

## Parent Frequently Asked Questions (FAQs)

### **What is MTSS?**

**MTSS** stands for Multi-Tiered Systems of Support. **MTSS** is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

### **How is Response to Intervention (RTI) different from MTSS?**

A multi-tier system of supports (MTSS) is more comprehensive. It may include the three levels of RTI. MTSS goes beyond just academics to include social and emotional support and includes behavior intervention plans.

### **Is there a specific model of RTI?**

RTI is a fluid model with components that can be tailored by states, districts, and schools to best address the needs and context of their students and communities. The U.S. Department of Education does not subscribe to a particular RTI framework, instead describing the core characteristics that underpin all RTI models: (1) students receiving high-quality research-based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students being screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student's response to instruction. ([\*National Center on Response to Intervention\*](#))

### **Why would my child need to participate in intervention?**

Any student who is not meeting their goals or expected potential may benefit from additional support. Teachers will use multiple sources of data to determine if supplemental instruction (intervention) is appropriate for a student. In some cases, a student can greatly benefit from [remediation](#) instead of a specific intervention.

### **How do I know if my child is eligible for intervention?**

Any student is a candidate for remediation or intervention. As noted above, the classroom teacher will use multiple sources of data to determine if a student can benefit from a specific intervention. If you are concerned about your child's progress or performance you should contact your child's teacher immediately. Parents should inquire at the school about opportunities for supplemental instruction (extra learning).

### **What happens to my child if he or she does not progress with extra instruction?**

Every child has a unique learning style. There are multiple paths that lead to success for our students. It is our goal to ensure your child as the supports necessary to meet his or her potential. Remediation will be your teacher's first course of action if your child is not on track for success. If difficulties persist, it may be necessary for your child to participate in an evidence-based intervention for several weeks. Intervention can last for different periods of time, depending upon your child's response to the extra

instruction. If a student begins to excel in the classroom after receiving intervention, it may be necessary to continue the extra learning for some time. If your child begins to struggle more, it may be necessary to increase the intensity of the intervention. There are cases where a variety of school and or district support staff will be consulted to build the best learning plan for your child's success.

**Will intervention delay or eliminate the opportunity for my child to receive an educational evaluation?**

No, the intervention process will not delay, nor eliminate an evaluation. It is our goal to correct any learning difficulties before conducting the evaluation process; however, each child has different levels of need. Parents should contact their child's teacher if they have questions regarding a comprehensive evaluation.

**Can parents be involved in the decision making process for intervention?**

Absolutely! The insight parents can share regarding their child is extremely valuable. A student will be more likely to reach her or his goals when parents and teachers work together. Teachers can share strategies, ideas, and resources for parents to use at home to extend learning. Each school will have a different method for assigning interventions and reporting progress; however, parents are encouraged to participate in this decision making process.

**What programs are used during intervention?**

The EVSC provides schools with the following curriculum resources to be used for intervention: Lexia, Redbird, LLI, Rewards, and phonological/phonemic awareness support provided by the M.H. Rooney Foundation (Orton-Gillingham approach). Progress is monitored biweekly and monthly depending upon the student's level of need.

**What should parents expect of their child after participating in an intervention?**

Parents should see their child's classroom grades improve if the intervention is successful. Scores on formative assessments are expected to increase when interventions are conducted with fidelity. Additionally, your child's self-esteem and outlook on school should improve as they feel more confident and successful.

**Will parents be notified if their child is assigned to an intervention?**

Yes, parents will receive a letter informing that their child will be participating in an intervention. In some cases, students will continue an intervention from the previous school year. Parents will be notified in writing if their child is continuing an intervention from the previous school year.

**Who can I contact about intervention if I am unable to contact my child's teacher?**

Parents should make every attempt to contact their child's classroom teacher or school principal. The school staff is most familiar with your child and can be the best support. If you have general questions regarding RTI, MTSS, curriculum used for intervention, etc. you can contact [Stephanie Stewart](#), Director of Instruction and RTI.