



Layered Continuum of Supports – Evidence Based Practices, Instructions and Interventions District Practice Profile

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.

Layered Continuum of Supports Expected Use in Practice

Item	District Expected Use in Practice
5.1	The COMTSS District Implementation Team creates and maintains an inventory that defines, organizes, and aligns Tier 1, 2, and 3 practices, interventions, and supports across schools.
5.2	The COMTSS District Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS.
5.3	The COMTSS District Implementation Team develops and uses a written process to select and deselect evidence-based practices (e.g., Hexagon Tool).
5.4	The COMTSS District Implementation Team provides schools with guidance and equitable resources to access 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 District Implementation Team creates a data-based process that provides tiers of support for schools, staff, and students. This includes guidance on when student supports need to be intensified or faded.
5.6	The COMTSS District Implementation Team provides guidance to schools on how to provide a continuum of strategies used to intensify interventions within tiers based on learner needs.