

This brochure explains what MTSS means, what it looks like in your child's school, and how parents should be involved in the process.

What does Multi-Tiered System of Support mean?

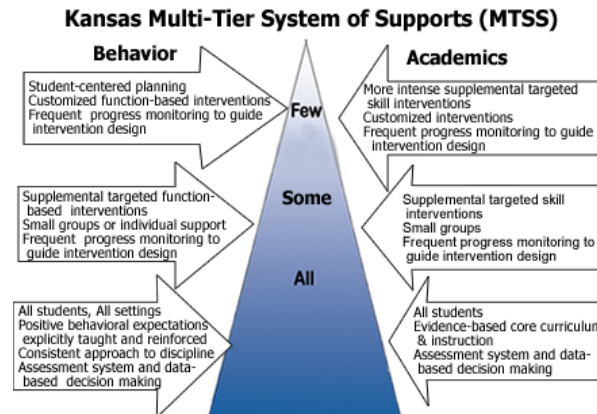
Districts and schools have several people and programs involved in the education of children, including parents. While the classroom teacher is the major player in the school setting, he or she may have other people to assist with a child's education. These may be reading specialists, special education teachers, counselors, or teaching assistants (often called paraprofessionals). While our schools operate with the child's best interest in mind, sometimes coordinating their efforts and techniques has been challenging.

The MTSS is designed as a way for schools and districts to step back and make sure that four things happen from a very coordinated standpoint:

1. Students who need additional support are identified early
2. Students identified as needing more support are provided support targeted at their specific needs using sound instructional programs or strategies
3. Students progress is monitored frequently so we know if we are on track with our efforts
4. Teachers and schools are using the data to change the path when needed and have a formal system of support to assist with these changes

What does MTSS look like?

Most districts and school systems create their system of support following a three-tiered model. The basic model is shown below. On the right are the basics of a MTSS. On the left side describes how much time and who may be involved when a student needs support at your child's school.



What are the goals of a MTSS?

The main goal of MTSS is for schools to use their resources in determining what it takes for each child to be successful. This is accomplished by:

- Being prevention oriented: knowing who needs support early each year and putting those supports in place
- Implement evidence-based interventions for all students and tailoring interventions based on a student's needs
- Using progress monitoring data to know when to make a change with our efforts

What can I expect in terms of my involvement?

You are your child's first teacher and are a key player in their schooling. While we accept responsibility for a key piece in your child's education, we cannot emphasize enough how valuable you are as a partner to us.



What is my involvement in Tier 1?

Tier 1 is the general education classroom with good instruction and qualified staff. Parents are involved in the following ways:

- Frequently communicate with the teacher. Call or e-mail when you have questions or concerns.
- Attend school functions, such as back-to-school night and parent-teacher conferences.
- Ask your child about their school day.
- Frequently check your child's grades on Power School.
- Monitor and assist with homework assignments.
- Support and reinforce the classroom teacher.
- Meet with the teacher if your child starts to experience difficulties.
- Work with your child at home.
- Praise your child for good work and discuss issues that are problems.
- Do all you can to impress upon your student the value of education.

What is my involvement in Tier 2 and Tier 3?

If your child is struggling academically or behaviorally, it might be necessary for the school to implement targeted academic and/or behavioral interventions. In many cases, this will be enough to get your child "back on track." Your involvement could include the following.

- Ask the school to notify you of team meetings and progress on the intervention.
- If necessary, attend team meetings.
- Suggest interventions and strategies.
- If necessary, implement and reinforce strategies at home.
- Reinforce your child as he/she improves.

If you or the teachers feel that you could use more help figuring out the best actions to take with a student, you may be accessing a building level team that uses a problem-solving process to customize a plan for a student. This team, called a Student Improvement Team, is used as a formal support for academic or behavior concerns and is available to any student, parent, or teacher.

At your child's school, the problem-solving process is called a Student Improvement Plan and follows these steps:

- Reviewing data and student progress.
- Collaboratively designing interventions.
- Monitoring the effectiveness of the interventions
- Reviewing student growth and making changes as necessary

What if my child's response to the interventions leads the team to suspect that they might be a child with an exceptionality?

If intense intervention attempts are unsuccessful, or if what the schools has found works for a child requires a very intense or high level of support to maintain the progress that has been achieved, the team may carry the intervention forward into a special education initial evaluation. Just as you were an important part of the Student Improvement Team, you will now be an important part of the eligibility team. As part of the team, you will be part of carrying out a more intense intervention plan to determine (1) is your child a child with an exceptionality and (2) in need of specially designed instruction in order to progress in the general education curriculum.

At your child's school, you will be involved in the eligibility process by:

- Providing background information about your student
- Sharing information from outside agencies that work with your child.

- Working with the team to determine your child's needs
- Collaborating with the team to design appropriate and effective educational programming

The outcome of this process is always an intervention plan. If your child is found to be a child with an exceptionality, the plan will be called an Individual Education Plan (IEP). If your child is not found to be a child with an exceptionality, the plan will be called a Student Improvement Plan, or in some instances a Section 504 plan. In the end, it is our goal to have a plan in place that we think will work for the student and a progress monitoring system to help determine if the plan is working.

Conclusion

This primer has been a brief introduction to the process of a multi-tiered system of support. . As questions arise, please contact

It is important for you to know that these efforts going on in your child's school and district are designed for schools to be able to better meet the needs of each student in the building. With your help, we are confident that we can accomplish great things.

For more information, please go to the Kansas Department of Education's MTSS website at www.mtss.org



Introduction:

A Multi-Tiered System of Support (MTSS) is a term used in Kansas to describe how schools provide supports for each child in their building to be successful and the processes and tools teachers use to make decisions. In other states, this is known as RtI (Response to Intervention).

There are two federal laws that have made a difference in how schools deliver and coordinate services for children. The first is the No Child Left Behind Act. This Act set a standard for schools that by the year 2014 all students are to be proficient in the areas of reading and math and that schools would have a high graduation rate and low dropout rate.

The second law influencing districts and schools to adopt MTSS is the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). IDEA is the federal law that defines and explains special education in this country. In this law, the term Response –to–Intervention (RtI) was introduced and will influence the way districts identify and serve students with exceptionalities.