

Parent Involvement
In a
Multi-Tiered
System of Support



A Primer for Parents
2007

Core Beliefs:

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the education community continues to grow, learn and reflect
- Every leader at all levels is responsible for every student
- Change is intentional, coherent and dynamic

How to achieve the core beliefs:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture creates collective responsibility for student success



Developed by:
Dawn Miller, Ph.D.
Northeast Kansas Education Service Center
Kansas Instructional Support Network
a KSDE KSTARS Project

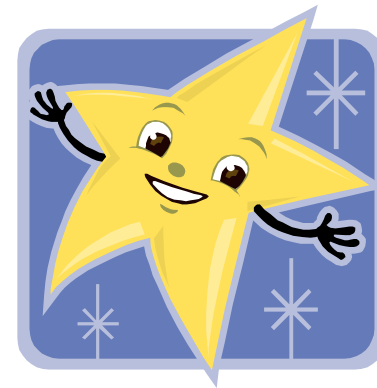
dawn@nekesc.org

Formatting by:
Cindy Breternitz

Conclusion

This primer has been a brief introduction to the new process of a multi-tiered system of support and response to intervention. Don't be overwhelmed; this is new of educators as well. As questions arise, please contact **(insert building and district contacts for families)**.

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.



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

Adapted from the work of John Copenhaver, Director, Mountain Plains Regional Resource Center

If intense intervention attempts are unsuccessful, or if what works requires a very intense or high level of support to maintain the child's progress, 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.

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.

**It is important to note that the federal idea provides you, as the parent, the right to request this initial evaluation at any time.*

Introduction

A Multi-Tiered System of Support (MTSS) is a term used in Kansas to describe how schools go about providing supports for each child in their building to be successful and the processes and tools teachers use to make decisions.

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 meet standards 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 a 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.

This brochure explains what MTSS and RtI mean in Kansas, what they look like in your child’s school, and how parents should be involved in each process.

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 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, sometimes called a Student Improvement Team, is used as a formal support for academic or behavior concerns available to any student, parent, or teacher.

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 in schools 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?

Remember, 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.
- Attend school functions, such as back-to-school night and parent-teacher conferences.
- Ask your child about their school day.
- 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.



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 efforts and techniques is a challenge.

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 evidence-based 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 they have a formal system of support to assist with these changes

What is Responsiveness to Intervention (RtI)

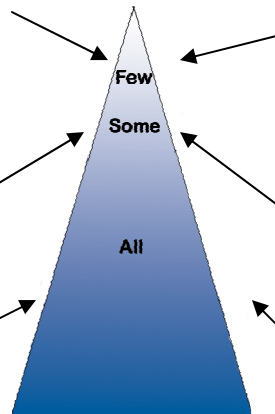
Basically, those practices that schools create in MTSS are precisely what we mean by RtI in Kansas. Because RtI is now written in as an option in IDEA, schools can use this approach as they make decisions about whether or not a child is eligible and in need of special education.

What does MTSS look like?

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

In General, A MTSS Includes:

- Intensive, Customized Interventions for Few
 - Progress Monitoring Weekly or at least every two weeks
- Targeted Group Interventions for Some
 - Progress Monitored at least every two weeks
- Core Curriculum for All
 - Progress monitored at least 3 times a year



At Your Child's School:

- Fill in how often and who might be involved/SIT:*

- Fill in how often and who might be involved:*

- Fill in time for core and who is involved:*

What are the goals of a MTSS and RtI?

The main goal of MTSS and RtI is for schools to use their resources in ways that helps figure out 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



Is RtI the same in all schools?

No. While all schools in Kansas share the same goal for MTSS and RtI, they may go about accomplishing that in different ways. Schools in our state have different resources and may have different ways of working together. That is why we developed this guide for parents so you would know what to expect at your child's school.