Agenda

• Review MTSS Framework
• MTSS and Special Education
• Status of MTSS Implementation in Our Schools
  • Elementary (Grades TK-5/6)
  • Secondary (Grades 6-12)
• Next Steps
• Discussion & Questions
MTSS Framework

Students receive services at all levels, depending on need.
MTSS Framework

- **ALL STUDENTS**: Universal Support
  - Evidence-based priorities and practices that support the academic, behavioral, and social-emotional success of all students in the most inclusive and equitable learning environment.

- **SOME STUDENTS**: Supplemental Support
  - Additional services provided for some students who require more academic, behavioral, and social-emotional support.

- **FEW STUDENTS**: Intensified Support
  - Targeted academic, behavioral, and social-emotional support directed toward the few students with greater needs.

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*Universal Design for Learning (UDL), differentiated instruction, integrated education implemented at all levels of support.*
MTSS Framework

• A framework that supports equity-based inclusion to address students' academic, behavioral, and social-emotional learning within a fully integrated system of support.

• Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need.

• Advanced tiered interventions available for all students, regardless of eligibility for other supports and services, such as an individualized education plan (IEP) or an English learner plan.
MTSS Framework - Assessment

- A comprehensive assessment system includes:
  - Universal screeners which are conducted three times a year with all students
  - Ongoing formative assessments to monitor progress and adjust instruction as needed
  - Collaboration between grade level and/or content area educators and special educators to monitor and support students’ academic progress
  - Data to identify students who need more or less intensive supports and guide instructional decisions
MTSS Framework - Assessment

• Progress monitoring data is gathered to:
  ✓ Ensure students are acquiring the academic content
  ✓ Ensure students are progressing behaviorally and social-emotionally
  ✓ Provide information on the effectiveness of instructional practices, resources, curriculum, and programs

• Supplemental and intensified interventions for all areas are:
  ✓ Matched by type and intensity to student need
  ✓ Research-based
  ✓ Delivered by skilled, trained teachers
  ✓ Have clearly defined parameters for access and exit
  ✓ Have procedures to monitor overall effectiveness of the intervention
MTSS Framework: Summary

• MTSS ensures access to the *least restrictive environment* where:

  ✓ All students, regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided the most inclusive learning environment

  ✓ Inclusive academic instruction moves away from previous instructional practices where students were segregated and placed in separate classrooms

  ✓ Equitable learning environments ensure all students have the opportunity to participate in the general education curriculum, instruction, and activities of their grade level peers

*Promoting “All Means All” which ensures schools successfully implement efforts to meet the needs of each and every student.*
MTSS and Special Education

MTSS provides a coherent system of education where:

✓ All students, including students with disabilities, are considered general education students first
✓ Every student receives access to grade level curricula and California state standards
✓ Most students are served exclusively in the general education classroom
✓ Students with disabilities benefit from general education teachers and education specialists collaborating to provide optimal instruction.

This means that students with disabilities have access to the same system of support as their peers, including Universal Support, Supplemental Support and Intensified Support within the inclusive practice of the MTSS framework.
MTSS and Special Education

Common structures and practices to leverage support:

• Inclusion
  • Students with disabilities are placed in the same general education setting with their non-disabled peers, with appropriate accommodations and supports to allow for access to the curriculum

• Inclusive Practice
  • Instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings

• Co-Teaching
  • Two or more professionals jointly deliver substantive instruction to a diverse, blended group of learners primarily in a single, physical space
Our Status of MTSS Implementation

Elementary (Grades TK-5/6)

- Common Data Inquiry and Intervention Cycle (p. 25 in Board Packet)
  - Elementary Assessment Plan
  - Tiered Interventions
  - Student Study Team and Section 504 Plan Forms
- Related Professional Development and Collaboration
- Standards Aligned Report Cards
Our Status of MTSS Implementation

Secondary (Grades 6-12)

- Site-based planning and MTSS development
- Connected to WASC Accreditation Plans and AVID Plans
- Shared cycle for intervention and assessment (pp. 26-27 in board packet)
- Interventions built into master schedules
- Collaboratively developed behavior, academic and social-emotional sides of the Pyramid with examples of supports in each tier (pp. 28-30 in board packet)
- Intervention teachers being added at secondary schools
Next Steps

- Continue site-based development based on site needs, data, and resources.
- Continue district level support through:
  - Facilitation of collaborative development of MTSS
  - Providing resources
  - Providing coaching
  - Professional development
- Begin the 2021-22 LCAP planning process and consider related MTSS needs and priorities.
Discussion & Questions

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