

## What Are the Benefits of MTSS?

An MTSS approach eliminates a “wait to fail or respond” situation because students are able to receive support within the general education setting. If screening data indicate an area of need for a student or group of students, supports are put into place to address these needs.

In the MTSS process, teachers and school support staff regularly review screening and progress monitoring data and use it to evaluate current student supports. Teams adjust instruction, resources, enrichment, and interventions appropriately to best serve all Riverside District 96

## Missions Statement

The mission of the District 96 Public Schools is to provide for each student a challenging education which promotes academic excellence, encourages creativity, develops critical thinking, and fosters respect for self, community, and the environment

## Ways to Collaborate with Your Child’s School Team

- Ask what strategies or interventions are being used to support your child to better understand his/her program
- Encourage and acknowledge your child for their hard work and progress
- Review your child’s progress and contact your child’s teacher if you have questions or concerns
- Reinforce school-based strategies at home and keep in touch with your child’s support team
- When applicable, attend problem solving meetings and share strategies that work well at home



# PARENT GUIDE TO A MULTI-TIERED SYSTEM OF SUPPORT (MTSS)



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# Building a Better Education through MTSS

The vision of Riverside District 96 is to *maximize individual student achievement. In doing so, the district constantly takes into account current research, best practices and state guidelines for educating students.* Legislation mandates a structure called a Multi-tiered System of Support (MTSS). The MTSS approach involves differentiated classroom instruction, high-quality academic and behavioral interventions, and alternate programs for enrichment of learning. The Response to Intervention (RtI) model is an element of the MTSS system.

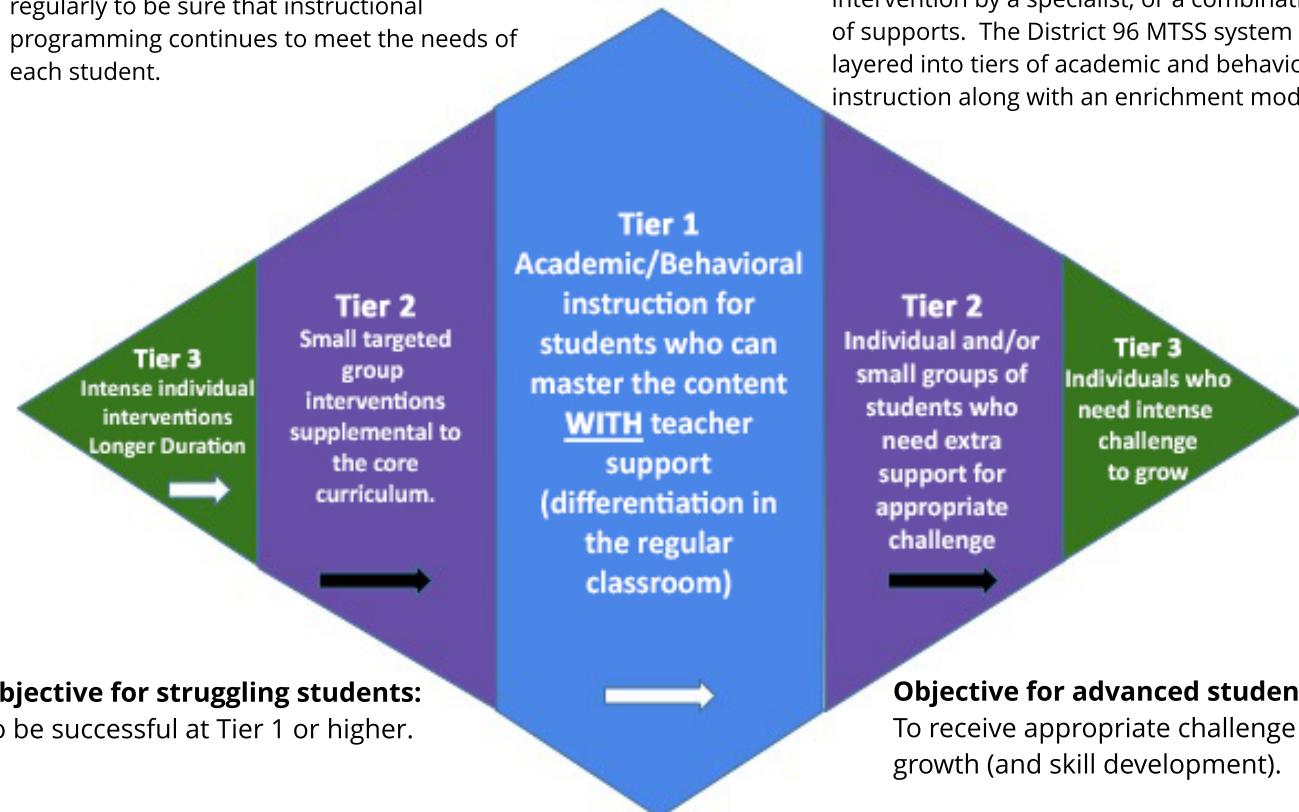
This approach goes hand in hand with our District 96 Mission Statement, Vision and Goals. Federal and state education policies emphasize the importance of providing high-quality, research-based instruction and interventions, while holding schools accountable for the progress of all students.

Through data analysis and team (including parents) decision-making, we match instruction to students' needs. Student progress is monitored on a frequent basis to ensure interventions are promoting student growth.



## What is the MTSS Process?

All Riverside District 96 students are screened three times per year in reading and math to monitor progress. Additional data is reviewed regularly to be sure that instructional programming continues to meet the needs of each student.



Academic or behavior supports may include in-class differentiation by the classroom teacher, classroom intervention by a specialist, small group or individual intervention by a specialist, or a combination of supports. The District 96 MTSS system is layered into tiers of academic and behavioral instruction along with an enrichment model.

### Tier 1: Core Classroom Instruction

- All students
- Whole group instruction
- Flexible grouping to support differentiation of instruction
- Social-emotional instruction
- Schoolwide behavior expectations

### Tier 2: Small Group and/or Classroom Interventions

- For at-risk students
- Instruction targeted to area(s) of need
- In addition to Tier 1

### Tier 3: Intense Support Interventions:

- For students most at-risk
- Intensive instruction or skills remediation in area(s) of need
- In addition to Tier 1 and Tier 2
- Individual student problem solving meetings may occur

### Enrichment:

- For students well above the core
- Whole group, small group or individualized differentiated instruction
- Replaces Tier 1 instruction

**Objective for struggling students:**  
To be successful at Tier 1 or higher.