

Multi-Tiered Systems of Support (MTSS)

The MTSS model...

- Uses a team of educators who examine individual, classroom, and schoolwide data to make decisions on how to best meet the needs of all students
- Identifies children who require additional support in reading, math, writing, and/or behavior, and provides these children with research-based interventions and strategies that will facilitate their success
- Identifies children who make very limited progress even after receiving intensive support for a substantial period of time — these children may be found eligible for additional services through the district

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Understanding MTSS

Multi-Tiered Systems of Support, formerly known as Response to Intervention, is a systematic way of identifying students who are in need of additional academic and/or behavioral support. These students receive additional research-based instruction that targets their specific needs, and students' progress is tracked to determine whether the supports are effective. This brochure will help you understand the MTSS model.

How do schools decide which students need interventions?

In our district, all students' progress is reviewed at least three times per year. We monitor achievement in reading especially carefully, and math, writing and behavior are also tracked.

Grade-level classroom instruction is designed to meet the needs of the majority of students; however, some children will require added supports to be successful. A variety of data is used to determine which students need more intensive interventions. This information includes things like test scores, attendance history, health records, discipline reports, and classroom observations.

If the team decides that a student needs more targeted instruction, a plan is developed that defines the supports that will be provided. The plan also details how progress will be tracked to determine whether the interventions are successful.

What does it mean if my child is receiving interventions?

An intervention can be defined as additional instruction beyond what is already provided in the classroom. Interventions take place in small groups, and target a specific area of need (vocabulary) rather than a broad content area (reading).

The intensity of the intervention is determined by the size of the group, how many days per week the group meets, and for how many minutes the intervention lasts. Students with more significant needs will receive more intensive interventions.

MTSS is not one-size-fits-all. Every school and every child is different. How student needs are met will vary from school to school, depending upon what the school already has in place and the resources that are available.

Parent Involvement

The team at your child's school works hard to identify student needs and design intervention plans that will lead to success. Team members are selected not only for their expertise, but also for how well they know your child. However, no one knows your son or daughter better than YOU—and therefore your involvement is very important.

Parents are strongly encouraged to attend all MTSS meetings. If you are unable to make a meeting, you may ask the school to reschedule at a time that is more convenient. If transportation is an issue, you may also request to participate via phone.

Your input is very valuable, and we hope you will make every effort to take part.