Ways Families Can Support

Questions you can ask:

- What curriculum is being taught?
- Is my child making adequate progress?
- What interventions are used for struggling students?
- What guidelines are used for progress monitoring?
- How will parents be informed of their child's progress?
- How can I help or support my child?

Ways to help at home:

- Making reading a daily habit at home.
- Communicating with the child's teacher.
- Monitoring and assisting with homework.
- Asking for regular monitoring reports.
- Sharing the child's successes.
- Learning about the curricula and interventions used by the school.
- Attending parent/teacher conferences and school meetings about your child.





Additional Resources

- **New York State Department of Education MTSS**
  - *https://www.nysed.gov/innovation-school-reform/multi-tiered-system-supports-mtss*
- **New York State Office of Special Educaion MTSS-I**
  - *https://osepartnership.org/mtss-i*
- **National Center on Intensive Intervention**
  - *https://intensiveintervention.org*
- **MTSS for English Language Learners**
  - *https://www.mtss4els.org*
- **Response to Intervention: A Parent's Guide (English)**
  - https://drive.google.com/file/d/1OpaOJAil3OX_yMkbVImKHFAPEpbxIBsw/view?usp=sharing
- **Response to Intervention: A Parent's Guide (Spanish)**
  - *https://drive.google.com/file/d/1eXysYyrksKIBeBwH2kFWwTJlhb4dgNxY/view?usp=sharing*

TALK TO US

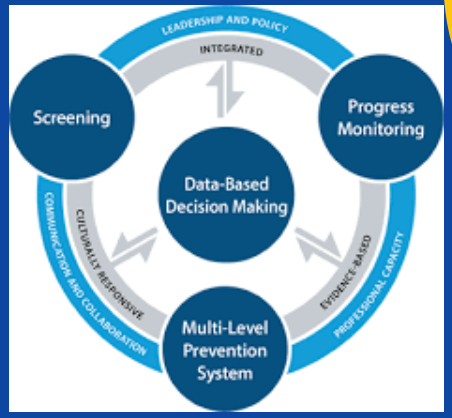
For more information about MTSS, or if you have any questions, please reach out to your child's school building Assistant Principal.

PORT CHESTER PUBLIC SCHOOLS

Parent Guide to Multi Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a proactive and preventative **framework** that supports the whole child. It uses data and instruction to maximize positive outcome for schools, teachers, students and families by responding to students' needs (e.g., academic, behavioral, social-emotional, student physical and mental health). It emphasizes a strengths-based approach and data-based decision-making for program improvement, high-quality instruction, intervention, and student engagement.

MTSS helps teachers best support their students by identifying obstacles to learning and providing the means to identify the tools to support each student's success in school.



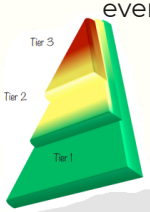
Key Components of MTSS

The MTSS framework is comprised of four essential components:

- **Screening**
  - Benchmark Assessments 3-5 times a year
- **Progress Monitoring**
  - Ongoing and frequent collection of data to assess student progress and effectiveness of instruction/intervention
- **Multi-level Prevention System (Tiers)**
  - Use of 3-tiers of intensity to provide instruction and intervention
- **Data-based Decision Making**
  - Use of screening, progress monitoring and data-based decision making to make decisions in MTSS

Tiered Supports

This system organizes support or students in three different levels, or tiers, to ensure that every child gets the support they need to succeed.



Tier 1

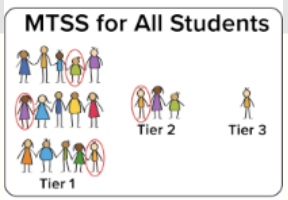
Differentiated instruction for **all** students using evidence based materials aligned with state standards and core curriculum

Tier 2

Tier 1 supports
+
Evidence/research based academic and behavioral interventions (i.e., ARC, Fundations, PAF, Bridges Math, etc.) in small groups of 3-5 students meet 2-3 times weekly in 6-8 week cycles

Tier 3

Tier 1 supports
+
Evidence/research based academic and behavioral interventions in smaller groups and/or at a higher frequency or duration than Tier 2 for 6-8 week cycles.



How does a student get identified for tiered support?

All students receive differentiated Tier 1 instruction.
Students who are not responding to, or making adequate progress towards, meeting grade level standards are identified for Tier 2 supports through the data-based decision making model.
Teachers use:

- classroom based observations and assessments
- data from the STAR benchmark assessment
- NYSED assessment date (if available)
- or any other relevant data

to determine the need for additional support in Tier 2. Goals for Tier 2 interventions are created that match the need of the students. These goals are monitored to assess progress.
Students receiving Tier 2 interventions, who are not meeting their goals may be considered for Tier 3 support. Teachers use:

- classroom based observations and assessments
- data from the STAR benchmark assessment
- NYSED assessment date (if available)
- Tier 2 progress monitoring data
- or any other relevant data

to determine the need for this more intense level of support. Goals for Tier 3 interventions are created that match the need of the students. These goals are monitored **more** frequently than in Tier 2 to assess progress.