

MULTI-TIERED SYSTEM OF SUPPORTS

Model District General Education Multi-Tiered System of Supports (MTSS) Procedures

The district will implement the Multi-Tiered System of Supports procedures listed below in all of its schools by the fall of 2028.

The district provides information about its Multi-Tiered System of Supports policy and procedures via the district website, including a description of parents' rights consistent with WAC 392-172A-03044(4)(b) and WAC 392-172A-03080(1)(g)(ii)(A)-(C) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>. This information is also available upon inquiry from any school site or the district administration office.

Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the evidence-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal or designee.

Universal Screening

Universal Tier I screener assessments is conducted in fall, winter, and spring of the school year to identify each student's level of proficiency and/or risk. Universal screeners are administered and scored by an assessment system and/or trained staff. Universal screener results are aggregated in concert with at least two other data sources at selected levels which may include building grade levels, classroom and student levels, and are reviewed by the appropriate school-based team(s) to verify student learning decisions.

Tier I: Intervention

If 80% or more of children in a classroom score below benchmark on any instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

Students Below Cut Score

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores may receive Tier II strategic interventions. Students who score below benchmark, but above the established cut score will be reviewed by the school-based team as described below.

Students Below Benchmark, But Above Cut Scores

Following each universal screener administration during the school year, the appropriate school-based team will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to evaluate the student's need for differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

Tier II: Strategic Interventions

Tier II strategic interventions will be designed by the appropriate school- based team and

delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention, content area and grade level. Tier II interventions are scientifically, evidence-based, matched to student need, and implemented with fidelity, and monitored by the principal or their designee. Tier II interventions are provided in addition to regularly scheduled core instruction in the general education setting and will be delivered with optimal group size and dosage according to the age and need of students.

Tier II: Progress Monitoring

Using CBMs and/or CBAs, progress will be monitored at least every 2 weeks, or more frequently as determined by the school-based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by the appropriate trained staff. The student's parents/guardians will be provided results of these repeated assessments of achievement through regular communications.

Tier III: Intensive Interventions

Tier III intensive interventions will be designed by the school-based team and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, evidence-based, matched to student need, and implemented with fidelity, as monitored by the principal or their designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education ~~curriculum~~ setting, and will be delivered with optimal group size, dosage, and adapted to the individualized need of students.

Tier III: Progress Monitoring

Using CBMs or CBAs, progress will be monitored at least weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by trained staff. The student's parents/guardians will be provided results of these repeated assessments of achievement.

Data-Based Decision Making

Data-Based Decision Making is the mechanism for making decisions about the participation of students in the instruction/ intervention levels. School based MTSS teams, involving a broad base of stakeholders (i.e. psychologist, interventionist, nurse, teacher), will convene at least every 6 weeks to evaluate the progress of students at each grade level who are involved in interventions including those students who receive services through Special Education. The team reviews progress-monitoring data for each student, analyzing aimlines and trendlines. Using the decision rules, one of four different decisions may be made at this meeting for each student being reviewed:

1. The strategic intervention has been successful and the student no longer needs intervention.
2. The strategic intervention is working for the student and should be continued and monitored.
3. The strategic intervention is not working for the student and should be revised or refined.
4. The student has not made adequate progress during two intervention periods and/or with at least one change in intervention that is documented and therefore the team will proceed to the Individualized, Intensified Intervention described below under Tier 3.

For students who continue to be non-responsive to tier 3 interventions, the school- based team will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the school based team. Student interventions and progress monitoring data will be provided to the special education evaluation group at the time of referral.

Revised: March 19, 2025