

Preface



RtI is an integral part of MTSS (Multi Tiered System of Support). MTSS is cohesive and comprehensive in the goal of meeting the needs of all learners encompassing RtI. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation providing multiple levels of support for all learners, struggling through advanced.

MTSS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction focused on school improvement that is sustainable.

The MTSS model ensures practice, policy, and programs that are aligned at the classroom, school, and district levels, utilizing and developing effective curriculum, a comprehensive assessment system and the use of data to guide instruction.

The guiding principles of MTSS require that teachers, administrators, district personnel, and student support specialists change the way that they have traditionally worked together to include a collaborative and cohesive culture of prevention and intervention.

- MTSS provides specific types of support for teachers (professional development, technical assistance, instructional coaching)
- MTSS outlines clearly define roles, responsibilities, and accountability for teachers, building leaders, and district personnel
- MTSS provides a coherent system for continuous improvement
- MTSS ensures that a common understanding/language exists when discussing implementation and expected outcomes
- MTSS allows district policies to remove barriers to effective implementation
- Most importantly, ALL students should benefit when the model is implemented with fidelity

Legislative Background

TITLE G- THE BASIC EDUCATION PROGRAM

CHAPTER 14: Safe, Healthy and Supportive Learning Environment

G-14-1 ACADEMIC SUPPORTS AND INTERVENTIONS FOR ALL STUDENTS

Each LEA shall ensure that all students have the opportunity and skills necessary to access the systems of developmentally appropriate, targeted, and responsive academic supports and interventions for learning that they need to become college, work, and career ready.

Each LEA shall provide supplemental academic supports and interventions that are evidence-based in the areas of literacy, numeracy, science, social studies, history, and speech and English language acquisition. Such supplemental academic supports and interventions shall be provided to students in K-12 when students are determined, through an LEA systematic problem-solving approach, to be at risk of not successfully achieving proficiency on state assessments and/or Proficiency-Based Graduation Requirements.

For each student receiving or discontinuing an academic support or intervention, the LEA shall

provide written notice to the parent(s) or guardian(s) that must:

- Describe the academic support or intervention being delivered or discontinued;
- Describe the systematic problem-solving approach used to identify the student's need for intervention
- Describe the exit criteria for the support or intervention; and
- Be provided in the parent's native language.

