

## **Multi-Tiered Systems of Support**

It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. The district utilizes the core principles of a multi-tiered system of support (MTSS) process, which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The district's process identifies students' challenges early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the MTSS process, the district will:

- A. Apply scientific, research-based and/or evidence-based interventions in the most appropriate setting;
- B. Monitor the effectiveness of the intervention by measuring the student's progress regularly during the intervention; and
- C. Use assessment data to inform instruction and work toward specific goals.

The Teaching and Learning Department will develop procedures to implement student interventions, using teacher observations and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems.

Multi-tiered System of Support will include:

- A. A comprehensive assessment system that includes
  - I. Screening for academic and behavioral need for all students;
  - II. Diagnostic assessment to determine specific needs for students needing support; and
  - III. Progress monitoring to measure growth for student receiving interventions.
- B. Tiered levels of instruction with increasing intensity for interventions:
  - I. Core instruction for all students; and
  - II. Small group or individual in instruction for students not responding to core instruction.
- C. A collaborative building building-based approach to problem-solving.

### **Parent Involvement in the MTSS Process**

The district will provide parent(s)/guardian(s) results regarding their students' performance and proficiency levels on assessment administered and interventions planned to support the student. The district will involve parents as part of the problem-solving process when students are not making progress in interventions.

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

2161 - Special Education and Related Services for Eligible Students

Legal References:

Chapter 392.172A WAC Rules for the Provision of Special Education

WAC 392-172A-03060 Process based on a student's response to a scientific research-based intervention

Management Resources:

Policy News, December 2007 Response to Intervention (RTI)

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