

HUNTINGTON UNION FREE SCHOOL DISTRICT



Multi-Tiered System of Supports - MTSS Resource Manual

Multi-Tiered System of Supports (MTSS)

MTSS: GENERAL INTRODUCTION

Multi-Tiered System of Supports (MTSS) is a comprehensive, school-wide model that provides academic and behavioral support to at-risk students. MTSS organizes school instructional and intervention resources into three ascending levels, or ‘Tiers’. When students display significant academic or behavioral/social-emotional deficits, they are matched to appropriate MTSS intervention. Any students who fail to respond to intervention at a particular Tier are advanced to a more intensive Tier to ensure that they receive timely, targeted, and effective support. Decisions to move students up and down the MTSS Tiers are made using objective, fair, and reliable data sources.

MTSS: ACADEMICS

MTSS for academics provides a continuum of support for learners who are performing below grade level and/or are struggling in school. Students with emerging academic delays can receive Tier 1 intervention support directly from their classroom teacher. Learners with more serious deficits in school skills may be placed in Tier 2 reading or math small-group interventions to identify and address off-grade-level skill gaps. Students who fail to respond to lesser academic interventions are referred to the Tier 3 Instructional Support Team (IST), which develops intensive, individualized intervention plans. Students are assigned to Tier 1, 2, or 3 interventions based on objective data sources, including school-wide screeners and classroom instructional information.

MTSS: BEHAVIOR

MTSS for behavior/social-emotional learning teaches positive behaviors—and also provides targeted assistance to any students with significant behavioral and/or mental-health needs. The starting point for MTSS-behavior is the general-education classroom, where teachers explicitly teach and reinforce expected behaviors. Students with more substantial social/emotional or behavioral needs are assigned to school-wide Tier 2 interventions such as skills groups or mentoring programs. Those students who present with intensive behavioral or emotional challenges are brought to the Tier 3 which may consider referrals for additional supports and services including but not limited to the Committee on Special Education. Students are assigned to Tier 1, 2, or 3 behavioral intervention based on objective data sources, including teacher referrals and office disciplinary referrals.

MTSS Multi-Tier Model

Tier 1

General education setting: Teachers deliver instruction to all students. For those students scoring in the low-average range (25th - 49th percentile), teachers should immediately begin collecting data and using evidence-based strategies in the classroom to support these students. This would typically consist of small group re-teaching, additional drills in math or reading fluency and/or comprehension skills.

Tier 1 Social-Emotional Learning (SEL) instruction includes the Harmony program for all students and additional support provided by the classroom teacher as needed. Tier 1 classroom supports can include positive praise and reinforcement, prompting and redirection, preferential seating, and use of the classroom reward system. All schools in the district utilize Positive Behavior Intervention Systems (PBIS), which seek to foster supportive, welcoming and nurturing environments for all learners by way of clear and consistent expectations and incentives.

Tier 2

If a student fails to progress with Tier 1 interventions in place, a student will be moved to Tier 2 interventions. Interventions are more individualized, focusing on the individual needs of a struggling learner. This is more intensive instruction in a small group setting inside or outside the classroom, generally two to three times per week for students that fall within the 11th - 24th percentile. Classroom teacher progress monitors students' bi-weekly using grade level target. Meetings are scheduled three times per year with the SBIT to review student progress.

Tier 2 SEL support will take place after a review of the Brief Externalizing and Internalizing Screener for Youth (BEISY) universal screening results. Tier 2 SEL supports may include a consultation with a member of the mental health team to provide more individualized behavior and emotional strategies to be used within or outside of the classroom. Tier 2 supports may also provide a pull-out support service, such as counseling.

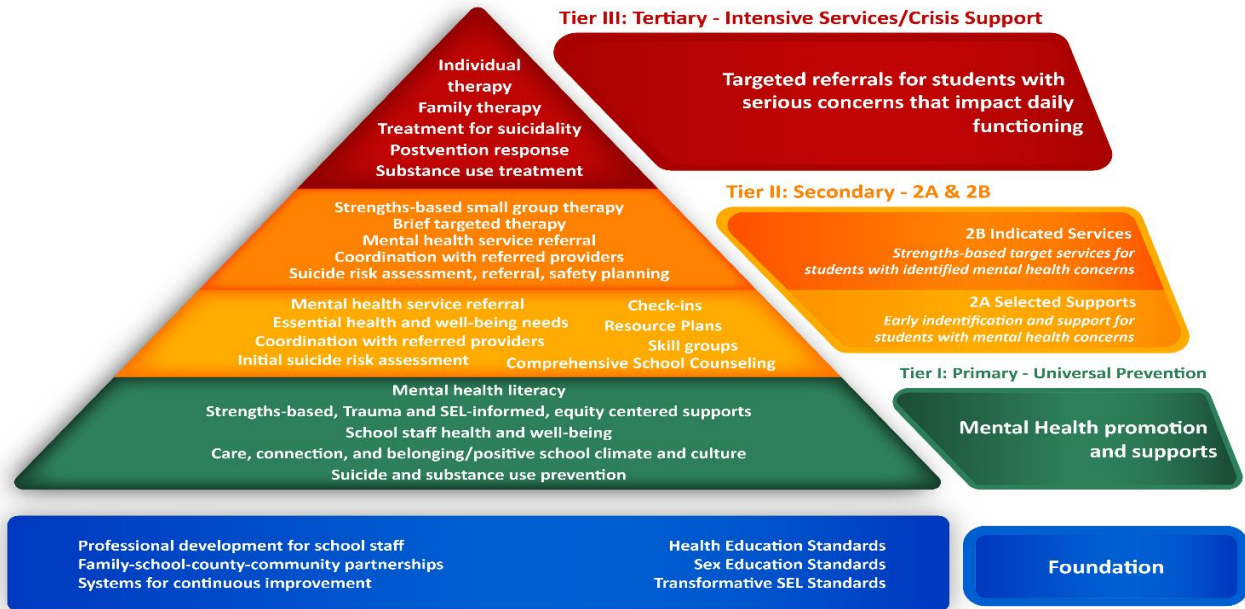
Tier 3

Most intensive academic support: This is for students with chronic and severe academic delays. This is intensive instruction in a small group setting outside the classroom, generally four to five times per week, for students that fall within the 0 - 10th percentile. Baseline data is collected by the pull-out provider using survey level assessments to determine where student is functioning at 25% or higher. Classroom teacher progress monitors students weekly at the grade level above the student's functioning level. Meetings are set up with the IST after six to eight data points are collected to review student progress.

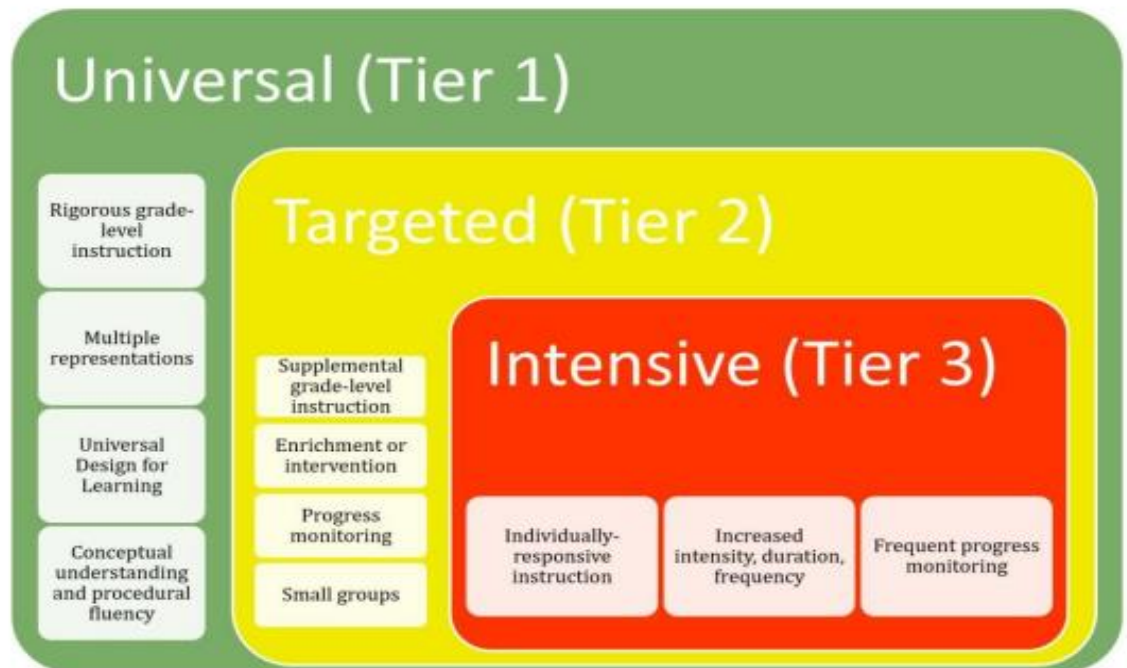
Tier 3 SEL support will take place after a review of the BEISY universal screening results and also for students in crisis, consisting of a combination of push-in and pull-out services and/or referral to outside agencies after a review of the BEISY universal screening results.

Social Emotional Learning Supports

Multi-Tiered Systems of Support (MTSS) in Education



Academic Supports



District Wide MTSS Forms

- IST Referral Form- Primary
- IST Referral Form- Intermediate
- IST Referral Form- Middle School
- MTSS Parent Notification Form- English
- MTSS Parent Notification Form- Spanish
 - IST Tracking Sheet
 - Finley Middle School Forms
- MTSS Exit Letter- English/Spanish

Huntington Union Free School District

IST Initial Referral Form – Primary

Student: _____ School: _____ Grade: _____

Teacher: _____ DOB: _____ Date: _____

Current Profile: RtI Math _____ RtI Reading _____ ENL _____ Mental Health _____ DL _____
 Speech _____ OT/PT _____ 504 _____

Educational History

Is absenteeism or lateness a problem? Yes ☐ No ☐ If yes, number of absences _____
 Has the student attended other schools? Yes ☐ No ☐ If yes, list school(s) and grade level(s) _____
 Has the student been referred to the IST before? Yes ☐ No ☐ If yes, list date _____
 Was the student previously in DL? Yes ☐ No ☐ Is the student currently in DL? Yes ☐ No ☐
 Notable Health Concerns? _____

For Students Whose Language is Other than English

How long has the student been going to school in the USA? _____
 ENL Level: _____ Dominant Language: _____
 Has there been any interruption in the student's education? Yes ☐ No ☐ If yes, for how long? _____

Assessment of Academic Skills: (A - Average, BA - Below Average, WBA - Well Below Average)

<u>Reading</u>	<u>Mathematics</u>	<u>Writing</u>
_____ Phonemic Awareness	_____ Word Problems/Vocab.	_____ Generates sentences
_____ Phonics	_____ Computation	_____ Development of ideas
_____ LNF/LSF Fluency	_____ Memory of Facts	_____ Organization
_____ Oral Reading Fluency	_____ Understanding Concepts	_____ Punctuation
_____ Vocabulary	_____ Problem Solving	_____ Grammar
_____ Comprehension	_____ Number Sense	_____ Legibility/Spacing

Please describe in detail any areas below average and well below average:

Behavior(s) of Concern (check those that you feel apply and describe):

Behavior:	Describe:
_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____

_____	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

Current Student Data: (Attach Historical and Progress Monitoring graphs) AIMSweb and/or iReady

AIMSweb (percentile) (grades K/1)

Literacy Measures:

Gr. K	LNF: _____	LWSF: _____	Composite: _____
Gr. 1	ORF: _____	Composite: _____	
Gr. 2/3	AV: _____	RC: _____	ORF: _____ Composite: _____

Guided Reading Level: _____

Progress Monitoring Frequency: Weekly: _____ Bi-Weekly: _____ Grade Level: _____

Math Measures:

Gr. K	QTF: _____	CA: _____	NNF _____	Composite: _____
Gr. 1	MFF-1D: _____	NCF-P: _____	CA: _____	Composite: _____
Gr. 2/3	NCF-T _____	MCF: _____	CA: _____	Composite: _____
Progress Monitoring Frequency:		Weekly: _____	Bi-Weekly _____	Grade Level: _____

iReady Results (percentile) (grades 2/3)

Benchmark Test: Fall _____ Winter _____ Spring _____

READING OVERALL: _____

PA _____ PH _____ HFW _____ VOC _____ COMP LIT _____ COMP INFO. _____

MATH OVERALL: _____

NO _____ ALG _____ MS _____ GEO _____

Student's Strengths:

Parent Contact History:

Date	Form of Contact	Description

On the following page, please check all Tier I interventions along with how long the intervention has been in place & describe the outcomes.

Pacing:

- ☐ Extended Time
- ☐ Break Offered
(frequency/activity)
- ☐ Other

Environment:

- ☐ Preferential Seating
- ☐ Alternative Seating
- ☐ Reduce distraction
- ☐ Other

Presentation of Material:

- ☐ Multiple teaching styles
(Auditory, Visual, Tactile, Kinesthetic)
- ☐ Small group instruction
(content area)
- ☐ Directions read and simplified
- ☐ Use of manipulatives
- ☐ Pre-Teach concepts
- ☐ High Frequency Word List
- ☐ Oral cues/prompts
- ☐ Other

Materials:

- ☐ Assistance in note taking/HW
- ☐ Use of laminated materials
- ☐ Use of calculator/ Flash Cards
- ☐ Use of graphic organizers
- ☐ Use of line tracker
- ☐ Use of Math Reference Charts
- ☐ Study Guides
- ☐ Other

Assignments:

- ☐ Steps provided/Chunking
- ☐ Checklist provided
- ☐ Differentiated reading level
- ☐ Modified assignments/homework
- ☐ Other

Reinforcement & Follow Through:

- ☐ Check for understanding
- ☐ Use of Positive Reinforcement
- ☐ Peer Tutoring
- ☐ Cooperative Learning Experiences
- ☐ Immediate Feedback
- ☐ Directions repeated
- ☐ Re-Teaching concepts
- ☐ Self-Monitoring Check Lists
- ☐ Other

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome?

Current Tier II Academic/Behavioral Interventions: (2 - 3 days per week)

(Reading RtI, Number Worlds, Individual Behavioral Chart, Check-in/Check-out, Mental Health Support)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Current Tier III Academic/Behavioral Interventions: (4 - 5 days per week)

(Horizons, Foundations Double Dose, Leveled Literacy Intervention, Number Worlds, Individual Behavioral Chart, Token Boards, Check-in/Check-out, Mental Health Support)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Huntington Union Free School District

IST Initial Referral Form – Intermediate

Student: _____ School: _____ Grade: _____

Teacher: _____ DOB: _____ Date: _____

Current Profile: RtI Math _____ RtI Reading _____ ENL _____ Mental Health _____ DL _____
Speech _____ OT/PT _____ 504 _____

Educational History

Is absenteeism or lateness a problem? Yes ☐ No ☐ If yes, number of absences _____

Has the student attended other schools? Yes ☐ No ☐ If yes, list school(s) and grade level(s) _____

Has the student been referred to the IST before? Yes ☐ No ☐ If yes, list date _____

Was the student previously in DL? Yes ☐ No ☐ Is the student currently in DL? Yes ☐ No ☐

Notable Health Concerns? _____

For Students Whose Language is Other than English

How long has the student been going to school in the USA? _____

ENL Level: _____ Dominant Language: _____

Has there been any interruption in the student's education? Yes ☐ No ☐ If yes, for how long? _____

Assessment of Academic Skills: (A-Average or Above, BA-Below Average, WBA-Well Below Average)

Reading

_____ Oral Reading Fluency
_____ Comprehension
_____ Vocabulary
_____ Decoding

Mathematics

_____ Problem Solving
_____ Computation
_____ Memory of Facts
_____ Understanding Concepts

Writing

_____ Sentence Structure
_____ Development of ideas
_____ Organization
_____ Conventions

Please describe in detail any areas below average and well below average:

Behavior(s) of Concern (check those that you feel apply and describe):

Behavior:

Describe:

_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

Current Student Data: (Attach Historical and Progress Monitoring graphs)

AIMSweb Results (percentile)

Reading

Composite: _____ **ORF:** _____

Progress Monitoring Frequency: Weekly _____ Bi-Weekly: _____ Grade Level: _____

Math

Composite: _____ **CA :** _____ **NCF-T:** _____ **MCF:** _____

Progress Monitoring Frequency: Weekly _____ Bi-Weekly: _____ Grade Level: _____

iReady Results (percentile)

Benchmark Test: Fall _____ Winter _____ Spring _____

Reading Overall: _____

PA _____ PH _____ HFW _____ VOC _____ COMP LIT _____ COMP INFO. _____

Math Overall: _____

NO _____ ALG _____ MS _____ GEO _____

Parent Contact History:

Date	Form of Contact	Description

Please check all Tier I interventions along with how long the intervention has been in place & the outcome:

Pacing:

- ☐ Extended Time
- ☐ Break Offered
(frequency _____/activity_____)
- ☐ Completion Charts
- ☐ Use of Timer
- ☐ Other

Environment:

- ☐ Preferential Seating
- ☐ Alternative Seating
(explain:_____)
- ☐ Reduce distraction
(explain:_____)
- ☐ Positive Peer Role Model
- ☐ Class Dojo
- ☐ Other

Presentation of Material:

- ☐ Multiple teaching styles
(Auditory, Visual, Tactile, Kinesthetic)
- ☐ Small group instruction
(content area:_____)
- ☐ Directions read and simplified
- ☐ Use of manipulatives
- ☐ Pre-Teach concepts
- ☐ High Frequency Word List
- ☐ Oral cues/prompts
- ☐ Other

Materials:

- ☐ Study Guides
- ☐ Assistance in note taking/HW
- ☐ Use of laminated materials
- ☐ Use of calculator/ Flash Cards
- ☐ Use of graphic organizers
- ☐ Use of line tracker
- ☐ Use of Math Reference Charts
- ☐ Other

Assignments:

- ☐ Steps provided/Chunking
- ☐ Checklist provided
- ☐ Differentiated reading level
- ☐ Modified assignments/homework
- ☐ Other

Reinforcement & Follow Through:

- ☐ Use of positive reinforcement
- ☐ Check for understanding
- ☐ Peer Tutoring
- ☐ Cooperative Learning Experiences
- ☐ Immediate Feedback
- ☐ Directions repeated
- ☐ Re-Teaching concepts
- ☐ Self-Monitoring Check Lists
- ☐ Other

Please provide details (work samples if applicable) on each intervention – How long have they been in place and what was the outcome

Current Tier II Academic/Behavioral Interventions: (2 - 3 days per week)

(Reading RtI, Number Worlds, Math RtI, Individual Behavioral Chart, Check-in/Check-out, Mental Health Support)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Current Tier III Academic/Behavioral Interventions: (3-5 days per week)

(Corrective, Just Words, Leveled Literacy Intervention, Read 180, Number Worlds, Individual Behavioral Chart, Check-in/Check-out, Mental Health Support Family Service League)

Intervention	Person Implementing	Date Started/Ended	Frequency

Additional Information:

Huntington Union Free School District

Initial Referral Form – Middle School

Student: _____ Grade: _____ Date: _____

Team: _____

Current Academic Profile:

ELA Lab _____ LLI _____ READ 180 _____ Math Lab _____ RtI Math _____ 504 _____ ENL _____
AC Support _____

Educational History

Is absenteeism or lateness a problem? Yes ___ No ___ If yes, number of absences _____

Has the student attended other schools? Yes ___ No ___ If yes, list school(s) and grade level(s) _____

Has the student been referred to the IST before? Yes ___ No ___ If yes, list date _____

Current Student Data: (Attach Historical and Progress Monitoring graphs)

IREADY RESULTS:

Benchmark Test: FALL

READING: Overall Level _____

VOC _____ COMP _____ LIT _____ INFO _____

MATH: Overall Level _____

NO _____ ALG _____ MS _____ GEO _____

Benchmark Test: WINTER

READING: Overall Level _____

VOC _____ COMP _____ LIT _____ INFO _____

MATH: Overall Level _____

NO _____ ALG _____ MS _____ GEO _____

Behavior(s) of Concern (check those that you feel apply and describe):

Behavior:

Describe:

_____ Listening	_____
_____ Following directions	_____
_____ Participation in small groups	_____
_____ Participation in large groups	_____
_____ Task Completion	_____
_____ Social Skills	_____

Parent Contact History:

Date	Form of Contact	Description

For Students Whose Language is Other than English

How long has the student been going to school in the USA? _____

ENL Level: _____ Dominant Language: _____

Has there been any interruption in the student's education? Yes ___ No ___ If yes, for how long? _____

Please check all Tier 1 intervention**Pacing:**

___ Extended Time

___ Break Offered

(frequency ____/activity_____)

Environment:

___ Preferential Seating

___ Alternative Seating

(explain:_____)

___ Reduce distraction

(explain:_____)

Presentation of Material:

___ Multiple teaching styles

(Auditory, Visual, Tactile, Kinesthetic)

___ Small group instruction

(content area:_____)

___ Directions read and simplified

___ Use of manipulatives

___ Pre-Teach concepts

___ High Frequency Word List

___ Oral cues/prompts

Assignments:

___ Steps provided/Chunking

___ Checklist provided

___ Differentiated reading level

___ Modified assignments/homework

Reinforcement & Follow Through:

___ Use of positive reinforcement

___ Check for understanding

___ Peer Tutoring

___ Cooperative Learning Experiences

___ Immediate Feedback

___ Directions repeated

___ Re-Teaching concepts

___ Self-Monitoring Check Lists

Materials:

___ Study Guides

___ Assistance in note taking/HW

___ Use of laminated materials

___ Use of calculator/ Flash Cards

___ Use of graphic organizers

___ Use of line tracker

___ Use of Math Reference Charts

Current Tier II Interventions:

(Tutorial, ELA Lab, Math Lab, Academic Support, Progress Report/Behavioral Chart, Mentoring Program, Mental Health Support)

<i>Intervention</i>	<i>Person Implementing</i>	<i>Date Started/Ended</i>	<i>Frequency</i>

Current Tier III Interventions:

(READ 180, LLI, RtI Math, Check-in/Check-out, Mental Health Support, FSL/ Outside Support)

<i>Intervention</i>	<i>Person Implementing</i>	<i>Date Started/Ended</i>	<i>Frequency</i>

Additional Information / Concerns:

J. TAYLOR FINLEY MIDDLE SCHOOL
Instructional Support Plan
INITIAL (minutes)

Student Name: _____ Date: _____

Team: _____ Grade: _____ Age: _____

A. Primary area of need or support:

B. Background or Baseline Data

C. Interventions Implemented

D. List 1-2 Major Concerns in OBSERVABLE TERMS

(e.g. behavioral observations, academic results based on CBA)

Concern:

Function it serves
(ex: lack of skill, attention seeking)

1. _____

1. _____

2. _____

2. _____

E. Goal 1:

Interventions/Strategies: *(How measured/Who is measuring it)*

F. Goal 2:

Interventions/Strategies: *(How measured/Who is measuring it)*

Parent/Contact Follow Up:

Date	Form of Contact	Description

Signatures:

Facilitator: _____

Team Members:

_____	_____	_____
_____	_____	_____

RE Meet Date: _____

J. TAYLOR FINLEY MIDDLE SCHOOL
Instructional Support Plan
UPDATE # ____ (minutes)

Student Name: _____ Date: _____

Team/Teacher: _____ Grade: _____ Age: _____

G. Background review:

H. GOALS ESTABLISHED AT PREVIOUS IST:

Goal 1: _____

- ☐ Achieved
- ☐ Not achieved- why? _____
- ☐ Discontinued
- ☐ Progressing Satisfactorily
- ☐ Some Progress

Goal 2: _____

- ☐ Achieved
- ☐ Not achieved- why? _____
- ☐ Discontinued
- ☐ Progressing Satisfactorily
- ☐ Some Progress

Goal 3: _____

- ☐ Achieved
- ☐ Not achieved- why? _____
- ☐ Discontinued
- ☐ Progressing Satisfactorily
- ☐ Some Progress

Further concerns and recommendations:

New Goals (if needed):

Goal 1: _____

How will this be monitored:

- ☐ recorded observations
- ☐ test scores
- ☐ class tests
- ☐ worksheets
- ☐ standardized tests
- ☐ observations
- ☐ checklists
- ☐ interview
- ☐ work sample
- ☐ attendance records

Goal 2: _____

How will this be monitored:

- ☐ recorded observations
- ☐ test scores
- ☐ class tests
- ☐ worksheets
- ☐ standardized tests
- ☐ observations
- ☐ checklists
- ☐ interview
- ☐ work sample
- ☐ attendance records

CSE referral? **Yes** **No**

Facilitator: _____

Team Members: _____ _____

_____ _____ _____

_____ _____ _____

RE Meet Date (if needed): _____

[Place on School Letterhead]

MTSS Notification

Date: _____

Dear Parent/Guardian of: _____

Multitiered Systems of Support (MTSS) are systems of providing support services based on individual student needs. As part of district-wide efforts to improve student achievement, all Huntington Union Free School District students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in English Language Arts, Mathematics and/or social emotional learning.

On the universal screening, your child did not meet the expected range for his/her grade level for the most current benchmark assessment(s). To better meet your child’s needs, our school will begin providing your child with supplemental and/or small group instruction as indicated below:

Service	Frequency	Intervention Specialist

Your child will be involved in a level of intervention in which teacher(s) use differentiated instructional strategies and/or interventions. The teacher(s) track(s) your child’s progress over time to monitor his/her success, and you will be periodically notified about your child’s performance. The intervention specialist(s) will be working with your child’s classroom teacher to ensure continuity of the curriculum.

Students are continuously monitored in their academics throughout the school year. Those students who demonstrate significant progress and meet grade level expectations may be considered to exit the intervention program.

If you have any questions about the process, services or exit criteria, please do not hesitate to contact your child’s classroom/ subject area teacher or the intervention specialist(s) listed above.

Respectfully,

Building Principal Signature

[Place on School Letterhead]

NOTIFICACION DE MTSS

Fecha: _____

Estimados padres/tutores de: _____

Los Sistemas de Apoyo de Múltiples Niveles (MTSS) son sistemas para brindar servicios de apoyo basados en las necesidades individuales de los estudiantes. Como parte de los esfuerzos de todo el distrito para mejorar el rendimiento estudiantil, todos los estudiantes del Distrito Escolar de Huntington reciben evaluaciones breves, o exámenes universales, tres veces al año (otoño, invierno, primavera) para medir su progreso en el plan de estudios a lo largo del tiempo. Se proporcionarán intervenciones (apoyo adicional) según sea necesario a todos los estudiantes que no alcanzaron los niveles esperados de rendimiento en artes del lenguaje inglés, matemáticas y/o aprendizaje socioemocional.

En la evaluación universal, su hijo(a) no alcanzó nivel esperado para su nivel de grado para la evaluación de referencia más reciente. Para satisfacer mejor las necesidades de su hijo(a), nuestra escuela comenzará a proporcionarle instrucción complementaria y / o en grupos pequeños a su hijo como se indica a continuación:

Servicio	Frecuencia	Especialista de intervención

Su hijo(a) participará en un nivel de intervención en el que el/los maestro(s) usarán estrategias de enseñanza y / o intervenciones diferenciadas. Los maestros anotan el progreso de su hijo(a) a lo largo del tiempo para ver su éxito, y se le notificará periódicamente sobre el rendimiento de su hijo(a). El (los) especialista(s) de intervención trabajarán con el (los) maestro(s) de la clase de su hijo(a) para garantizar la continuidad del plan de estudios.

Los estudiantes son monitoreados continuamente en sus estudios académicos durante todo el año escolar. Aquellos estudiantes que demuestren un progreso significativo y cumplan con las expectativas de nivel de grado pueden ser considerados para salir del programa de intervención.

Si tiene alguna pregunta sobre el proceso, no dude en ponerse en contacto con el maestro de la clase de su hijo(a) o con el especialista en intervención que se menciona más arriba.

Atentamente,
Principal's Signature

Huntington Union Free School District

IST Tracking Sheets

Student: _____

Grade: _____

Date: _____

School: _____

Goal 1:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

How will the goal be measured/assessed? Who will monitor and measure the goal? (progress monitoring data must be collected):

Goal 2:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

How will the goal be measured/assessed? Who will monitor and measure the goal? (progress monitoring data must be collected):

Goal 3:

Interventions/Strategies: (Scientifically Research-based Academic and Behavioral Interventions, include frequency of the intervention)

How will the goal be measured/assessed? Who will monitor and measure the goal? (progress monitoring data must be collected)

Notes:

Teacher Liaison: _____

Follow-up Date: _____

Participants: _____

MTSS Exit Letter

{School Heading}

Date: _____

Dear Parent/Guardian of: _____,

Your child received Multi-Tiered System Support services in the area of _____. At this time, your child has met grade level expectations and will discontinue support from an intervention specialist outside the classroom. The classroom teacher will provide interventions and strategies as well as monitor your child's progress.

We are committed to providing excellent services to all students. If you have any questions, please contact your child's classroom teacher.

Sincerely,

Building Principal Signature

Fecha: _____,

Estimados padres/tutores de: _____

Su hijo recibió servicios de los Sistemas de Apoyo de Múltiples Niveles en el área de _____. En este momento, su hijo ha cumplido con las expectativas de nivel de grado y discontinuará el apoyo de un especialista de intervención fuera del salón de clase. El maestro del salón de clase regular proporcionará intervenciones y estrategias, así como también supervisará el progreso de su hijo.

Nos comprometemos a brindar servicios excelentes a todos los estudiantes. Si tiene alguna pregunta, comuníquese con el maestro de la clase de su hijo.

Atentamente,