



## MTSS AT Midland Valley High School



To make MVHS community/school one that everyone can be proud of. One that is best in the area and state!

Therefore, folks in our community and moving into the area want to be a part of THE VALLEY FAMILY!

Principal – S. Higgenbottom



### ***What are the key components of a Multi-Tiered System of Supports?***

- High Quality Instruction;
- Universal Screening to identify students needing supplemental support;
- Multiple tiers of academic and behavioral support that are progressively more intensive;
- Evidence-based interventions matched to student need; and
- Ongoing progress monitoring of student performance (RtI).

### **Who do I contact if my child is struggling and needs help?**

Contact your child's teacher, the school administrator, or the school counselor with your concerns



### ***What is a Multi-Tiered System of Supports?***

- ◆ A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- ◆ This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education.

### ***What can I expect from schools using a Multi-Tiered System of Supports?***

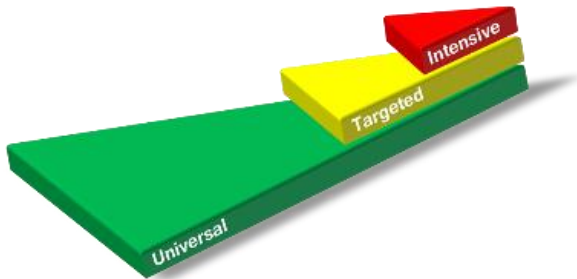
- Information on my child's progress in meeting grade-level standards;
- Notice of academic or behavior concerns;
- Instruction and intervention that is matched to my child's needs;
- Feedback on how my child is responding and making progress; and

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### What are tiered supports?



A Multi-Tiered System of Supports organizes instruction and intervention into tiers, or levels of support:

- Tier 1 – All students receive high-quality instruction in academics.
- Tier 2 – In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.
- Tier 3 – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.

### How does the school identify and support students?

- During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).
- Problem-solving teams may include principals, educators, school counselors, school psychologists, instructional coaches, and interventionists.
- At Tier 3, individual diagnostic assessments may be administered to help plan the intervention.
- Parents are not required to attend problem-solving meetings but must be given opportunities to participate in problem-solving process.

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