



Introduction

WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS?

Your child's school is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students.

This brochure provides an overview of the Multi-Tiered System of Supports for parents and answers common questions they may have.

- A Multi-Tiered System of Supports is not a

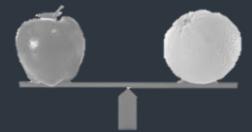
separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.

- This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need additional services beyond the general education.



WHAT IS RTI?

Response to Intervention (RtI) is a national process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions with any student to help them succeed in the classroom – it's not just for children with special needs or a learning disability.



WHAT IS THE DIFFERENCE BETWEEN RTI AND MTSS?

Response to Intervention (RtI) is a framework that many schools use to help students who are struggling with academics. There are three levels in RtI. Most students can make progress in the first level, which uses high-quality instruction to help kids catch up. Students who need more intensive

The Multi-Tier System of Supports (MTSS) is more comprehensive. It includes the three levels of RtI, but MTSS goes beyond just academics. It also covers social and emotional supports. That means it can include behavior interventions.

MTSS covers the adults at school, too. It focuses on creating ways for adults to team up to help students who struggle.

KEY COMPONENTS OF MTSS

- HIGH-QUALITY INSTRUCTION;
- UNIVERSAL SCREENING TO IDENTIFY STUDENTS NEEDING SUPPLEMENTAL SUPPORT;
- MULTIPLE TIERS OF ACADEMIC AND BEHAVIORAL SUPPORT THAT ARE PROGRESSIVELY MORE INTENSE;
- EVIDENCE-BASED INTERVENTIONS MATCHED TO STUDENT NEED; AND
- ONGOING PROGRESS MONITORING OF STUDENT PERFORMANCE.

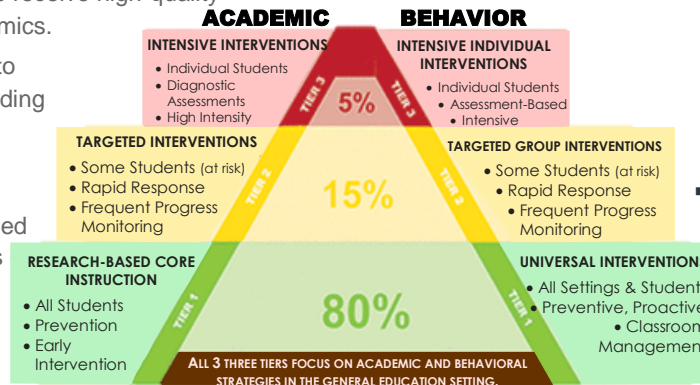
Intervention solutions to support all students

ACADEMIC & BEHAVIOR

WHAT ARE TIERED SUPPORTS?

A Multi-Tiered System of Supports organizes instruction and interventions into tiers, or levels of support:

- **Tier 1** - All students receive high-quality instruction in academics.
- **Tier 2** – In addition to Tier 1, students needing more support also receive small-group interventions. The difference is increased time, smaller groups students and/or narrowed focus of instruction.
- **Tier 3** – In addition to Tier 1 and Tier 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.



HOW DOES THE SCHOOL IDENTIFY AND SUPPORT STUDENTS?

- During the year, schools screen all students to see which are meeting grade-level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tier 2 and 3).
- Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school improvement specialist, and intervention specialists.
- Tier 3 individual problem-solving teams may include members of the Tier 2 team with the addition of school psychologist, school social worker, speech/language pathologist, parents and other staff knowledgeable about the student.
- At Tier 2 or 3, additional diagnostic assessments may be administered to help plan interventions.

