

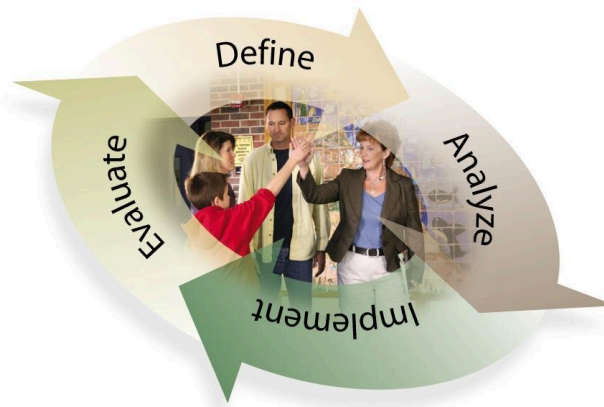
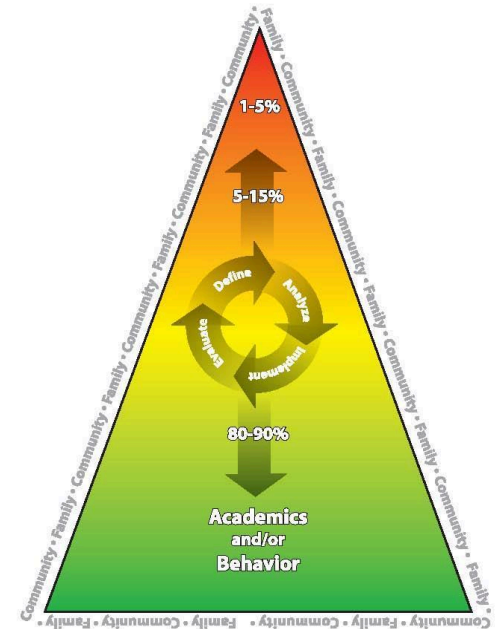
What should you do if you have concerns about your child's academic or behavioral progress?

- ✓ Notify your child's teacher, counselor or case manager and ask for a problem-solving team meeting.*
- ✓ Gather home information related to your child's specific strengths, homework samples, attitude about school, test scores, previous school experiences, peer relationships, and challenges.
- ✓ Participate in problem-solving discussions with the school staff about your child's specific strengths and needs.
- ✓ Develop interventions with school staff and monitor your child's progress towards meeting specific, measurable goals.
- ✓ If you believe the support plan for your student is not meeting his/her needs and would like to request further evaluation, please contact the intervention specialist.

The overarching purpose of MTSS implementation is to improve educational outcomes for all students.

MTSS Defined

Multi-Tiered Systems of Supports (MTSS) is an approach that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.

**School District**

CORE MTSS Principles

*Developed by Colorado MTSS Task Force
and Implementation Team composed of
parents and educators*

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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 is necessary for student success (Pre K-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 in order to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of MTSS.

For more information, contact:
Tara Valentino, 970-925-3760,
ext. 1116

The MTSS Problem-Solving Team Process

- ❑ Define Problem, Directly Measure Behavior
- ❑ Analyze the Problem, Validate the Problem, Identify Variables
- ❑ Develop Plan, Implement Plan as Intended, Progress Monitor, Modify as Necessary
- ❑ Evaluate Response to Intervention

Essential MTSS Vocabulary

Family-School Partnerships:

Families and staff partnering in the RtI

Multi-Tiered Systems of Supports (MTSS)

Problem-Solving Team: A

collaborative team (which includes parents, general and special educators) that uses student data, and plan and monitor prescribed interventions.

Multi-Tiered Intervention Model:

Providing different levels of instruction (universal, targeted, intensive) based upon student response to intervention,

Data-Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Focused Assessment: Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

Problem-Solving Process: A

collaborative team process based on the multi-tiered model which includes prescribing, monitoring, and evaluating interventions based on data

Progress Monitoring: Collecting and