

What is the role of the parent?

Parents should participate in problem-solving discussions with their child's teacher about the child's specific strengths and area(s) of need. If your child is participating in a Supplemental or Intensive level of support, ask school staff which academic, social-emotional, or behavioral areas are being addressed and how your child's progress is being monitored. Most importantly, parents should ask what they can do to be a part of the solution.

Parents should also ask when and how their child's teacher will update them on the results of the intervention. When possible, parents should make suggestions about strategies and interventions based on what they know works at home.

Finally, parents should praise their children for improvement(s) in the area(s) of concern and continue to communicate with school staff to ensure progress is maintained.

Additional Tips for Parents

- Get to know your child's teacher
- Become familiar with the skills your child is expected to learn academically and socially
- Have a clear understanding of grade level benchmarks
- Read with your child every night
- Help with homework assignments
- Attend conferences/meetings about your child
- Become a parent volunteer



Resources

<http://mtss.ncdpi.wikispaces.net/>

<http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>

<http://www.rtinetwork.org/parents-a-families>

<http://www.ncpublicschools.org/parents>

For more information regarding the MTSS process at your child's school, please contact your child's teacher.

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Multi-Tiered System of Support (MTSS)

A Parent Resource Guide:
What is MTSS and How Can It Help Your Child?






What is MTSS?

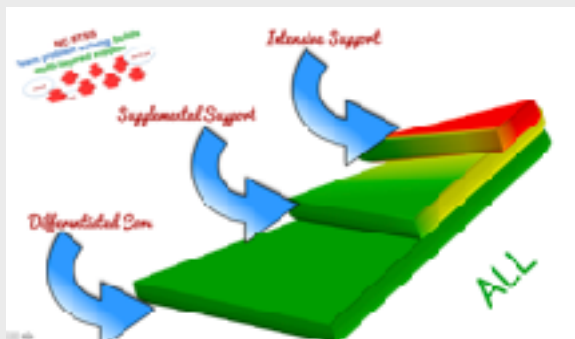
MTSS is a formalized statewide effort to promote school-wide practices that ensure the highest possible success of all children. The MTSS framework helps schools take a proactive and positive approach. It also encourages schools to provide early intervention services to help prevent academic, social-emotional, and/or behavioral difficulties. This problem-solving process is structured to identify students who struggle with learning or behavior as well as students who excel beyond their current grade level.

Quick Facts...

- All staff and students are part of a multi-tiered system of support (MTSS)
- MTSS utilizes a systematic problem-solving model to analyze multiple pieces of data to determine how all students are responding to instruction
- Teams problem solve in the areas of instruction, curriculum, environment, and learner
- MTSS is a layering of academic and behavior supports
- All students have access to all layers of instructional supports

What happens at each level of support?

	Tier I Core Instruction	Tier II Supplemental Instruction	Tier III Intensive Instruction
Who	All Students 	Students not making adequate progress toward grade level benchmarks in core curriculum (approximately 20%) 	Students who need intensive supports in addition to supplemental and core instruction (approximately 5% of students) 
What	<ul style="list-style-type: none"> * All students receive high-quality, research based instruction in academic, behavioral and social-emotional * Students are screened universally to identify those students not achieving expected benchmarks in academic, behavioral and social-emotional * Evidence based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students 	<ul style="list-style-type: none"> * Small group supplemental instruction in addition to core instruction * Instruction, strategies and programs designed to enhance and support core instruction * Teachers monitor progress frequently using multiple assessments * Evidence based practices and programs demonstrated to improve academic and behavioral performance in core (Tier I) 	<ul style="list-style-type: none"> * Instruction customized to specifically meet the individual needs of students extending beyond core and supplemental levels of support * Progress monitoring is completed more frequently * Evidence-based practices and programs demonstrated to improve academic and behavioral performance in identified skill areas
Effectiveness	If at least 80% of all students, in all subgroups are meeting academic and behavior benchmarks with core supports alone	If at least 70-80% of students improve academic and behavioral performance toward core (Tier 1) benchmarks	If students improve academic and behavior performance in identified skill areas



Every Child, Every Day