



The Positive Impact of MTSS in Special Education

By Amy Haussler, Ed.S.



A PLACE IN TIME...

1997 - 2012 School Psychologist

2007 - 2011 MTSS Coordinator

2012 - 2016 SpEd Director MNEESC

2016 - Present SpEd Director HSEC

LET'S GO ON A JOURNEY...

GEI

Regulation

MTSS

Statutes

FOUNDATIONAL STRUCTURES

- **GEI** ~ the primary mechanism to show the school attempted reasonable general education interventions before concluding the student may have a disability.
- **MTSS** ~ the broader infrastructure through which GEI occurs, which includes Tier I, II, and III intervention data. In practice, MTSS operationalizes GEI,
- **Statute** ~ Laws enacted by elected legislators.
- **Regulation** ~ Detailed rules explaining how statutes will be implemented.
KSBOE/KSDE

KANSAS TIMELINE

2000

Kansas State Board of Education
requires GEI results to be considered
for eligibility.

Recommended for all / Regulatory for
SLD

*Student fails → refer to
special ed.*

2007

Kansas adopts MTSS
terminology. MTSS becomes the
statewide intervention
framework. Kansas State Board
of Education *recommends*.

*Student struggles → early
intervention*

KANSAS TIMELINE

2022

Legislators pass the Every Child Can Read Act, explicitly requiring tiered interventions for literacy.

Statute ~ HB2660

2024

Kansas legislators enact the Blueprint for Literacy to align the science of reading with Tier I instruction.

Statute ~ SB438

KANSAS TIMELINE

2026

Legislators expand intervention accountability systems, including statewide screening, ISLP (individual student literacy plans) to strengthen Tier I, II, and III instruction.

Statute ~ HB2485

WHY DOES THIS MATTER?

● Prong 1 Eligibility

The student shows:

- insufficient achievement and/or
- inadequate progress

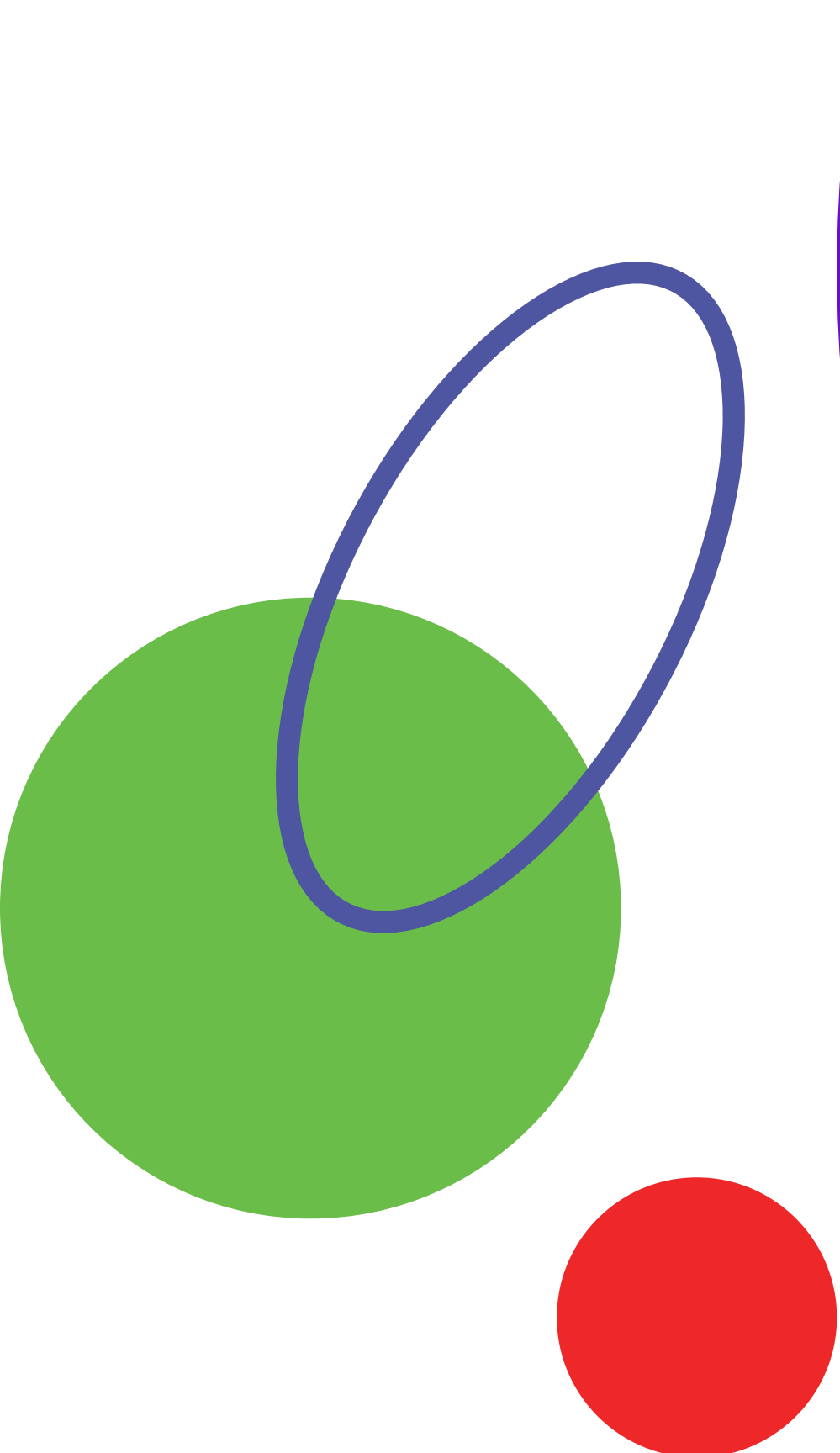
Due to meeting the definition of one of the disability categories.

● Prong 2 Eligibility

The team must determine that the underachievement is:

- not primarily the result of exclusionary factors, and
- that the student received appropriate instruction and interventions.

This is where GEI and MTSS become critical.



**ELIGIBILITY
DETERMINATION IS
A MAJOR DECISION
WITH UNIQUE
CHALLENGES.**

COMMON MISPERCEPTIONS

- Risks job security → Staff shortages continue.
- SpEd placement resistance → Least dangerous assumption and harmful effects.
- SpEd wants to control MTSS → Our plates are full! We want partnership and collaboration.
- Gen Ed doesn't have enough resources → Build the structure so SPED can help.

So how do we accomplish this?

WORK IN PROGRESS

Teachers

- IEP Writing
- Standards alignment
- Impact statements
- Role in MTSS

Building Admin

- LEA Training
- GEI Training
- Procedural Training
- Laws and Regulations

School Psychologists/Related Service Providers

- Educational Relevance
- Eligibility Training
- Data Analysis &
Interpretation

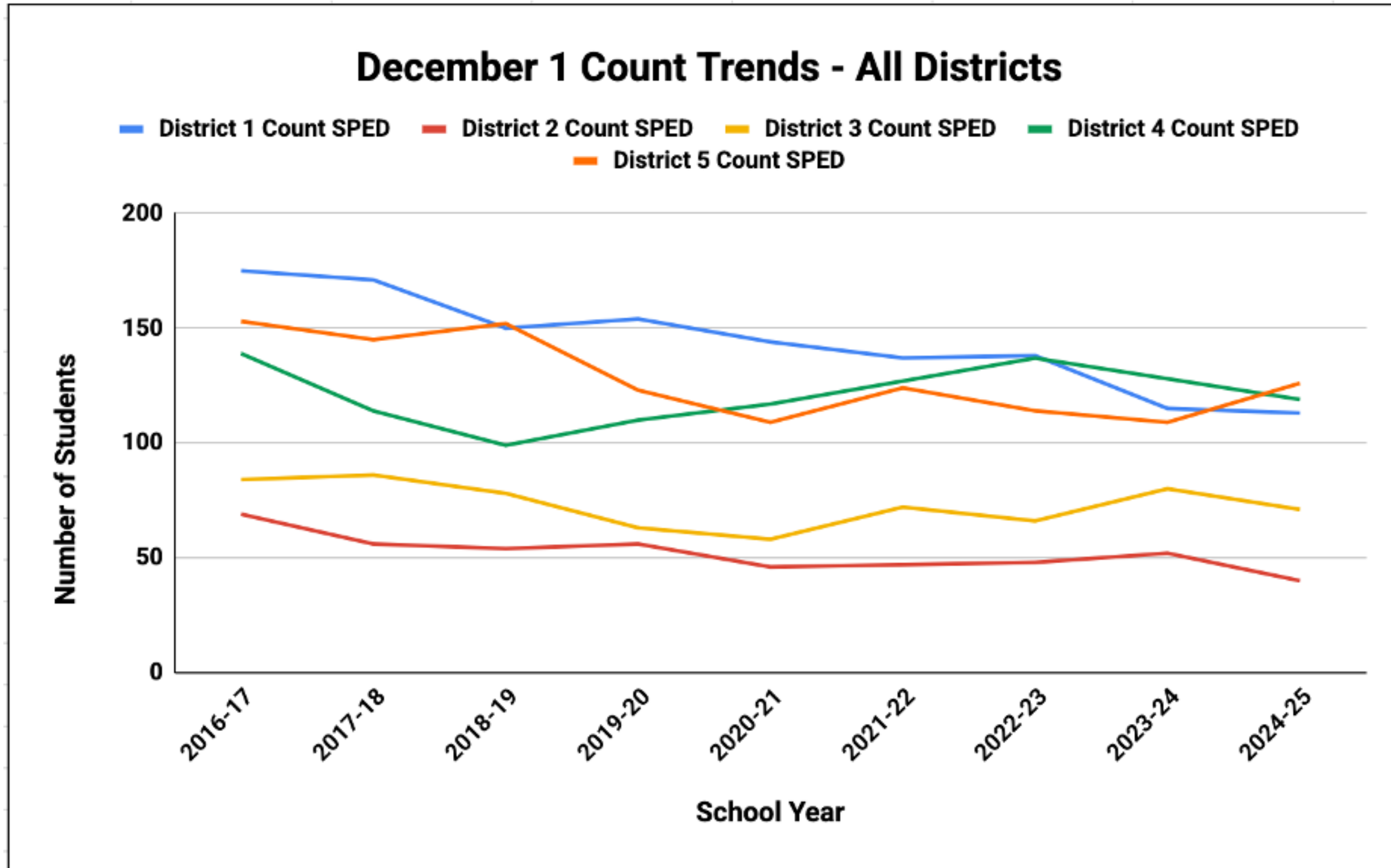
Cooperative Board

- Process Handbook
Overview
- Systems Training
- Coop Data Reviews

UNDENIABLE BENEFITS

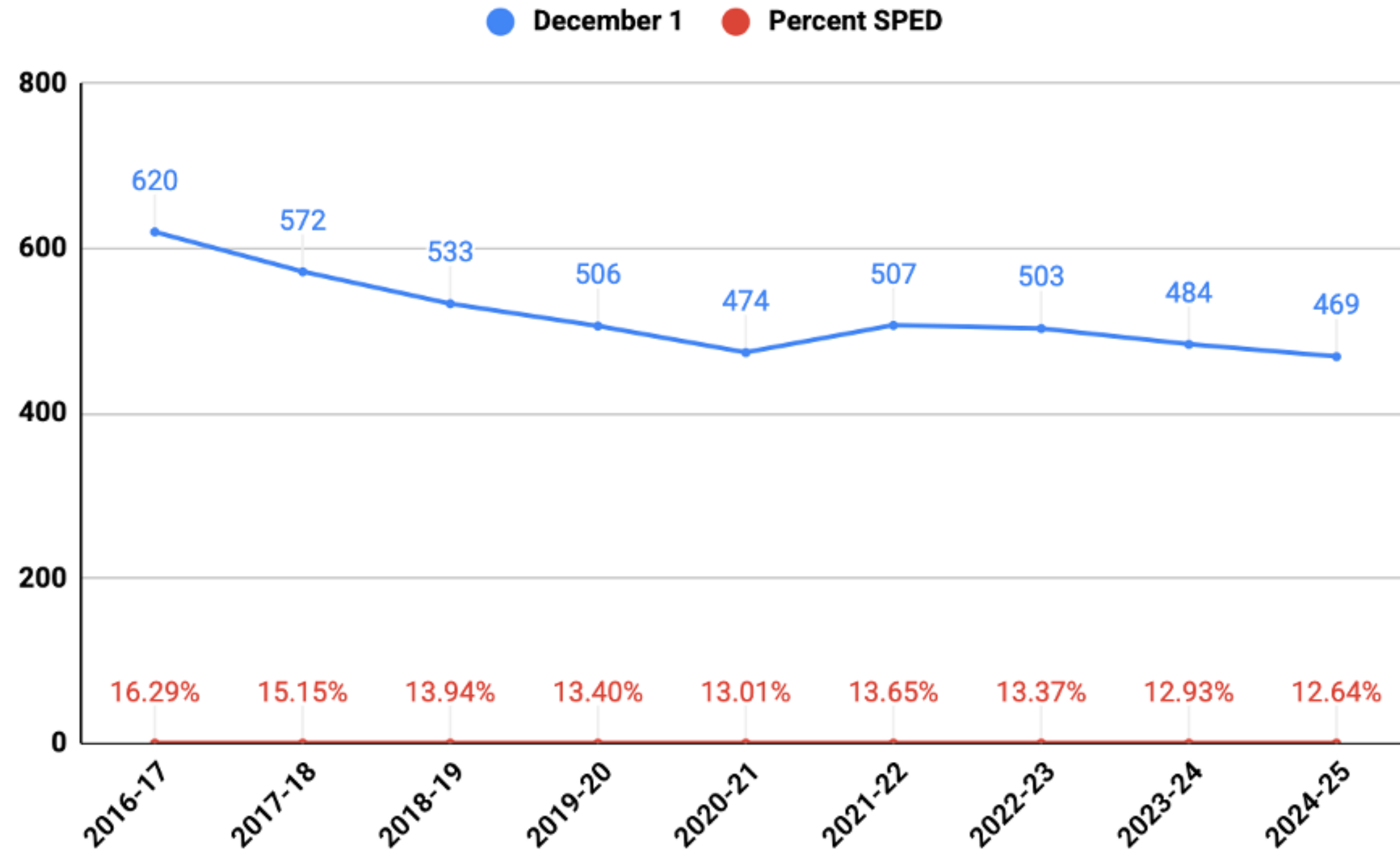
- Result in less strain on sped to carry the weight of both at risk and disabilities.
- Allows school psychs and SLPs to engage in more meaningful work with general education.
- Results in accurate and manageable child counts
- Reduced staffing while keeping staff:student ratios stable
- Results in predictable budgeting

CHILD COUNTS

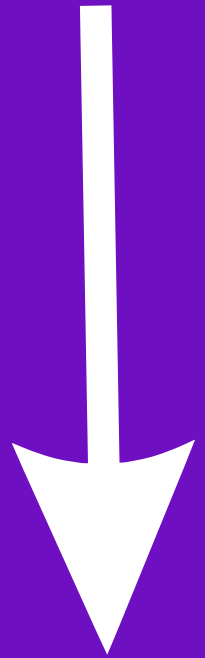


PERCENTAGE OF ENROLLMENT

HSEC Enrollment and December 1 Trends

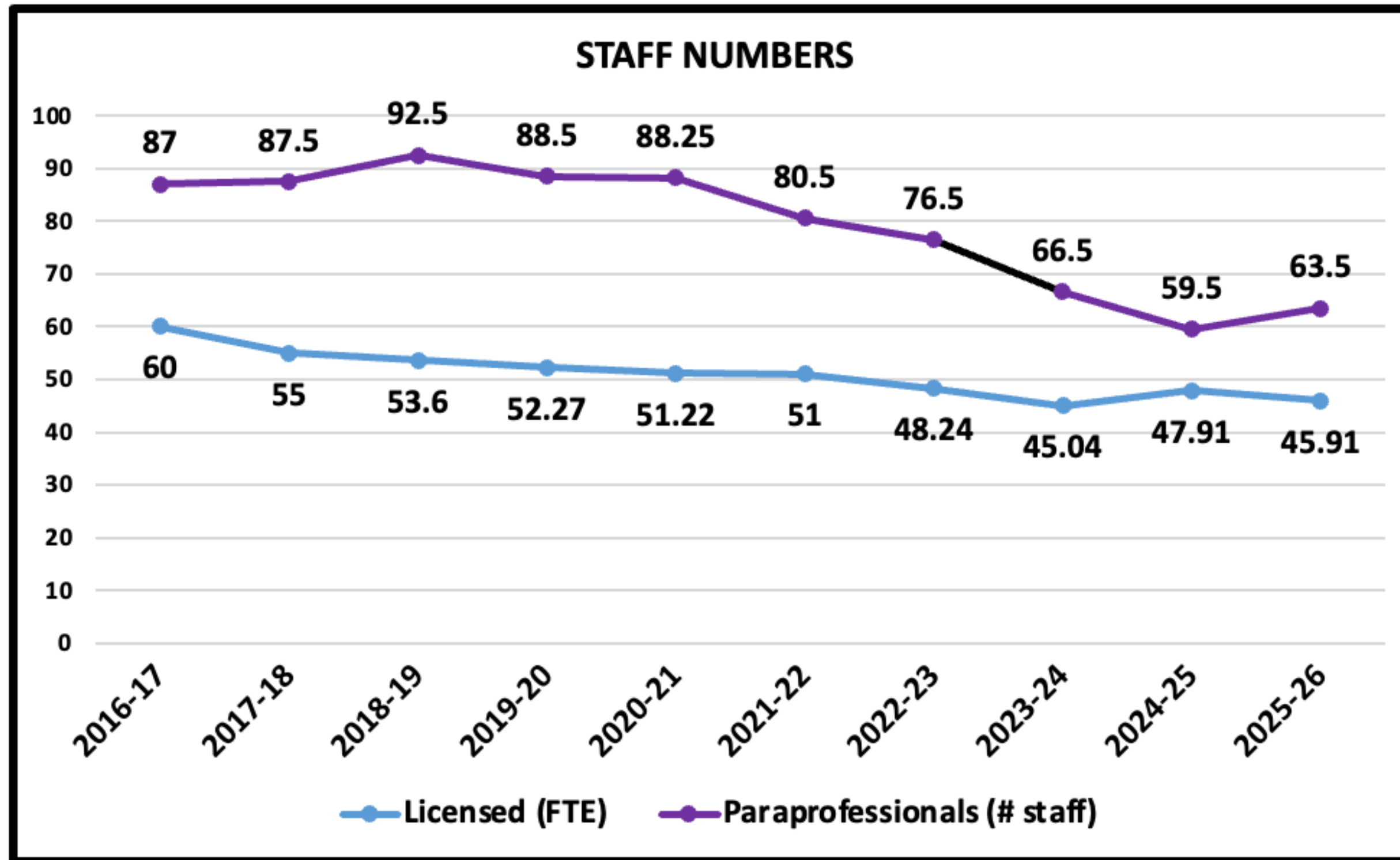


16.29%



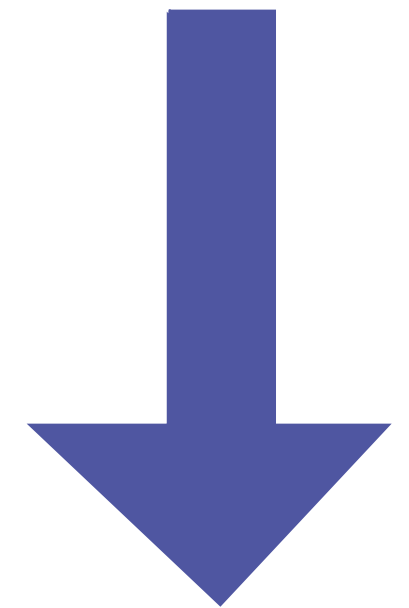
12.64%

STAFF COUNTS



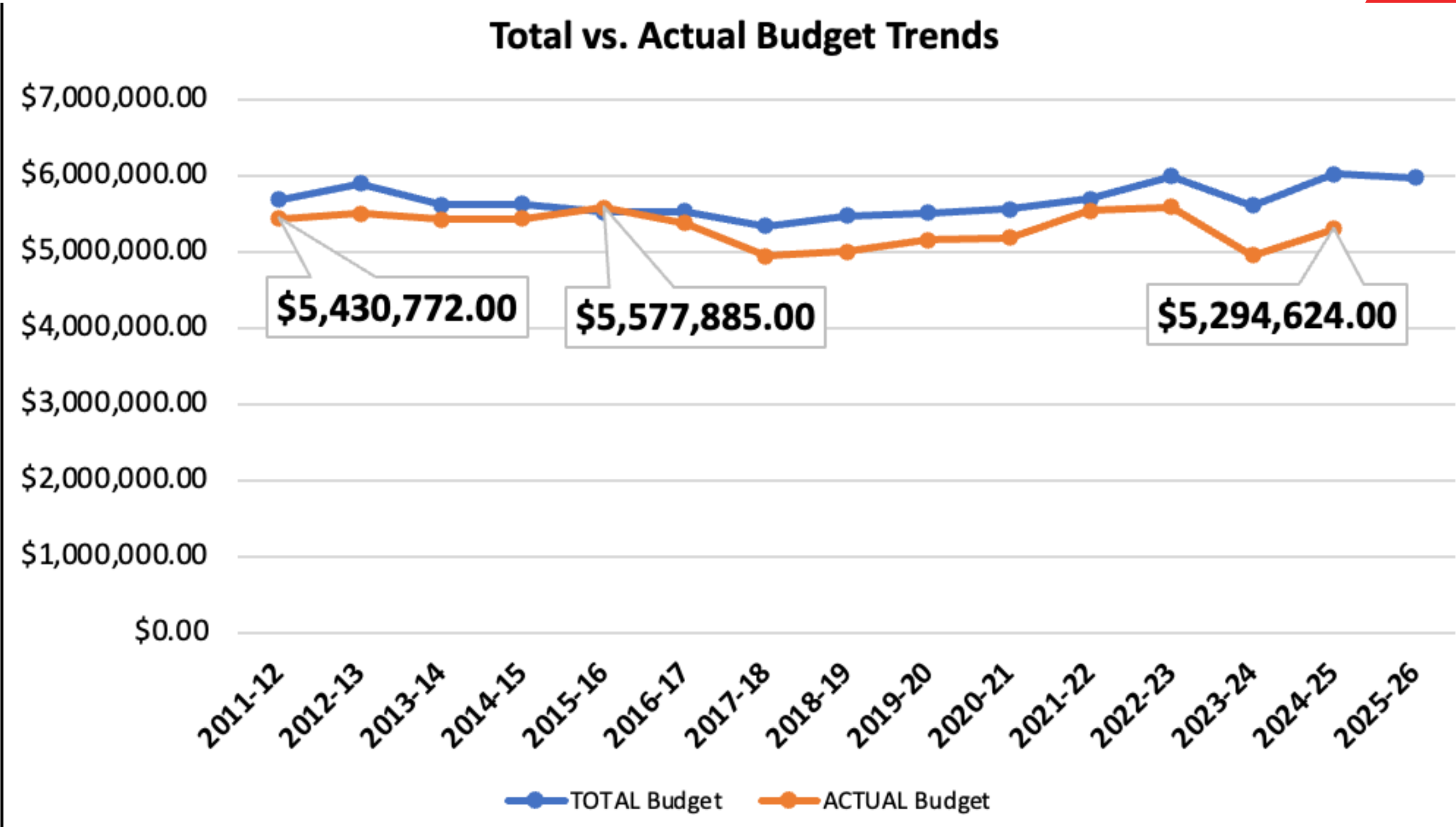
Staff Ratios

1 : 4.55



1 : 4.38

BUDGET TRENDS



\$5,577,885



\$5,294,624

A SHIFT IN THINKING...

MTSS is not a general education initiative that special education supports. MTSS is a systems approach that protects special education from becoming the intervention system of first resort.

IN SUMMARY . . . TEACH

T - TRAIN them up
E - EMPOWER their work
A - ADVOCATE for the kids
C - COLLABORATE at all levels
H - HELP along the way!

Thank You

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