

## **Board Policy 2412: Multi-Tiered System of Support**

**Status:**

**Original Adopted Date: | Last Reviewed Date:**

It is the District's policy to provide all students with high quality, scientific, evidence-based general education core instruction and, as appropriate, additional services and interventions at increasing levels of intensity matched to student needs. The district utilizes the essential components of the Multi-Tiered System of Support (MTSS) Framework which combines systematic assessment, decision making and a multi-tiered approach to providing instruction and behavior interventions in order to improve holistic educational outcomes for all students.

### Multi-Tiered System of Support (MTSS) Framework

The MTSS Framework is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. The Minidoka School District's MTSS encompasses academic support through Response to Intervention (RTI), Special Education, English Language Learner (ELL), and Gifted and Talented (GT), programs. Behavior and social needs are provided through Positive Behavioral Intervention Support (PBIS). These programs and others function under the MTSS umbrella framework to ensure all students get the support they need.

### Response to Intervention (RTI)

To achieve improved student outcomes, the district will use an RTI process at all schools that will identify students' challenges early and provide appropriate instruction in the general education classroom. In implementing the process, the district will utilize:

1. Scientific, evidence -based interventions in the general education setting to the extent possible;
2. Measurement of the student's response to intervention; and
3. RTI data to inform instruction.

### Positive Behavior Intervention System (PBIS)

While RTI and GT focus on educational achievement in order to support the whole child in their developmental needs, the PBIS program focuses on their behavioral development and needs.

PBIS is a prevention-oriented framework or approach for academic and social behavior outcomes for all students.

Individual schools will provide a continuum of social and behavioral supports with differing levels and intensity based on individual student need.

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