

## What can I do if I'm worried about my child's learning?

- Keep track of progress. Ask your child's teacher(s) for assessments, progress reports, and notes, and make sure to log in to the Parent Portal.
- Check your child's backpack for notes, and find out how to best stay in touch (phone, email, written notes, in-person visits). Share your concerns. Keep in touch with your child's teacher(s) between conferences.
- Know what your child is working on at school. Be involved with homework. Tell the school what works best for your child and what is hard for him/her.
- Ask your child's teacher(s) for tools or resources you can use at home.
- Be an active part of any team that is meeting about your child.

**There are many ways for your child to get extra help. If your child does not qualify for special education, speak with your team at school about other options for your child.**

## Who should I contact at my child's school?

- Classroom teacher
- Parent coordinator
- Principal
- School psychologist
- School social worker

## More resources

For more information about Response to Intervention (RtI), please visit:

<http://tinyurl.com/MPSRtIBrochure>

Wisconsin RtI Center—Parents and Family

<http://tinyurl.com/WIRtIFamily>

For more information about specific learning disabilities (SLD), please visit:

Specific Learning Disabilities in Plain Language

<http://tinyurl.com/SLDIPL>

For more information or support, call or visit:

MPS Family Services

<http://tinyurl.com/MPSFamilyServices>



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# I'm looking for more support for my child.

## Now what?



## How are student needs met?

All MPS schools have goals for students in every subject at each grade level. To reach those goals, MPS uses the Response to Intervention (RtI) framework. RtI is a multi-level system of support to help all children achieve success in academics and behavior. RtI has three important parts:

- **high-quality instruction** in academics and behavior;
- **balanced assessment** to check for progress in learning; and
- **collaboration**—school staff and families work together to help students reach their goals.

## What are RtI steps?

RtI takes place through a series of six steps.

- **Screen:** Does your child need support in reading, writing, or math?
- **Diagnose:** What are your child's needs? What are your child's abilities? What goals can be reached?
- **Match:** What interventions or extra support can we provide so your child makes progress?
- **Intervention:** Teachers work with your child to provide individualized support.
- **Monitor:** Teachers regularly measure your child's progress.
- **Evaluate:** Teachers look at measurements to decide whether the intervention should be changed, continued, or ended.



## What happens at each level of RtI?

RtI has three levels, called tiers.

- **Tier 1** is core instruction received by all students. Teachers make adjustments to their teaching methods so all students succeed.
- **Tier 2**, called targeted intervention, is for students who need more support or need more challenging material. They receive extra support to be on track.
- **Tier 3** is intensive intervention for students who need the most support.

## What if my child is in Tier 3 and still needs help?

Children respond to interventions differently. If Tier 3 supports are not helping your child make progress, you or anyone at your child's school can request a special education referral. A referral means that you are asking for an evaluation to find out if your child has a disability and needs special education.

Referrals must be in writing. You should explain why you think your child might need special education.

After a referral, an individualized education program (IEP) team will meet to evaluate your child to see if he or she has a disability under the law. You are a part of this team!

## Specific learning disabilities evaluation

To decide whether your child has a disability, the IEP team will gather information in three key areas.

1. How has the student responded to at least two Tier 3 interventions? The team compares your child's progress or growth to that of children in the same grade across the United States. Tier 3 interventions focus on very specific skills for reading, math, writing, and language, such as:
    - Basic reading skills
    - Expressing themselves in writing
    - Reading quickly and smoothly
    - Understanding what they read
    - Doing math calculations
    - Solving math problems
    - Expressing themselves orally
    - Understanding what they hear
  2. After the teacher completes at least two interventions, another IEP team member gives your child an academic achievement test. The IEP team meets to compare your child's understanding of the subject to that of students across the United States.
  3. The IEP team looks to see if other things have a bigger impact on your child's learning than the specific learning disability. These "factors" could be another special education need, that the material hasn't been taught long enough, or that your child has learned in a language other than English.
- If the IEP team finds that your child does have a specific learning disability and does require special education, they work together to put together an individualized education program for your child.