

Georgia's Tiered System of Supports for Students

The Role of Families in a Multi-Tiered System of Supports (MTSS)

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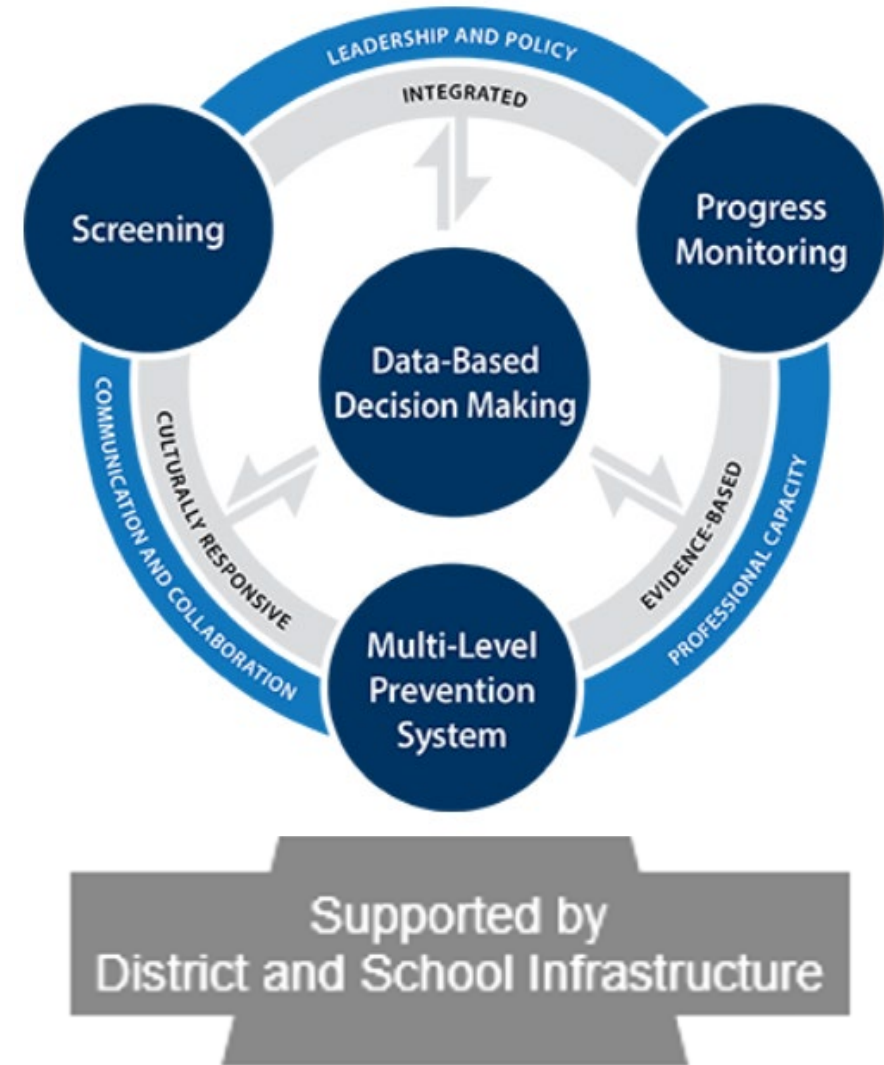


How did I get here?

- I come from a long line of educators...
- Served in various capacities in schools, districts, and at the state level as a communications and family engagement professional
- Passionate about helping families feel empowered and understand their role in their children's educational journey

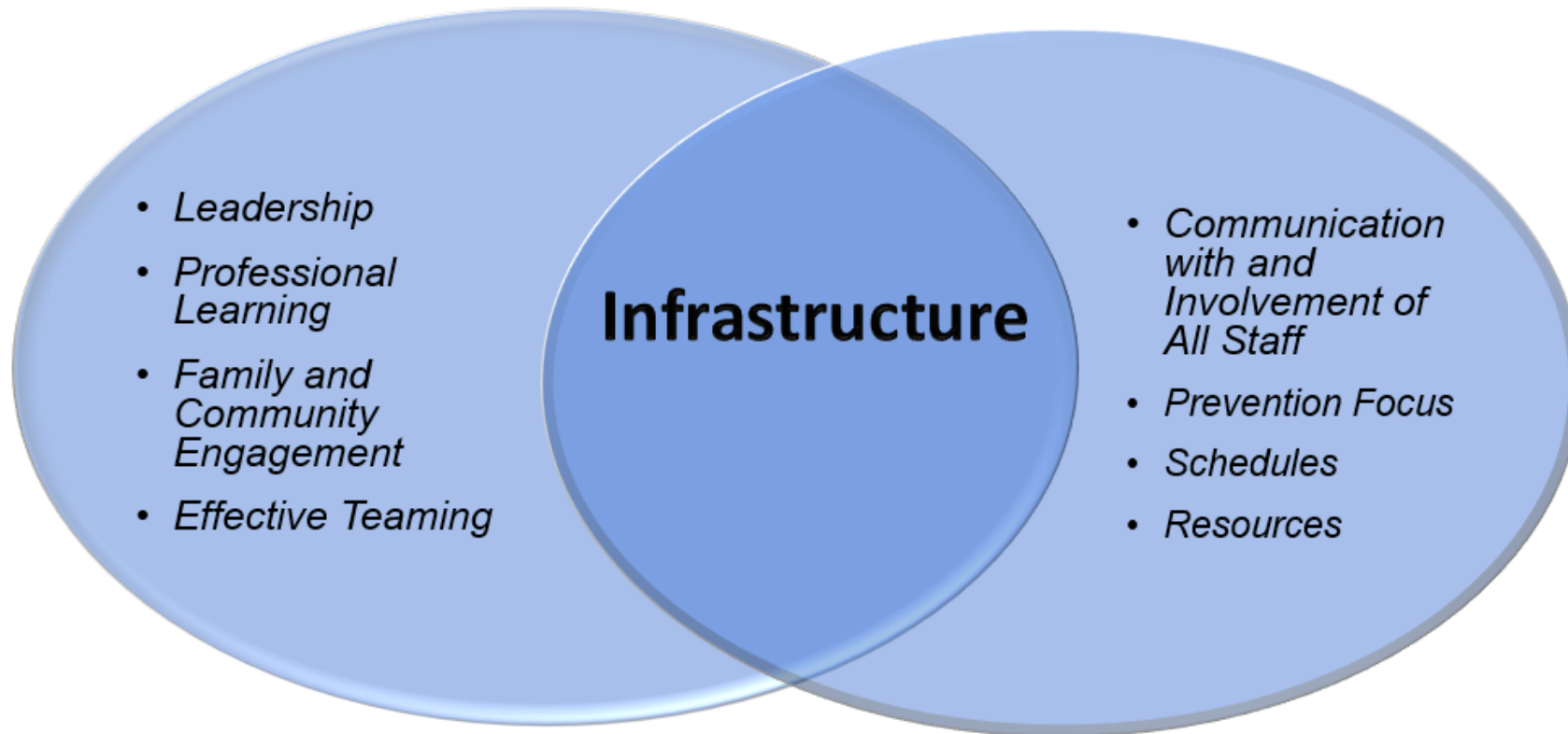


Family engagement is embedded in all aspects of the Multi-Tiered System of Supports (MTSS) framework.



Essential Component Infrastructure

Infrastructure is the knowledge, resources, and organizational structures necessary to operationalize all components of the framework in a unified system to meet the established goals.



Georgia's Tiered System of Supports for Students

Role of Family Members Building an Education Partnership



Building an Effective Team

- Parents play a **critical role in supporting what their children are learning in school.**
- Families having a voice that is essential to strengthening student outcomes throughout the MTSS process
- Working together to find solutions is fundamental to student success.

Student Voice & Participation

Promote Self-Determination by encouraging students to:

- Participate in his/her education.
- Ask questions.
- Volunteer in community and school activities.
- Accept leadership roles in primary and secondary settings
- Implement student led IEPs.

Promoting Self-Determination

- Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives.
- Promoting self-determination involves addressing knowledge, skills, and attitudes that students need to take more control over their lives and responsibility for their decisions.
- Georgia provides its school systems with the tools needed to support the development of self-determination in their students.

Listen to Students

Understanding the Role of Families

- Families should participate in problem-solving discussions with their child's teacher.
- Families should communicate their child's strengths, weaknesses, and specific area(s) of need(s) to the teacher.

The Decision-Making Process

Using Data to Identify Needs of Families

- Identify the families we serve.
- Determine what we are seeking to promote, support, and prevent.
- Identify what we need to know.
- Choose a data collection method.
- Collect the data and analyze data.
- Interpret data.
- Share data.

Using Data to Plan and Evaluate Engagement

- Consider possible next steps.
- Prioritize next steps and decide on next steps.
- Plan and implement next steps
- Reflect and evaluate.
- Share Data.
- Consider next steps



The Value of Family Engagement

Parent & Family Involvement is Directly Tied to Academic Achievement

Positive outcomes include:

Student Attendance

Graduation Rates

Student Achievement

Improved Behavioral Outcomes

Source: www.youth.org

Measuring Family Engagement

Things to Consider:

- Are students completing classroom assignments and homework?

- Can students explain what they are learning?
 1. How confident are students when explaining the concept?

- Are parents/caregivers providing feedback to their child's teacher?
 1. What kind of feedback? Academic? Wellbeing? Connectedness?
 2. How often?
 3. Proactive?
 4. Feedback loop?

Measuring MTSS Understanding

Can families answer these questions?

- What is MTSS?
- Which students benefit from a MTSS process?
- Do students understand how they are being supported in a MTSS process?

Listen to Students

Breakout Groups

Background

Jonathan Schorr Elementary completes an annual needs assessment measuring their effectiveness communicating what is MTSS to families.

More About Jonathan Schorr Elementary

The school serves students in PreK to 5th grade in a city neighborhood just outside Atlanta. The school has employment challenges, high turnover rate, crime, and many of the families there live in poverty. The school has struggled with family engagement but recently saw an increase following MTSS implementation.

What attributed to the increased family engagement?

New Resources

- Family newsletter in English and Spanish
- Created Student Advisory Team – principal and asst principal meet with students regularly
- Created student spirit team to distribute MTSS fact sheets/one pagers in family car line

Breakout Groups

- Spirit team followed up with parent survey a week later. Students and families were given gift cards to redeem for a free lunch in the cafeteria.
- Staff adjusted calendar/schedule based on data gathered to determine when the best time is to schedule family events and meetings.
- Teachers shared three GaDOE MTSS Parent webinars as student/parent homework assignments and post evaluation.
- The class with the most participation received party and on-site STEM field trip

Breakout Groups

Takeaways

1. Out of the all the elements J. Schorr Elementary staff implemented, what do you think contributed most to the increase in family engagement?
2. Is there one element you would use to improve communicating what is MTSS to families in your state?
3. What is needed to sustain strong engagement with students and families?

Want to Learn More?



Richard Woods, Georgia's School Superintendent

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Home → Teaching and Learning → Special Education Services and Supports → Georgia's Tiered System of Supports for Students

Rules, Manuals & Forms

Special Education Rules
Implementation Manual
Sample Forms
Applications

Eligibility Categories

All Eligibility Categories

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications
LEA Consolidated Application
Data Collection and Reporting
Data Presentations, Recordings, Documents
Federal Data Reports
Annual Reports and Data Analytics
State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement

Georgia's Tiered System of Supports for Students



Georgia's Tiered System of Supports for Students (Georgia's MTSS framework) is a prevention framework of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs.

MTSS and PBIS Conference: Leveraging Tiered Supports to Meet the Needs of All Children! - August 26-27, 2021

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Upcoming Events & News

- 2021 Professional Learning Calendar - NEW
- Tool for Virtual Coaching Considerations

www.gadoe.org/MTSS



Parent Guide and Resources



Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components



Family and Community Engagement

A critical component of *Georgia's Systems of Continuous Improvement* is [Family and Community Engagement](#). *Family and Community Engagement* is a major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve.

Meaningful and effective *Family and Community Engagement* is an essential component of positive student development and educational success. Both the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) require that families be actively involved and engaged in their child's education. District and school leadership encourage family participation in the MTSS process and regularly update families on their student's progress.

Sample Performance Indicators

Performance Indicators for Family and Community Engagement include but are not limited to:

- Welcomes all families and the community
- Communicates effectively with families and the community
- Supports student success by fostering effective collaboration
- Empowers families by providing professional learning opportunities
- Shares leadership with families and the community to support effective decision making.



Georgia Department of Education Georgia's Tiered System of Supports for Students Essential Components



Effective Teaming

Effective Teaming, an essential component of *Georgia's Tiered System of Supports for Students*, is in alignment with [Effective Leadership](#) and crucial to the [School Improvement Process](#). *Effective Leadership* and the *School Improvement Process* are part of *Georgia's Systems of Continuous Improvement*.

Effective Leadership is a major system of the complex school organization that sets the direction for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions according to its mission. *Effective Teaming* is a part of Effective Leadership. Effective Teaming, a strategy for cultivating and distributing leadership, helps staff members accomplish the group's purpose and encourages the development of leadership across the organization.

Essential Component: Effective Teaming

District and school leadership provide the infrastructure and support systems necessary to facilitate effective teaming. As a result, implementation teams participate in school improvement processes to facilitate the implementation of a Tiered System of Supports for Students.

Sample Performance Indicators

Performance indicators include, but are not limited to:

- Forms diverse school and district level teams, with executive leadership
- Creates and shares meeting calendar(s)
- Adopts group norms
- Uses agendas, meeting protocols, and evaluation forms
- Summarizes meetings and provides next steps (i.e. department or grade levels) to stakeholders
- Establishes a process that ensures that all stakeholders know their purpose and have a voice
- Uses a collaborative decision-making process (discuss issues, generate options, evaluate options, make

Parent Videos

Topics include:

- MTSS and Special Education

<https://www.youtube.com/watch?v=DhPAFZEWFU4>

(Watch this video and learn more about MTSS and how it connects with Special Education in Georgia)

- MTSS FAQs <https://youtu.be/-IDnwClkCn0>

(This video features Frequently Asked Questions from Parents about MTSS in Georgia)

- MTSS, RTI and SST <https://youtu.be/J9fq0WQq5bl>

(In this video, you will learn how to unravel the language of MTSS, RTI and SST and how they impact all students in Georgia)



Georgia's MTSS

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Self-Determination

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youtube.com/c/GeorgiaDepartmentofEducation

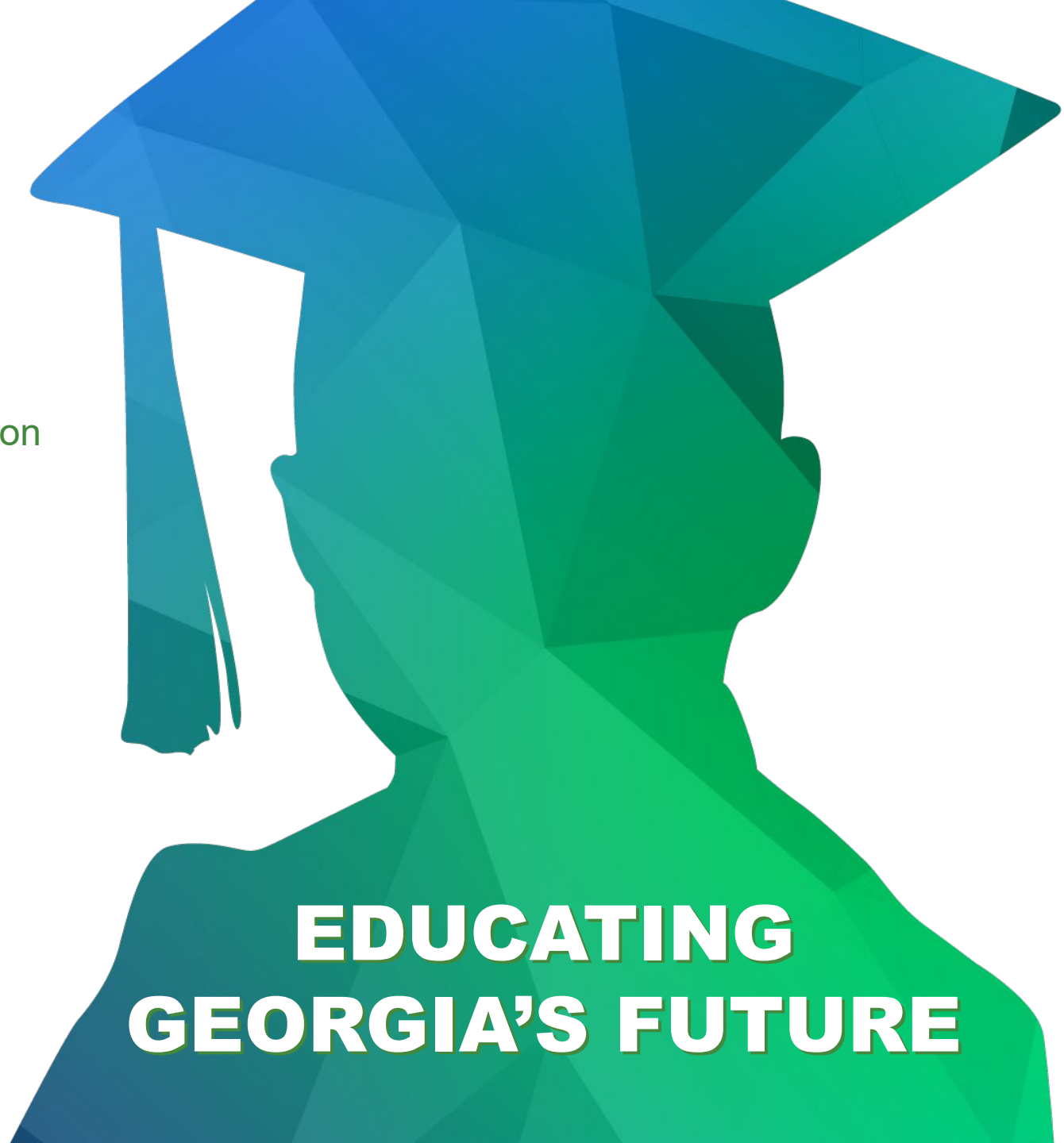
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Georgia Department of Education

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GEORGIA'S FUTURE**



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Project Officer, Jennifer Coffey.**

