



MTSS Family, School, and Community Checklist



Instructions: Please check those that you observe in your site or situation; note NA if not aware.

Tier I: Universal Supports – All Families/Staff
<p>School: Our school administrators and all school staff members are.....</p> <p><input type="checkbox"/> 1. Creating a welcoming, culturally and linguistically responsive environment with multiple visiting and volunteering opportunities (home and school).</p> <p><input type="checkbox"/> 2. Communicating partnering beliefs: (a) <i>Education is a shared responsibility between home and school;</i> (b) <i>Families are active partners;</i> (c) <i>Student success is always the focus.</i></p> <p><input type="checkbox"/> 3. Integrating partnering practices and languages into all documents, procedures, and team processes.</p> <p><input type="checkbox"/> 4. Ensuring every family uses the school technology – parent portal, email, website, texting.</p> <p><input type="checkbox"/> 5. Ensuring every family member knows the importance of his/her actions in supporting learning at home: (a) Frequent and systematic discussions about school; (b) Encouraging their children regarding schoolwork.</p> <p><input type="checkbox"/> 6. Providing resources on homework support and afterschool time opportunities.</p> <p><input type="checkbox"/> 7. Sharing the school’s tiered MTSS Framework with all staff and families.</p> <p><input type="checkbox"/> 8. Providing family education on learning-related topics based on identified needs.</p> <p><input type="checkbox"/> 9. Including families in school decision-making and on leadership teams.</p> <p><input type="checkbox"/> 10. Using data systematically to improve and expand family partnering practices.</p> <p><input type="checkbox"/> 11. Allocating time for a staff person to support personnel and families in partnering.</p> <p><input type="checkbox"/> 12. Collaborating with community resources.</p> <p>Classroom: Our teachers and specialists are.....</p> <p><input type="checkbox"/> 1. Contacting every family personally to create ongoing two-way communication.</p> <p><input type="checkbox"/> 2. Ensuring each family understands class and homework success expectations and how everyone will partner if a student struggles in learning.</p> <p><input type="checkbox"/> 3. Providing information on current class content so families can reinforce learning at home.</p> <p><input type="checkbox"/> 4. Asking families what they need to support learning at home and following up with the family.</p> <p><input type="checkbox"/> 5. Sending progress data regularly to families with opportunities for discussion.</p> <p><input type="checkbox"/> 6. Sharing with students that school and home are working together for their success.</p>
Tier 2 & 3: Targeted and Intensive Supports – Some or Few Families/Staff
<p>Our specialists/intervention teams, with teachers and administrators, are.....</p> <p><input type="checkbox"/> 1. Designating people and processes to reach out and individually encourage families and staff who may be hesitant or uncomfortable.</p> <p><input type="checkbox"/> 2. Including families as active partners throughout the individualized MTSS problem solving process by providing information and participation in decision-making.</p> <p><input type="checkbox"/> 3. Supporting teachers and families in mutually developing and implementing individual student plans such as IEP, Behavior, Truancy, and Advanced Learning.</p> <p><input type="checkbox"/> 4. Ensuring families understand and participate in the implementation of small group (standard protocol), academic, social-emotional, and behavioral interventions.</p> <p><input type="checkbox"/> 5. Individualizing family-school partnering plans and support when needed.</p> <p><input type="checkbox"/> 6. Providing school, family, and community wraparound when needed.</p> <p><input type="checkbox"/> 7. Accessing conflict resolution support and processes when needed.</p>
<p>Total Universal School: ____/12; Total Universal Classroom: ____/6; Total Upper Tiers: ____7;</p> <p>Supports Summary: Strengths: _____ Concerns: _____</p>

* Aligned with the *National Standards for Family – School Partnerships* (PTA, 2008), the research which relates specific, intentional family – school partnering increased student success (Christenson and Reschly, 2010), and the *Dual Capacity – Building Framework* (U.S. Department of Education, 2013).