

## Core Beliefs about MTSS

**We** are committed to the success of all children in District 90.

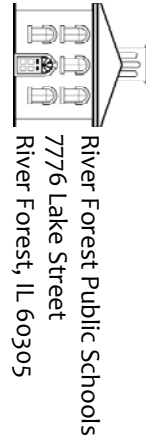
**We** believe that a strong academic and social-emotional/behavioral foundation includes differentiation to meet the needs of diverse learners in the general education classroom.

**We** believe that a process of ongoing assessment improves learning outcomes for all children.

**We** believe that a focus on high-quality instruction in a well-differentiated classroom, with supplemental services matched to children's needs, can both prevent academic and social-emotional/behavioral problems and reduce the need for special education referrals.

**We** believe that children who demonstrate unique learning needs deserve supplemental services and supports. Through a carefully defined system of assessment, supports could include differentiation, targeted interventions, and specialized services.

**We** believe parents are our partners in the delivery of high quality instruction, the understanding of assessment, and the engagement of a problem-solving process, when indicated.



**River Forest  
Public Schools  
District 90**

## Multi-Tiered System of Supports (MTSS)

Providing All Children  
with the Tools They  
Need to Succeed

## A Guide for Parents

## What is Multi-Tiered System of Supports (MTSS)?

**Multi-Tiered System of Supports (MTSS)** is an educational approach that focuses on providing high quality, researched-based instruction and social-emotional/behavior supports within the general education setting. MTSS is about helping all students achieve high standards, from adding enrichment activities for more advanced learners to providing various supports for students with special needs.

Two key characteristics of MTSS are

- A three-tiered system of supports
- The use of data and a problem-solving approach to plan for student success



## The Three Tiers of Support

### Tier 1: Universal

Everyone gets what he or she needs to be available to learn academically and to grow socially and emotionally into productive citizens. Tier 1 involves differentiating for all students in the classroom by matching instruction to readiness, learning styles, and interests.



### Tier 2: Targeted

Tier 2 interventions are delivered in conjunction with Tier 1 and could include additional targeted supports and interventions based on student data. Tier 2 interventions may occur in the classroom or in an alternative setting. The duration of the interventions should be flexible, temporary, and based on assessment of progress

### Tier 3: Intensive

Tier 3 interventions are designed to address students who are not demonstrating sufficient progress with Tier 1 and Tier 2 supports. Tier 3 meets the needs identified in Tiers 1 and 2 and may involve specialized instruction.

## Data-Informed Decision Making

Three times per year, all grade-level teachers, including support staff, meet to review assessment data, observations of behavior and other variables for every student. Together, team members determine appropriate levels of student support or enrichment. Progress is monitored regularly and adjustments are made accordingly. The approach increases success for all students.

### Parents' Role in MTSS

Parents are key partners in the MTSS process. When the educational team recommends supports and/or interventions for a student, parents are notified. Parents often support interventions at home and partner in their child's success.

If at any time you have questions about your child's supports or interventions, please do not hesitate to contact your child's classroom teacher.