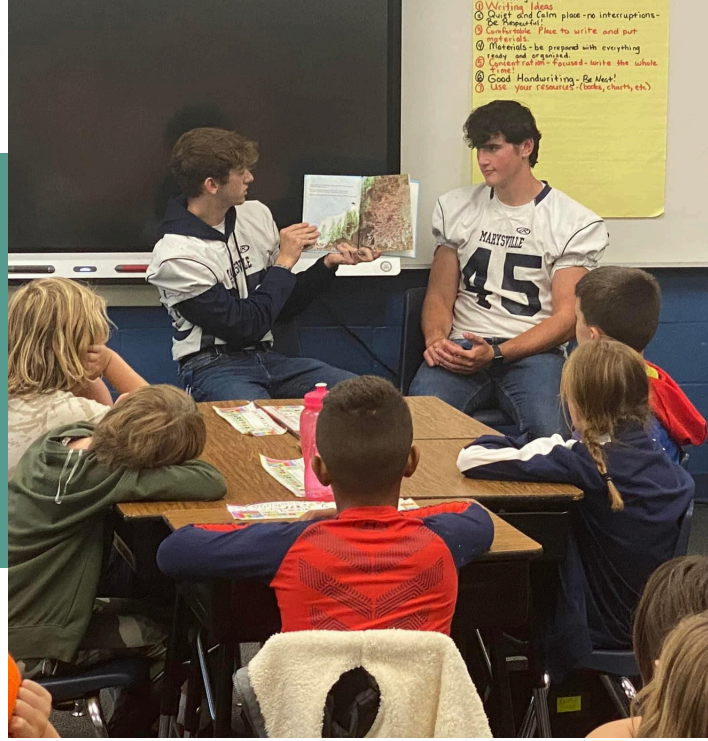


# A PARENT GUIDE TO MULTI-TIERED SYSTEM OF SUPPORTS



Marysville Public Schools adheres to the Multi-Tiered System of Supports (MTSS) framework, an educational approach that prioritizes high-quality instruction for all students. This method incorporates a multi-tiered system of differentiated intervention supports in both academic and behavioral domains.



We consistently assess student achievement and closely monitor progress to facilitate timely adjustments in instruction, ensuring academic success.

We believe that every student can excel given targeted instruction tailored to their specific needs. Our commitment to individualized teaching reflects our dedication to optimizing the learning experience for each student.

## ESSENTIAL COMPONENTS

### INSTRUCTION AND INTERVENTION

- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

### PROBLEM SOLVING

- Collaborative problem solving model

### DATA/ASSESSMENT

- Monitor progress
- Data based decision making
- Use assessments for three purposes

### STAKEHOLDER ENGAGEMENT

- Engage parents and community

### IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity



# Tier 1

Tier 1 represents the foundational curriculum with personalized teaching methods. Every child has access to excellent curriculum, teaching, and behavior assistance right in the classroom. Regular progress check-ups ensure we keep track of how your child is doing and help us identify if they need extra help. If your child is identified as needing more support, they'll receive tailored instruction during regular class time.

# Tier 2

Tier 2 builds upon the core curriculum by adding Tier 2 intervention. If your child isn't making progress in Tier 1, we implement Tier 2 support. They'll receive increasingly focused instruction tailored to their individual needs. Additional assessments might be conducted to pinpoint where your child needs targeted support. We'll create a plan that hones in on the specific skill areas needing improvement to reach grade-level expectations. This instruction may be adjusted periodically to ensure progress. Once the goal is achieved, interventions are phased out. However, if your child's progress monitoring shows they're still not making headway despite adjustments to Tier 2 interventions, we'll consider Tier 3 interventions.



# Tier 3

Tier 3 involves the core curriculum along with Tier 2 support, supplemented by extra Tier 3 assistance. Usually, around 5% to 10% of students require this level of instruction to excel academically. This phase entails more specialized assessments and collaboration between parents and the school team to address challenges. Various school professionals such as interventionists, social workers, special education teachers, and literacy coaches may increase their involvement to aid the student. The team diligently tracks the child's progress and decides on necessary actions. If a student continues to struggle despite Tier 3 interventions, they may be considered for special education services.

## HOW CAN PARENTS HELP?

We know from experience and research that parent involvement is critical to their child's success as a life-long learner. Parents are encouraged to be involved by:

- Recognizing your child's successes and focusing on what they can do.
- Learning more about the methods and materials used to teach your child and how your child is being helped to improve.
- Talk to your child's teacher about your concerns.



# FREQUENTLY ASKED QUESTIONS

## How was my child identified for needing interventions?

All students are screened in both reading and math at the beginning, middle, and end of each school year. These assessments are called “Universal Screeners.” Universal Screeners assess students’ knowledge of the content and standards for their grade level. If a student’s score indicates that he or she is at risk for not attaining grade-level mastery, then the student is identified to receive targeted interventions. Secondary screeners are administered to identify the specific foundational reading and math skills that students may have not yet mastered. The screeners help teachers and interventionists select the specific area in which to intervene. In addition to reviewing screening data, teachers closely monitor student progress based on daily classroom performance. It may become evident that a student would benefit from additional support based on data collected from daily classroom performance.

## When will my child participate in the interventions and for how long?

Interventions occur throughout the day daily. Student progress is monitored at regular intervals and participation is based on the student’s progress toward the grade level goal. The length of participation varies from student to student as it is based on the student’s growth towards the goal.

## Will my child miss core instruction?

Intervention/Extension block is built into the schedule to provide instruction that is in addition to core instruction be it intervention instruction on skills that need strengthening or instruction that extends learning. We ensure that students do not miss any core instruction.

## Who will be doing the instruction?

All interventions are taught and/or overseen by highly qualified staff. Students may work with tutors, reading specialists, math teachers, special education teachers, paraprofessionals, classroom teachers, etc.

## What are the interventions?

All the interventions are high-quality, research-based interventions. Students meet in small groups. Some interventions have a computer component to the instruction but also include teacher involvement. For specific information regarding your child’s intervention, please contact your child’s teacher.

([Marysville Public Schools Chain of Command Guide](#))

## What if my child needs intervention in both reading and mathematics?

Students who need both reading and math interventions are first assigned to interventions in the area of greatest need. The other subject area will be supported through differentiated core instruction in the classroom by the classroom teacher. Once the student reaches his or her goal in the first area of need, then a new intervention will begin in the other subject area.

