

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.

Regional Expected Use in Practice		District Expected Use in Practice	
5.1	The COMTSS Regional Implementation Team supports districts in strategic planning as they incorporate community agency services and other evidence-based interventions into their Layered Continuum of Supports (LCS).	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 Regional Implementation Team ensures time and resources are allocated to support ongoing, high-quality professional learning on LCS that integrates internal and external supports.	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 Regional Implementation Team develops and uses a written process to select and deselect evidence-based practices that aligns with regional and district priorities (e.g., Hexagon Tool).	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 Regional Implementation Team provides districts with guidance on how to prioritize prevention and distribute resources equitably across a tiered framework.	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 Regional Implementation Team creates a data-based process that determines the level of tiered support to districts using the regional coaching system.	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 Regional Implementation Team provides guidance to districts on how to provide a continuum of strategies used to intensify interventions within tiers based on school, staff, and learner needs.	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.