



Glenview 34 MTSS Parent Handbook

A family-friendly guide to how we support every learner

Welcome to MTSS

In Glenview 34, we believe every child can learn and that every student is everybody's responsibility. Multi-Tiered Systems of Support (MTSS) is the framework we use to provide equitable, high-quality academic, behavioral, and social-emotional supports for all students. Families are important partners in this process

What is MTSS?

MTSS is a schoolwide system for identifying student strengths and needs, providing support at the right level of intensity, and using information about student progress to determine what to do next. MTSS is not a program, diagnosis, or special education placement; it is a way of organizing instruction and support.

MTSS is for all students

Students may benefit from MTSS in different ways. Some students need additional academic, behavioral, or social-emotional support; others may benefit from enrichment or acceleration. Students with disabilities and English Learners/bilingual learners participate in the same system, with supports matched to their individual needs.

How the three tiers work

Tier 1 • All Students	Tier 2 • Some Students	Tier 3 • A Few Students
High-quality classroom instruction, differentiation, positive classroom/school practices, and explicit/integrated SEL.	Targeted support in addition to Tier 1, often in a small group and focused on a specific academic, behavioral, or SEL need.	Intensive, individualized support designed for students with more significant or complex needs.

Students can move into or out of additional support during the school year. Decisions are based on student needs and progress—not on a label or a single test score

How do we know what students need?

Glenview 34 uses a coordinated assessment system with several purposes.

Assessment	Purpose
Universal Screening	Helps identify students who may be at risk or may need additional support.
Classroom Assessment	Helps teachers decide what to teach and whether students learned it.
Diagnostic Assessment	Helps the team understand specific skills or factors that may be contributing to a concern.
Progress Monitoring	Helps determine whether a student is improving during an intervention.
Outcome Assessment	Helps evaluate whether students learned the intended grade-level curriculum or reached a desired outcome.

How does a student receive additional support?

Students may be identified through regular schoolwide screening or when a teacher/team or family raises a concern. The school team reviews multiple sources of information—including classroom performance, assessments, attendance, behavior, language proficiency, and progress data—to understand the student's needs.

The process is flexible. A student does not always have to move through every level of support in order. When data and student needs indicate that more intensive support is needed, the team can intensify support more quickly. Likewise, when data indicates progress is achieved, support can be responsively adjusted or reduced.

MTSS: A Team Approach

MTSS works best when educators and families share information, examine data together, and adjust support based on what helps the student make progress.

What happens when there is a concern?

1. Notice & Understand: A concern may emerge through screening, classroom work, behavior/SEL information, attendance, or family/teacher observations.

2. Try & Collaborate: Teachers use high-quality instruction and differentiation and collaborate with colleagues to better understand and respond to the concern.

3. Plan Additional Support: When needed, the school team identifies a targeted intervention or other support that matches the student's needs.

4. Monitor Progress: The team checks whether the student is making progress using focused progress-monitoring information.

5. Adjust: The team may continue, change, intensify, fade, or end support based on the student's response.

What if my child is in crisis or has very intensive needs?

Not every student follows the same pathway. If a student has complex or crisis-level academic, behavioral, or social-emotional needs, the school team may move directly to more intensive individualized planning rather than waiting through multiple intervention cycles.

An Individual Student Planning (ISP) process brings together the appropriate school staff to analyze the student's needs, develop an individualized plan, monitor implementation and progress, and adjust the plan as needed. Families are notified and their input is gathered when a student is referred for more intensive support or ISP.

How are families involved?

Families bring valuable knowledge about their children and are important partners in the educational and behavioral support system. Families can expect communication about universal screening results, intervention recommendations, and student progress.

- Universal screening information is shared with families following benchmark assessments.
- Families are notified when an intervention is recommended.
- Student progress during interventions is shared regularly.
- When more intensive intervention or Individual Student Planning is being considered after limited progress, families are notified, and their input is gathered.

Frequently Asked Questions

Does receiving an intervention mean my child has a disability?

No. MTSS supports are provided based on student needs and do not by themselves indicate that a student has a disability.

Can my child receive intervention and still receive core classroom instruction?

Yes. Tier 2 and Tier 3 supports are provided in addition to, not instead of, Tier 1 instruction.

Can a student with an IEP participate in MTSS interventions?

Yes. Students may receive additional targeted support when they have needs that are not already addressed through their IEP services.

Can my child stop receiving an intervention?

Yes. When data show that a student is making adequate progress and additional support is no longer needed, intervention may be faded or discontinued.

Does a student have to receive Tier 2 before Tier 3?

Not always. If the team determines that a student's needs are significant, intensive Tier 3 support may be appropriate immediately.

When is a special education evaluation considered?

A special education evaluation is considered when the team needs to determine whether a student has a disability and requires specialized instruction. MTSS data can be part of that decision-making process, but receiving MTSS intervention does not automatically lead to an evaluation or IEP.

What can I do as a parent or caregiver?

- Share what you notice about your child's strengths, interests, learning, behavior, and well-being.
- Ask your child's teacher how they are progressing toward grade-level expectations.
- Share relevant information that may help the school understand your child's needs.
- Ask what support is being provided, how progress will be measured, and when the team will review the plan.
- Stay in communication with the school and celebrate progress along the way.

Our shared goal: the right support, at the right time, so every student can learn, grow, and thrive.

For questions about your child's support, please begin by contacting your child's teacher or school team.