

Multi-Tiered System of Supports: General Information Letter

Dear Parents,

Washoe County School District (WCSD) believes that to provide the most effective education for all students, we must start with providing an effective education for each child. Students have different learning styles and not all students will respond to the same instructional approach. Some students require additional support to demonstrate mastery of learning standards. In the WCSD, we use a *Multi-Tiered System of Supports (MTSS)*, a three-tiered problem-solving approach, to identify and support those who do not demonstrate success with core curricula and instructional strategies. Students who have not demonstrated mastery of WCSD standards are provided with two levels of support beyond the core curricula. MTSS has been identified as best practice in the field of education and fulfills federal and state legal requirements to meet the needs of all students.

What happens at each tier within the MTSS framework?

- At Tier 1 (i.e., core curricula), the classroom teacher uses the grade-level core curricula and school-wide positive behavioral supports for all students, which includes instructional strategies to support students with different skill levels. Research has shown that at least 80% of students can be successful with the general education classroom approach and grade-level curricula. All students receive Tier 1, grade-level instruction. For a student who is identified for Tier 2 or Tier 3 supports, interventions are provided in addition to Tier 1 instruction.
- At Tier 2, grade-level core curricula and school-wide positive behavioral supports are supplemented with additional small-group targeted interventions for students not successful at Tier 1. In Washoe County Schools, students are provided additional instruction in their area(s) of need. Parents are notified through a State of Nevada MTSS letter when their child is identified for support through MTSS and a document of proposed group interventions and support strategies is provided. Parents are asked to sign and return both forms to the school. If a student does not demonstrate growth with a Tier 2 intervention, the school may modify the intervention or change the intervention at the Tier 2 level; this is called a phase change within the current tier. Should an adjustment be made (a phase change), you will be notified.
- At Tier 3, a small percentage of students whose data suggest they have not made growth with Tier 2 supports are provided more individualized and more focused interventions. Tier 3 supports are often provided in a student-to-teacher ratio of one-to-one to three-to-one. If a student does not demonstrate growth with a Tier 3 intervention, the school may modify the intervention or change the intervention at the Tier 3 level; this is called a phase change within the current tier. Should an adjustment be made (a phase change), you will be notified.

How is student growth monitored within the MTSS framework?

- At each tier, student progress is monitored on a schedule determined by the student's need. At Tier 1, all students' basic skills are monitored three times a year. At Tier 2 and Tier 3, students' skills are monitored more frequently. Parents will have access to ongoing progress monitoring data to ensure awareness of student growth.

We take very seriously our responsibility to ensure the success of all students. The Multi-Tiered System of Supports allows us to support each student efficiently and effectively. The goal of MTSS is to close achievement gaps and ensure all students are successful.

Sincerely,

Principal