



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

April 15, 2019

MEMORANDUM

TO: Directors, Exceptional Children Programs, MTSS Cohorts 1-4
Lead Administrators, Charter Schools, MTSS Cohorts 1-4
MTSS Coordinators, Cohorts 1 & 2

FROM: Sherry H. Thomas, Director *SHT*
Exceptional Children Division

Dr. Matt Hoskins, Interim Director *MCH*
Integrated Academic and Behavior Systems Division

Christie Lynch Ebert, Director *CLE*
Standards, Curriculum, and Instruction Division

RE: Specially Designed Instruction within an MTSS

The intent of this memorandum is to provide LEAs information on an upcoming opportunity to participate in Specially Designed Instruction (SDI) within a Multi-Tiered System of Support (MTSS) professional learning beginning in Fall 2019.

This professional learning series is a collaboration between the Exceptional Children, Integrated Academic and Behavior Systems and the K-12 Standards, Curriculum and Instruction Divisions. The intent of this series is to improve outcomes for students with disabilities through building on your current intervention system and problem-solving at the individual student level. Please review this [recorded webinar](#) outlining the content and format of this professional learning series to learn more.

Readiness is an integral factor contributing to successful implementation. To support your determination of readiness, we are providing an additional [recorded webinar](#). The intent of this webinar is to describe an efficient systematic process for the determination of readiness for beginning engagement with the Specially Designed Instruction (SDI) within a Multi-Tiered System of Support (MTSS) professional learning.

Individuals who are knowledgeable about several key implementation factors are critical to an accurate estimate of readiness. Therefore, a team of individuals should plan on reviewing this webinar. Minimum members of this team should include:

- A member of the MTSS district leadership team (with knowledge about the district's capacity to provide comprehensive professional learning)
- A member of the MTSS implementation team (with knowledge about MTSS implementation status and the Self-Assessment of MTSS- SAM and/or the FAM-S)
- An EC administrator (with knowledge about the provision of EC services and the LEA Self-Assessment)
- A general education administrator (with knowledge about instructional practices that support all students)

EXCEPTIONAL CHILDREN DIVISION

Sherry H. Thomas, Director | sherry.thomas@dpi.nc.gov

6356 Mail Service Center, Raleigh, North Carolina 27699-6356 | (919) 807-3969 | Fax (919) 807-3243

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Baseline readiness criteria that should be considered prior to considering participation includes:

- A majority of the district MTSS team members have completed Modules 1, 2 and 3 of the MTSS online learning provided through the Integrated Academic and Behavior Systems Division
- A majority of schools in your district have completed the SAM and/or the FAM-S. Results indicate they have evidence of well-defined core instruction and a system of interventions installed within the framework of MTSS as school improvement
- Implementing 50% of each core element as indicated by the practice profile summary on the LEA Self-Assessment

Pending careful evaluation of the readiness considerations outlined above and within the [Specially Designed Instruction within an MTSS Partnership Agreement](#), LEAs may submit the Partnership Agreement to the NC Department of Public Instruction.

Questions regarding this opportunity may be directed to lynne.loeser@dpi.nc.gov or lauren_holahan@med.unc.edu.