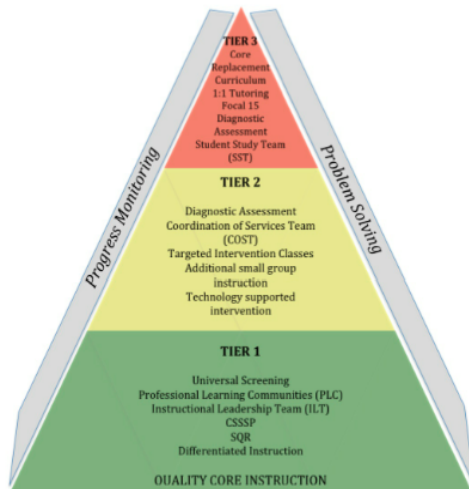


## What is MTSS?

MTSS is a way to provide support and instruction for children who are struggling to learn due to academic and/or behavioral difficulties. Most students thrive in general education classrooms. For those who don't, teachers provide a second tier or level of support that focuses on the area(s) in which the child struggles. A child's progress is studied, and findings are used to make decisions about teaching and other learning supports. A third more intensive tier of support is provided if the student does not make progress in the second tier.

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The MTSS framework has three "tiers". Each tier provides differing degrees of support.



## How We Determine Who Needs Additional Interventions?

In the General McLane School District, we are implementing the process to review elementary progress three times per year. This is referred to as "universal screening". Teams use performance data to decide which students are achieving with the standard classroom instruction (tier 1), which students may need supplemental instruction (tier 2), and which students may need individualized instruction (tier 3).

When students receive supplemental small group or individualized instruction, we check their progress frequently and use assessment data to monitor student progress. The key idea is to make changes when instruction is not working for a child. The first step is to provide small group or enrichment interventions. This is referred to as tier 2 interventions. If the student does not respond adequately after a period of tier 2 interventions, a more intensive, individualized intervention may be developed. This begins the tier 3 intervention period. Additional progress monitoring will be conducted during the tier 3 intervention process. If no change occurs and the school has tried several interventions, you may be asked to give your consent for a multidisciplinary evaluation. This multidisciplinary evaluation cannot be conducted without written parent consent.

## Parent Participation

Parents are essential to their child's success in school. When a child needs supplemental instruction, we will describe that instruction to you. We will also ask you to tell us about anything you think may affect your child's learning. For example, it is important for us to know if a child has a particular learning style or strength, likes or dislikes school, moved frequently, misses a lot of school, experienced a trauma, or is having problems with friends at school. These types of characteristics or concerns may affect a student's progress, and if we know about them, we can design an intervention more effectively. Parents frequently partner with the school to provide extra practice or enrichment to develop skills. If you do want to provide extra support at home, you can work with the school to make yourself part of your child's program. The school will share the progress your child makes.

### Things Parents Can Do

- Make reading an everyday habit.
- Talk with your child's teacher(s) regularly.
- Check homework assignments and provide guidance when necessary.
- Review regularly provided reports.
- Celebrate your child's strength's, talents, interests and success.
- Learn more about what is being taught and how it is being taught at your child's school.
- Encourage appropriate school behavior.
- Participate in parent-teacher conferences and other school functions with your child.

### Questions Parents Can Ask the Teacher

- What is my child being taught in his/her classroom?
- How are lessons designed to meet my child's varying needs?
- What are the teaching strategies that my child's school is using if he/she is struggling in the classroom?
- How can I help my child with learning and/or behavior at home?
- How will I be told my child's progress, so I know more about his/her skills and not just average grades?
- What happens if my child continues to struggle, and the intervention strategy is not working?

We believe that...

All students can learn and achieve high standards as a result of effective teaching.

All students must have access to a rigorous, standards-based curriculum and research-based instruction.

Intervening at the earliest indication of need, either academically or behaviorally, is necessary for student success (preK-12).

A comprehensive system of tiered intervention is essential for addressing the full range of needs.

Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions.

Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.

Ongoing and meaningful involvement of families increases student success.

All members of the school community must continue to gain knowledge and develop expertise to build capacity and sustainability.

Effective leadership at all levels is crucial for the implementation of MTSS.

## Website Resources

[www.rtinetwork.org](http://www.rtinetwork.org)

[www.swis.org](http://www.swis.org)

[www.pbis.org](http://www.pbis.org)

<https://dibels.uoregon.edu>

[www.ferr.org](http://www.ferr.org)

[www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

[www.ed.gov/Mathpanel](http://www.ed.gov/Mathpanel)

[www.rti4success.org](http://www.rti4success.org)

[www.nasponline.org](http://www.nasponline.org)



### For more information, contact:

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## Multi-Tiered System of Support



### Multi-Tiered Systems of Support

The General McLane School District is committed to providing high quality instruction so that each child can make academic progress. To do this, we periodically review information that tells us how each child is progressing. Teacher teams in your school use the Multi-Tiered System of Support process called (MTSS) or “Three-tiered Instruction”.