

Early MTSS, VTmtss, and Special Education: How Early MTSS and VTmtss Can Help LEAs Meet Federal and State Requirements for Special Education

October 18, 2021

September: Key VTmtss Takeaways



- The VTmtss Framework consists of 5, innovation-neutral components:
 - Systemic Approach; Effective Collaboration; Comprehensive and Balanced Assessment; HQII; Professional Expertise
- VTmtss supports the work of all educators (including GenEd and specialized support service providers)
 - Administrators as key innovators
- VTmtss is distinct from the local level supports/structures that more directly impact student outcomes and support provision (ex: ESTs)

September: Key Early MTSS Takeaways



- ✓ A systemic framework that supports program wide/school wide implementation and sustainability of Evidence Based Practices (EBP) to fidelity
- ✓ Innovation neutral with social and emotional well-being at the core
- ✓ Increases instructional knowledge and use of EBPs across universal, targeted, and intensive needs
- ✓ Boundaries between tiers are seamless and fluid
- ✓ Utilizes Data Based, Problem Solving and Decision Making
- ✓ Builds a sustainable statewide system of high quality inclusive early childhood learning environments for each child
- ✓ Builds cross-sector coordination and mixed delivery model
- ✓ Builds vertical alignment and continuum with VTmtss

Today's Objectives

Participants will:

- Review the 4 essential questions that Early MTSS and VTmtss should be helping you to answer:
 - What local level supports/structures support schools in answering each of them?
- Review the Special Education rule change categories
- Identify systems improvement opportunities associated with rule change:
 - Improve our Special Education systems (3-21), including service delivery
 - Articulate critical connections between Early MTSS and VTmtss/support delivery
- Make connections across Early MTSS and VTmtss, local level supports/structures, and SpEd rule changes
- Receive a preview of our November rule change presentation
 - What will we be covering?
 - ACTIVITY: what do you need to know?

Early MTSS and VTmtss : Essential Questions for Student Supports

Your Early MTSS and VTmtss frameworks should inform and improve your ability to address the following questions:

1. How are students who need additional supports identified?
2. How are supports for those students identified?
3. How are supports being delivered?
4. How is student progress being monitored?

Implementing Rule Changes Locally

These are the school and LEA-level supports and structures that should be directly engaged in that work:

- General Education classroom instruction
- Evidence Based Practices/Interventions
- Public and Private Prekindergarten Education classroom
- Pyramid Model Practices
- Educational Support Teams (EST)
- Evaluation Planning Team (EPT)
- Individualized Education Programs (IEP) teams
- Response to Intervention (RTI)
- Coordinated and Standards-Aligned Curriculum
- Needs-Based Professional Learning (NBPD)
- Local Comprehensive Assessment Systems (LCAS)
- Positive Behavioral Interventions and Supports (PBIS)
- Section 504

Early MTSS and VTmtss Frameworks (1)

Existing local Support Systems....

...are evaluated through an Early and VTmtss lens...

...to become improved and expanded.



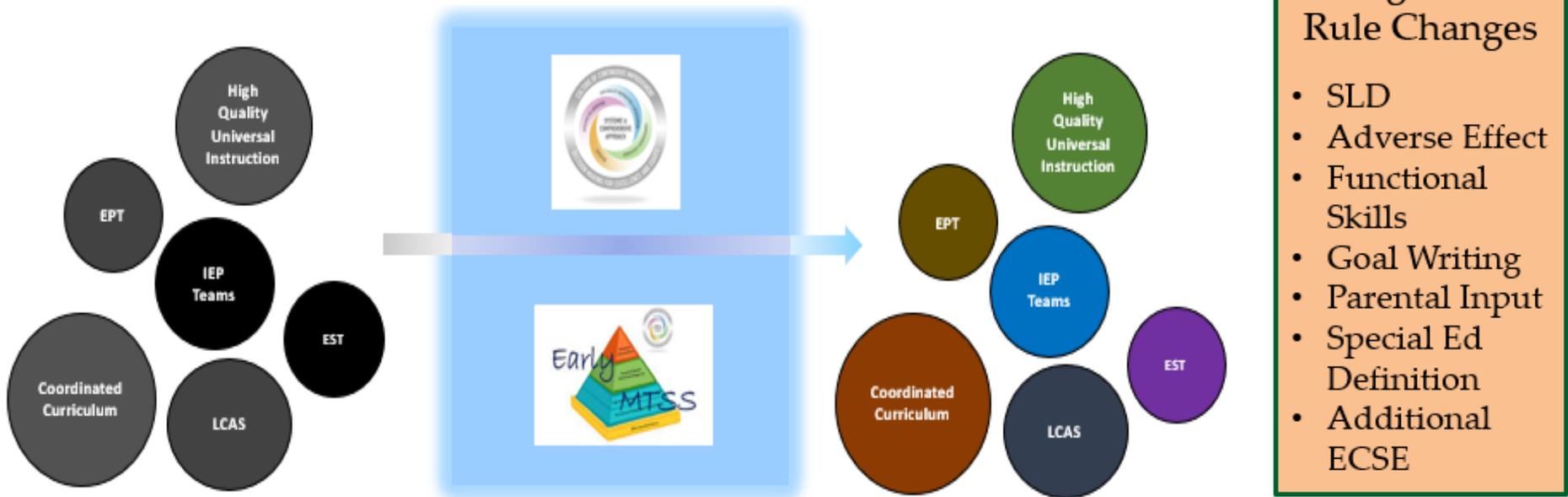
Early MTSS and VTmtss Frameworks (2)

Existing local Support Systems....

...are evaluated through an Early and VTmtss lens...

...to become improved and expanded.

...to better support Special Ed rule change work.



Special Education (3-21) Rule Changes: Background

- In 2016 AOE commissioned two studies.
 1. UVM Study: Evaluates special education funding models (2016 Act 148 Sec. 3).
 2. DMG Report: Compares current practice to best practices for special education service delivery (2016 Act 148 Sec. 4) in 10 representative Supervisory Unions/Supervisory Districts.
- In 2018, the General Assembly enacted Act 173 that:
 1. Establishes an Advisory group to shape proposed rules and procedures.
 2. Outlines a several-year transition to the new funding system providing time for rule-making, procedure development and professional learning.
 3. Mandates resources to support professional learning in best practices.
- State Board of Education opened the entirety of rule 2360 which resulted in several changes to the Special Education (3-21) Rules.
- The State Board adopted the new Special Education Rule Series 1300 (Special Education Finance) and updated 2360 on May 13, 2021, to be made effective July 1, 2022.

Special Education (3-21) Rule Changes:

What's New ⁽¹⁾

- Specific Learning Disability eligibility determination
 - Removal of the discrepancy model as a method for determining eligibility for SLD
- Adverse effect
 - Removal of criteria for determining adverse effect – more flexibility in determining if the student's disability adversely affects his/her/their educational and functional performance.
- Functional Skills
 - Functional skills means “the acquisition of essential and critical skills needed for children with disabilities to learn specific daily living, personal, social, and employment skills or the skills needed to increase performance and independence at work, in school, in the home, in the community, for leisure time and for post-secondary and other life-long opportunities.”

Special Education (3-21) Rule Changes:

What's New ⁽²⁾

- Goal-writing
 - Measurable annual goals related to the child's present levels of academic and functional performance, which shall:
 - (1) Use pertinent data to inform the development of appropriate goals and objectives
- Parent Input
 - The IEP shall contain a section for parents to provide written comments regarding their child's IEP
- Special Education Definition
 - Clarification on Vermont and Federal

Additional Special Education Rule Changes: Early Childhood Special Education (ESCE)

They include:

- Least Restrictive Environment (3 through 5) (2361.3)
 - The LEA may, but is not required to, provide ECSE services outside of the LEA, even if the child is enrolled in an out-of-district UPK program.
 - UPK programs must adhere to all State and Federal laws.
 - UPK programs shall allow access to ECSE service providers and permit announced and unannounced visits by representatives of the AOE, AHS, and school district staff.
- IEP Content (2361.5 IEP)
 - The IEP present levels of performance, goals, and objectives shall align with the early childhood outcome areas: (a) Positive Social and Emotional Skills and Relationships; (b) Acquisition and Use and Knowledge and Skills; and (c) Taking Appropriate Action to Meet Needs.

How will the Early MTSS and VTmtss Frameworks Support These Changes?

Ex: Utilizing Data-Based Decision Making

- Use disaggregated data to make decisions about specially designed instruction and academic and behavioral supports

Ex: Developing High Quality Instructional Programs

- Specially designed instruction; UDL; differentiated instruction; effective parental communication to support academic progress at home

Ex: Ensuring Effective Assessment Practices

- High quality universal screening; effective and consistent progress monitoring

Ex: Providing Evidence-based Interventions and Supports

- Ensuring fidelity of implementation; addressing academic and behavior goals; informing parents of academic progress

Connecting Early MTSS and VTmtss, Local Structures, and Rule Changes

When talking about how any key structure supports the Special Education rule change work, the AOE seeks to answer:

- Foundational questions about that structure: What is the structure? What does it look like? How does it work?
- How does that structure intersect with our four Early MTSS and VTmtss essential questions?
- How do the AOE's Early and VTmtss framework tools help you to evaluate and improve that structure?
- How will that structure support your Special Ed Rule Change work?

Applying these questions to ESTs

When talking about how ESTs support the Special Education rule change work, the AOE seeks to answer:

- Foundational questions: What are ESTs? What do they look like? How do they work?
- How do ESTs intersect with our four Early MTSS and VTmtss essential questions?
- How can the AOE's Early MTSS and VTmtss Framework tools help you to evaluate and improve ESTs?
- How will ESTs support your Special Ed Rule Change work?

Foundational information about ESTs

What are ESTs? How should they function?

- Educational Support Teams (EST): Making Connections with VTmtss
- Educational Support Team (EST): Practice Profile

Discussing EST within systems change conversations

- Early MTSS System Inventory
- VTmtss System Screener

EST: Making Connections with VTmtss

The screenshot shows a web browser displaying a PDF document. The browser's address bar shows the URL: education.vermont.gov/sites/aoe/files/documents/edu-educational-support-teams-making-connections-with-vtmtss_0.pdf. The document title is "Educational Support Teams (EST): Making Connections with VTmtss". The page number is 2 / 5, and the zoom level is 100%. The document content is as follows:

PI CATEGORY 1: THE EST SYSTEM IS COORDINATED AT THE SU/SD LEVEL

Performance Indicator	What does effective practice look like?	Relevant VTmtss Driver Diagram Component Indicators
EST Meetings are part of the master schedule.	<ul style="list-style-type: none">EST meetings are scheduled through the school year. The meeting schedule is frequent enough to address all referrals and follow-ups in a timely manner.Meetings follow established norms with assigned roles, including a facilitator, recorder and timekeeper.Norms and required roles are reviewed periodically to consider whether they are followed or need modification. All EST members are scheduled to attend every meeting and the list of members conforms to AOE recommendations.At least one member is a member of a district level team that is charged with EST oversight. Some team meetings include discussion of potential systemic improvements that could build capacity in the general education classrooms.All team meetings include discussion of who else needs to know about team decisions.	<p><u>Effective Collaboration:</u> <i>(characteristic 2, indicator 2)</i> School structures support ongoing collaborative engagement focused on improving student outcomes in behavior, academics, and social-emotional learning.</p>

The Windows taskbar at the bottom shows the search bar with "Type here to search", several application icons (Edge, File Explorer, Mail, Teams, Chrome, Office), and system tray information including 59°F, 9:38 AM, and 10/6/2021.

EST Practice Profile

Education Support Teams | Age x EST Performance Indicators Rubric x +

education.vermont.gov/sites/aoe/files/documents/edu-educational-support-team-practice-profile_0.pdf

EST Performance Indicators Rubric 1 / 6 | 100% +

Educational Support Team (EST) Practice Profile

Schedule, Norms, Teaming

1	2	3	4
EST meetings are scheduled on an “as needed” basis <u>or</u> regularly scheduled meetings are often cancelled. There is one person who is seen to “own” the meetings and is responsible for scheduling and documentation. Records of minutes are incomplete and/or difficult to access. The team may rely on group recollection of decisions rather than recorded minutes. Attendance of team members is variable and unpredictable and the regular team lacks some roles recommended by the AOE. School administration does not give priority to scheduling and staffing the EST. There is no reliable	There is a regular schedule for EST meetings but it may be disrupted by other events. Sometimes there are too many concerns to address within the scheduled time or there are meetings that do not have enough work to fill the time. Meetings have stated norms and there is a division of roles, but the norms are rarely reviewed and may be ignored. Effectiveness of the meeting may be compromised when members who typically facilitate or record are absent. Membership generally conforms to AOE recommendations but regular attendance of members may be compromised by other conflicts or priorities. Team members may be selected on the	EST meetings are scheduled through the school year. The meeting schedule is frequent enough to address all referrals and follow-ups in a timely manner. Meetings follow established norms with assigned roles, including a facilitator, recorder and timekeeper. Norms and required roles are reviewed periodically to consider whether they are followed or need modification. All EST members are scheduled to attend every meeting and the list of members conforms to AOE recommendations. At least one member is a member of a district level team that is charged with EST oversight. Some team meetings include discussion of	All of the indicators listed in 3 <i>and</i> EST norms include a shared vision for student inclusion and equity of engagement in achieving challenging academic outcomes. This vision is shared across the SU/SD. EST members are active participants in school/district learning communities and make intentional connections in their work in both settings. EST meeting practices are seen as exemplars of best practice for school/district meetings. Other school/district meetings have similar practices.

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Early MTSS System Inventory



Vermont Early Multi-Tiered System of Supports (MTSS) System Inventory		
Program Name: _____	Region: _____	Date: _____
Team Members: _____		Completed by: _____

Purpose of Early MTSS System Inventory:

The Vermont Early MTSS System Inventory is to be used by Early Childhood programs* (see Glossary for definition) to:

- Assess their readiness and progress towards adopting the key components of Early MTSS,
- Develop an implementation plan so that Early MTSS initiatives are implemented with fidelity and are sustainable over time,
- Benefit the children and families enrolled in their program.

The System Inventory is grounded in the science of implementation, which bridges the gap between evidenced-based practice (EBP) and high-fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an Early MTSS System Coach, will track their progress through the stages of implementation (i.e., development or installation, implementation (initial and full) and sustainability). Activities related to sustainability are embedded throughout the System Inventory so that they can be addressed throughout the project.

Inventory Key Components and Critical Elements:

I. Strong System Support

- Leadership Team Membership
- Leadership Team Functions
- Staff Commitment
- Supportive Systems

II. Partnership & Collaboration

- Family Partnership
- Early Childhood Community Based Partners
- Transitions, including K-3 Transition

III. Well-designed Professional Development

- Identification of Staff need
- Provision of Professional Development Supports
- Assessment of Learning and Implementation

IV. Provision of High Quality and Responsive Learning Environments

- Social and Emotional Confidence and Competence
- Early Learning (Literacy) Confidence and Competence (NA)
- Early Learning (Numeracy) Confidence and Competence (NA)

V. Comprehensive and Functional Assessment System

- Effective Problem-Solving Process
- Data Based Decision Making
- Promotes Ongoing Improvement



System Screener

AutoSave 50% VTmtss System Screener fillable form (2) - Protected View - Saved Search Faris, Thomas FT

File Home Insert Design Layout References Mailings Review View Help Share Comments

PROTECTED VIEW Be careful—files from the Internet can contain viruses. Unless you need to edit, it's safer to stay in Protected View. Enable Editing

CHARACTERISTICS	RATING SCALE 1=not yet established 2=in progress 3=well established	EVIDENCE Possible quantitative or qualitative data sources Sample VTmtss Data Sources	NOTES Reason for rating or connections to other Framework Components
We have intentional, ongoing collaborations at my school to improve outcomes for all students.	■	■	■
Our collaborative problem solving in our district uses data to improve teaching and learning.	■	■	■
Our collaborative problem solving at my school uses data to improve teaching and learning.	■	■	■

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How are ESTs connected to our Essential Early MTSS/VTmtss Questions?

1. How are students who need additional supports identified?
 - **EST relies on effective, collaborative supports to identify students needing supports beyond the regular classroom.**
2. How are supports for those students identified?
 - **EST leverages team expertise to identify supports and set student performance goals.**
3. How are supports being delivered?
 - **ESTs determine setting for and nature of support delivery.**
4. How is student progress being monitored?
 - **EST monitors student progress against goals articulated in EST plan**

Early MTSS and VTmtss Frameworks: EST

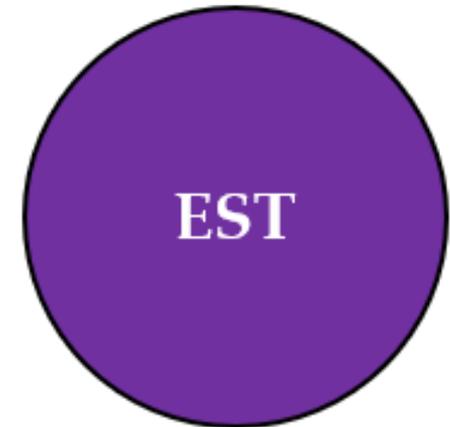
Existing local
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...are evaluated
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expanded.



- The EST Practice Profile
- EST: Making Connections with VTmtss
- Early MTSS System Inventory
- VTmtss Systems Screener



How can our Early MTSS and VTmtss Framework Tools help you to improve your EST?

Analysis

- What is working well?
- Where do we have gaps?
- Are there needs we can address immediately?
- What will we need to improve over time?

Action planning

- How will our strengths support immediate improvements?
- Who needs to be involved in the process?
- What will success look like?

Supporting you in doing this work

- The AOE's Early Education and and VTmtss teams are available to help you facilitate these Framework tools and improvement conversations locally, as needed
 - Remotely or on-site
- kate.rogers@vermont.gov (Early Ed.)
- tracy.watterson@vermont.gov (VTmtss)

Anticipated Rule Change PD Calendar

- November
 - Parent Input
 - Goal Writing
 - Special Education definition
- December
 - Functional Skills
- January
 - Adverse Effect
 - SLD Determinations of eligibility
- February
 - MTSS/Evaluations in Special Education

Where do ESTs fit in? ⁽¹⁾

- November
 - Parent Input
 - Goal Writing
 - Special Education definition
- December
 - Functional Skills
- January
 - Adverse Effect
 - SLD Determinations of eligibility
- February
 - MTSS/Evaluations in Special Education

ECSE PD Calendar

- October
 - Early Child Outcomes/Indicator 7
- November
 - IDEA Part C to Part B Transition/ Indicator 12
- December
 - LRE/Indicator 6
- January
 - Writing Functional IEP Goals
- February
 - Creating Inclusive Environments
- March
 - Early MTSS

Where do ESTs fit in? ⁽²⁾

- October
 - Early Child Outcomes/Indicator 7
- November
 - IDEA Part C to Part B Transition/ Indicator 12
- December
 - LRE/Indicator 6
- January
 - Writing Functional IEP Goals
- February
 - Creating Inclusive Environments
- March
 - Early MTSS

Applying these questions to each of your key structures and supports

We want you to have a baseline of information, and to be able to engage in improvement conversations, about each of your local supports and structures:

- General Education classroom instruction
- Evidence Based Practices/Interventions
- Public and Private Prekindergarten Education classroom
- Pyramid Model Practices
- Educational Support Teams (EST)
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- Needs-Based Professional Learning (NBPD)
- Local Comprehensive Assessment Systems (LCAS)
- Positive Behavioral Interventions and Supports (PBIS)
- Section 504

Help us prepare for November! ⁽¹⁾

- What are your critical needs and questions related to Parent Input?
 - Respond in the chat



Help us prepare for November! ⁽²⁾

- What are your critical needs and questions related to Goal Writing (consider as a function of ESTs and IEP teams)?
 - Respond in the chat



Help us prepare for November! ⁽³⁾

- What are your critical needs and questions related to the Definition of Special Education?
 - Respond in the chat



Help us prepare for November! ⁽⁴⁾

- What are your critical needs and questions related to IDEA Part C to B Transition?
 - Respond in the chat



Contact Information

- Jacqui Kelleher, State Director of Special Education: jacqui.kelleher@vermont.gov
- Tracy Watterson, VTmtss Program Manager: tracy.watterson@vermont.gov
- Kate Rogers, Early Education Team Manager: kate.rogers@vermont.gov