

Act 173 Census-Based Funding Advisory Council Meeting

March 4, 2019

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VTmtss and IEP Requirements



Appreciative Inquiry 1

- **What do you expect to hear from this presentation?**
- **What questions do you hope to have answered?**
- **Take a few minutes and jot down what you think about when you hear multi-tiered system of supports.**

Objectives

- **Share information about:**
 1. **Definition of a multi-tiered system of supports**
 2. **Theory of Action for Section 12 of Act 173**
 3. **Brief VT history of supporting students who struggle**
 4. **VTmtss Framework: equity and layered supports**
 5. **VTmtss and Act 173 Language**
 6. **Child Find**
- **Q and A**

Working Definition

(under revision)

- A multi-tiered system of supports (MTSS) is a **comprehensive**, **evidence-based**, and **systemic framework** for teaching and learning that unifies general and special education in an intentional, ongoing *collaboration*.

MTSS is designed to...

...meet students' academic and non-academic needs.

...provide students with differentiated and intensified assessment, instruction, and intervention.

...rely on appropriately qualified professionals and their expertise to implement the framework.

Theory of Action

- ***If Supervisory Unions implement and standardize the components of EQS, the VTmtss Framework and the DMG Report Opportunities, using a model of continuous improvement, then they will be able to improve and expand their delivery of service to students who struggle.***

History of Systemic Change

- **2000 Education Support Services (ESS) as State Statute**
- **2006 Positive Behavior Interventions and Supports (PBIS)**
- **2007 State Personnel Development Grant 3 (SPDG)**
- **2012 SPDG 4 (Field Guide 1.0)**
- **2013 Schoolwide Integrated Framework for Transformation (SWIFT)**
- **2014 Education Quality Standards (EQS)**
- **2016 Multi-tiered System of Supports (MTSS) replaced ESS Language in Title 16**
- **2016 MTSS Team created at the AOE**
- **2019 VTmtss Field Guide**



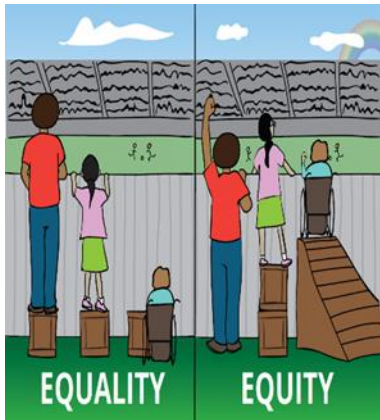
VTmtss Framework

- **Supports all initiative**
- **Systemic**
- **SU-level focus**
- **Focus on adult activities and systemic resources**



Beyond the Fence

Center for Urban Education topic on “Equity and Student Success”



In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



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Layered Supports

- **Scenario 1-SU Level**
- **Scenario 2-School Level**
- **Scenario 3-Student Level**
 - Full spectrum of learners

5 Components & 5 Opportunities

- **Components and Opportunities are not the same thing!**
- **The components are descriptions of parts of a whole framework – VTmtss.**
- **The opportunities are some of what can take place within the framework.**
- **Both originated through efforts to support students who struggle and both describe systems that are well designed to support all students.**

Language Agreement in Act 173

(g) ...The Agency of Education shall adopt policies and procedures to ensure that a school district's evaluation of a child suspected of having a disability is not denied because of implementation of the tiered system of academic and behavioral supports.

Language Conflict in Act 173

The policies and procedures shall include: (1) the definition of what level of progress is sufficient for a child to stop receiving instructional services and supports through the tiered system of academic and behavioral supports; (2) guidance on how long children are to be served in each tier; and (3) guidance on how a child's progress is to be measured.

Child Find

- **Child Find is codified in federal law.**
- **Parent requests for evaluation will continue to be addressed according to State Rules.**
- **The Components of the VTmtss Framework support the Child Find process.**
- **The VTmtss Framework does not delay evaluation.**

Clarifying Questions?



Appreciative Inquiry 2

- **What was new learning for you?**
- **What confirmed what you already knew?**
- **What questions still remain?**