

COMTSS Practice Profiles



Component: Layered Continuum of Supports – Evidence Based Practices, Instructions and Interventions



Definition

Ensuring that every student receives equitable whole child supports that are evidence based, culturally responsive, matched to need, and developmentally appropriate through layered supports.

Consideration to desired outcomes

The framework of a multi-tiered approach provides for efficient, effective, and equitable allocation of resources within the education system. When appropriately used, the tiers support each learner in experiencing success by meeting their unique needs.

School Expected Use in Practice	
5.1	The COMTSS School Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across the school.
5.2	The COMTSS School Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.
5.3	The COMTSS School Implementation Team uses the district’s written process to select and deselect evidence-based programs (e.g., Hexagon Tool).
5.4	The COMTSS School Implementation Team provides equitable resources to support all learners with access to a tiered framework of instructional practices, interventions, and supports intended to meet the needs of students’ academic, social, emotional, and behavioral development. A prevention focus is prioritized.
5.5	The COMTSS School Implementation Team uses the district identified process for providing different tiers of support for students. This includes how and when student supports need to be intensified or faded.
5.6	The COMTSS School Implementation Team uses the district identified guidance on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs.