

Multi-Tiered Systems of Support MTSS

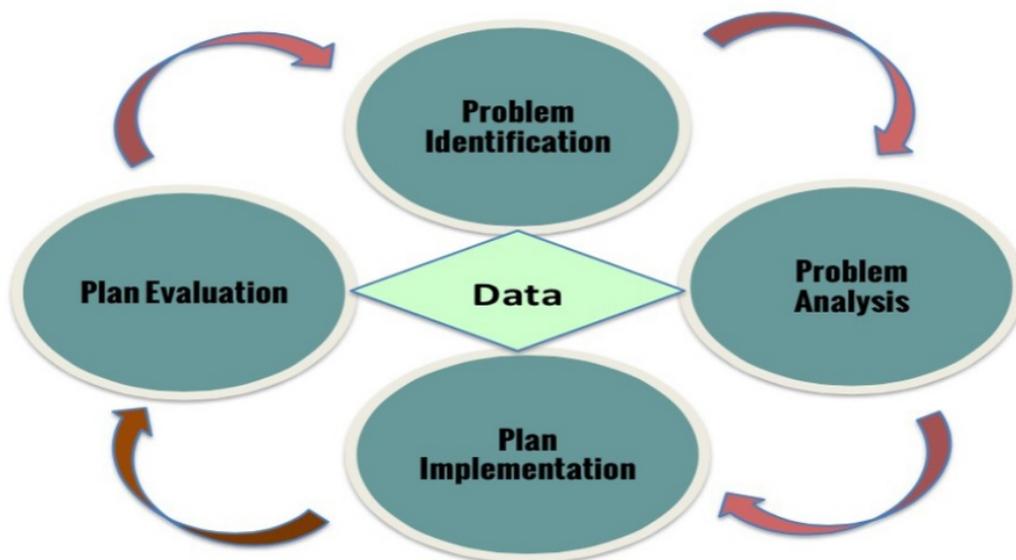
MONTHLY NEWSLETTER OF CURRITUCK COUNTY SCHOOLS



What is MTSS, and how does it impact students?

Multi-Tiered Systems of Support is a multi-tiered framework, which promotes school improvement through engaging, research based academics and behavioral practices. NC MTSS employs a systems approach using data driven problem solving to maximize growth for all.*

SYSTEMATIC PROBLEM-SOLVING



"MULTI-TIERED SYSTEM OF SUPPORT." Multi-Tiered System of Support. N.p., n.d. Web. 29 Jan. 2018.



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Who: Students needing supplemental support in addition to Core instruction (approx. 20% of students)

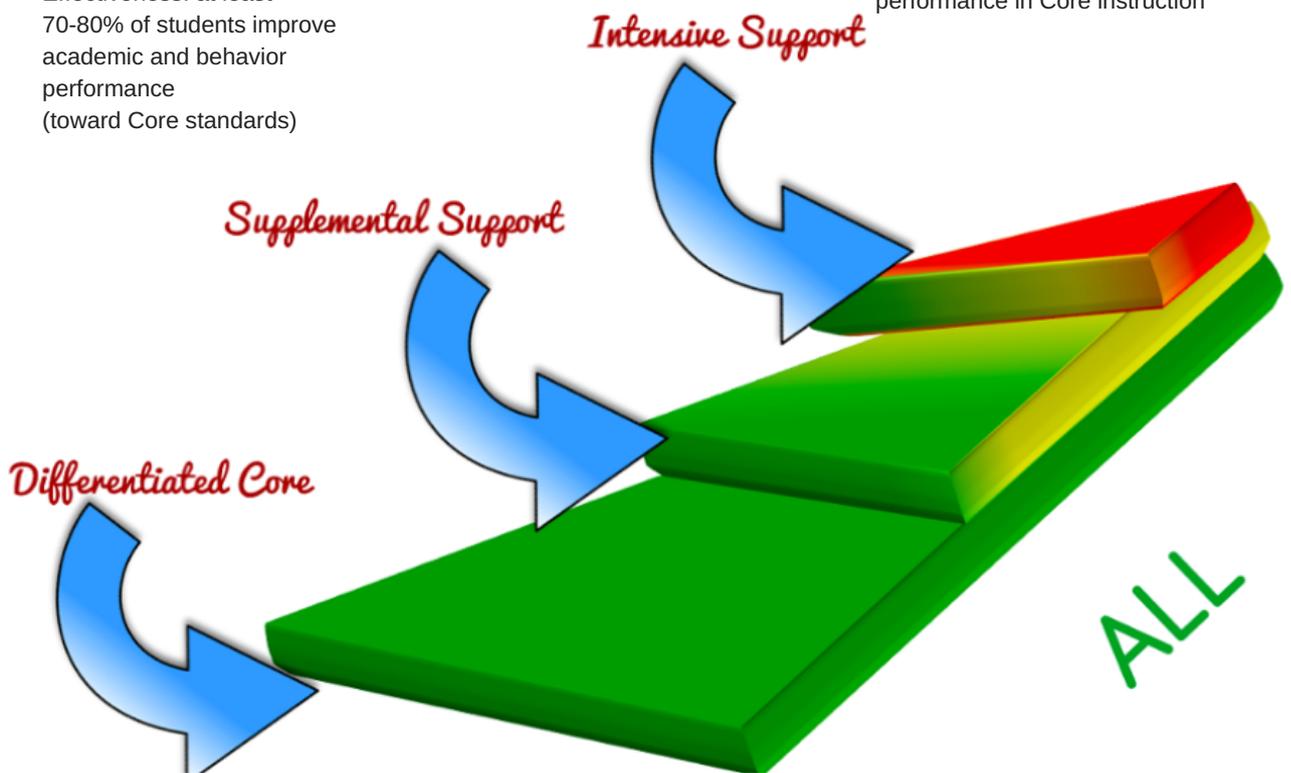
What: Evidence-based programs and practices demonstrated to improve academic and behavior performance in Core instruction

Effectiveness: at least 70-80% of students improve academic and behavior performance (toward Core standards)

Who: Students needing Intensive support in addition to Supplemental and Core instruction (approx. 5% of students)

What: Evidence-based programs and practices demonstrated to improve academic and behavior performance

Effectiveness: Academic and behavior progress toward performance in Core instruction



Who: All students

What: Evidence-based programs and practices demonstrated to produce good academic and behavior outcomes for the majority of students

Effectiveness: at least 80% of all students are meeting academic and behavior benchmarks in Core alone

The Importance of MTSS

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In 2016, the NC State Board of Education approved the policy changes for the definition, evaluation and identification of students with Specific Learning Disabilities.

The policy can be found at <http://ec.ncpublicschools.gov/> .

The policy became effective February 5, 2016 with full implementation by July 1, 2020.

Implications of this policy change:

Proposed policy will require that comprehensive evaluations for students suspected of having a Specific Learning Disability (SLD) must include both evidence of low achievement and insufficient response, with documentation of the following:

- (1) Inadequate achievement based on evidence from multiple sources of data indicating the child does not achieve adequately for the age or grade level standards in which the child is enrolled in one or more of the eight areas when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.
- (2) The child demonstrates either a lack of response or is responding at a rate that is insufficient to reduce their risk of failure after an appropriate period of time when provided with high quality core instruction and scientific, research-based interventions.
- (3) The student's learning difficulties are not primarily the result of visual, hearing, or motor disabilities; intellectual disability; emotional disturbance; cultural factors; environmental or economic influences; loss of instructional time; or Limited English proficiency.
- (4) The determination cannot be the result of a lack of appropriate instruction, specifically in the essential components of reading and math.
- (5) The disability adversely affects the child's educational performance.
- (6) The student requires special education in order to make or maintain sufficient progress.

For more information, parents can check out the Parent's Guide to MTSS linked below.
<https://drive.google.com/file/d/1m9TrYpmmcTADwseUeEhpN4FH4J-jkYkTa/view?usp=sharing>

MTSS Parent's Guide
