning

- ★ Self-Awareness
- ★ Self-Management
- ★ Social Awareness
- ★ Relationship Skills
- ★ Responsible Decision Making



★ Supportive School Environments

★ Early Interventions / Supplemental Supports

★ Intensive Services



RELATED WEBSITES:

Behavioral Health and Public Schools
Framework and Assessment Tool:
<http://BHPS321.org/>

Safe and Healthy Learning Environments:
Violence, Trauma, and Substance Abuse Prevention
<http://www.doe.mass.edu/ssce/safety.html?section=vtasa>

Bullying Prevention and Intervention /
Guidelines on Implementing SEL Curriculum
<http://www.doe.mass.edu/bullying/>

