

The “Why” Behind MTSS and Rtl

In addition to MTSS being good for all students by better meeting their educational needs, changes in federal and state laws have directed schools to improve instruction for all students. These laws emphasize the importance of providing high-quality, scientifically-based interventions to ensure that all students meet standards of learning. It requires schools to ensure that underachievement is not due to lack of appropriate instruction.

The emphasis of these laws is to identify and address early-on academic and behavior concerns for students who are “at risk”. Interventions need to take place promptly before a student becomes so far behind that special education services or other alternative programs to address behavior concerns may be needed.

The MTSS Process

The South Carolina MTSS system is divided into three tiers or levels of intervention. Each tier increases the amount of support offered to students with difficulties in learning or behavior.



Tier 1 UNIVERSAL, high-quality, differentiated research-based instructional and behavioral supports for all students to reach proficiency in general education

Tier 2 TARGETED, needs-based remediation intervention and support (in addition to Tier 1) for students whose academic performance or behavior lag behind the norm for proficiency in their grade and educational setting

Tier 3 INTENSIVE, customized interventions and support (in addition to Tier 1 and 2) for students who have not adequately responded to evidence-based interventions in the first two tiers. Further evaluation may be recommended by the Rtl team if Tier 3 interventions continue to be unsuccessful.

★ Parents are strongly encouraged to be an active member of the Rtl team by Tier III.

How Should Parents Partner with the School?

Parents are an important partner with the school staff in sharing the responsibility of educating their child. They should contact their child's teacher with any academic or behavior concerns. Likewise, schools are expected to maintain ongoing communication regarding a student's progress or any concerns. Parents will:

- Be informed and involved in the intervention process for their child
- Receive frequent updates of your child's progress in response to the interventions

There are several different ways parents can support their child:

- Maintain ongoing communication with your child's teacher
- Participate in school conferences.
- Make a list of questions you have beforehand
- Make reading a habit and interest-based
- Monitor homework assignments and preparations for upcoming tests



What is MTSS and

RtI?

The Multi-Tiered System of Support (MTSS) is a team-based, problem-solving approach that utilizes high-quality instruction, intervention, and assessment practices for all Beaufort County students. The goal is that all students receive the needed level of academic and behavior supports to be successful at school. Response to Intervention (RtI), is the general education framework of multi-tiered supports used by schools to proactively identify struggling students, provide them with specific interventions that have a proven record of success, and target areas of concern.

While interventions are being implemented, they are frequently monitored for effectiveness. If an intervention is not working, it will be adjusted as needed. The School's RtI team regularly reviews this documentation to make decisions about the student's further educational needs



Essential Components of the

MTSS/RtI Terms to Know

- Tiered Instruction—There are 3 tiers within the RtI Framework. Tier 1 is the core curriculum and instruction within the general education classroom. Additional tiers use increasing focused interventions to support the student.
- Universal Screener—Measures of Academic Progress (MAP) is the assessment given to all Beaufort County students in grades K-8. It is used as the initial academic screener to identify students who may need additional instructional support.
- Data-based Decision Making—In addition to MAP, other assessment data is reviewed to confirm needed support and determine interventions.
- Progress Monitoring—is used to assess student progress during the intervention process
- Domains—the areas (domains) considered for needed support are reading, math, language usage (speech/language), and behavior

Questions?

The Primary Contact is Your Child's Teacher or Principal
 For additional information, contact:
 Carmen Dillard – Elementary Schools
 843-322-5930
 Geri Henderson—Middle or High Schools
 843-322-0732



A Parent's Guide to Multi-Tiered System of Support and Response to Intervention



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