**Sample Brochure Describing the Universal Screening and Instructional Support Process**

[District Name] is committed to ensuring that each child makes significant academic progress. To do this, we focus on providing high quality reading instruction for all students and continuously review information that tells us how each child is progressing. Teacher teams in your school use this process to provide multiple tiers or levels of instructional support based on student need. This is called a multi-tiered system of support (MTSS).

**What is MTSS?**

MTSS focuses on providing high-quality instruction for all students. Classroom teachers provide strong reading instruction daily, working with both large and small groups of students during the designated reading time. All students are screened multiple times across the year. The results from the screening help schools determine students who may need additional support to ensure they are on track for healthy reading outcomes. School teams use the screening data to plan for additional small group reading support for these students who show risk factors for reading difficulties. Teachers monitor the progress of students receiving additional support and use the data to increase the level of intensity of the reading support as needed. Students who catch up to grade-level reading goals no longer need intervention and continue with the core reading instruction provided by the classroom teacher.

**General Education Services to Be Provided and Strategies for Increasing a Child’s Rate of Learning**

In [District Name}, all kindergarten students are screened three times per year on reading skills. School teams use the screening data to decide which students are doing well in the regular classroom instruction and which students may need supplemental reading instruction to support their development of reading skills.

When students receive supplemental small group reading instruction, we check their progress frequently. School teams use the data to decide if the child needs to have a different kind of supplemental instruction or a more intensified small group intervention. The key idea is to make changes when instruction is not working for a child.

If after a period of instruction, there is still a concern that more intensive level of support is not helping the child progress, we will plan a more individualized intervention. You are invited to participate in this process. During individualized interventions, we check your child’s progress more frequently. If a student makes limited progress during an individualized intervention, we may ask for your permission to conduct an individual evaluation. This evaluation might result in the identification of a learning disability. No evaluation would be conducted without your written consent.

**When Children Continue to Have Difficulty**

The school will tell you whether your child makes sufficient progress or if he/she has continued difficulty. If a student does not catch up over time, this may be a sign of a learning disability. If you and the school have tried several interventions, and progress is still limited, you may be asked to give your consent for an evaluation. The purpose of an evaluation is to determine what your child’s educational needs are, and to consider whether he or she might have a learning disability.

**Parent Participation**

Parents are essential to children’s success in school. The school will share the results from the regular reading screenings with parents. When a child’s screening results indicate that he/she would benefit from supplemental instruction, school staff will describe that instruction to you.

If a child needs more individualized support, school staff will invite you to participate in a meeting to design the support. They will ask you to tell them about anything you think might affect your child’s learning. For example, it is important for the school to know if a child has missed a lot of school, experience a trauma, or is having problems with friends at school. These types of problems may affect a student’s progress, and if we know about them, we can design an intervention more effectively.

Parents frequently partner with the school to provide extra practice on developing reading skills. If you are interested in providing extra support at home, you can work with the school to make yourself part of your child’s program.

**Parent Request for Evaluation**

A parent may request an evaluation for special education at any time during the MTSS process if you think your child may have a disability. If you have any questions or would like to request a special education evaluation, contact the school principal or the district’s special education director.

 [District may insert specific names and contact information.]

Source: Modified from OrRTI Guidance, December 2007, and Tigard-Tualatin School District Parent RTI Brochure