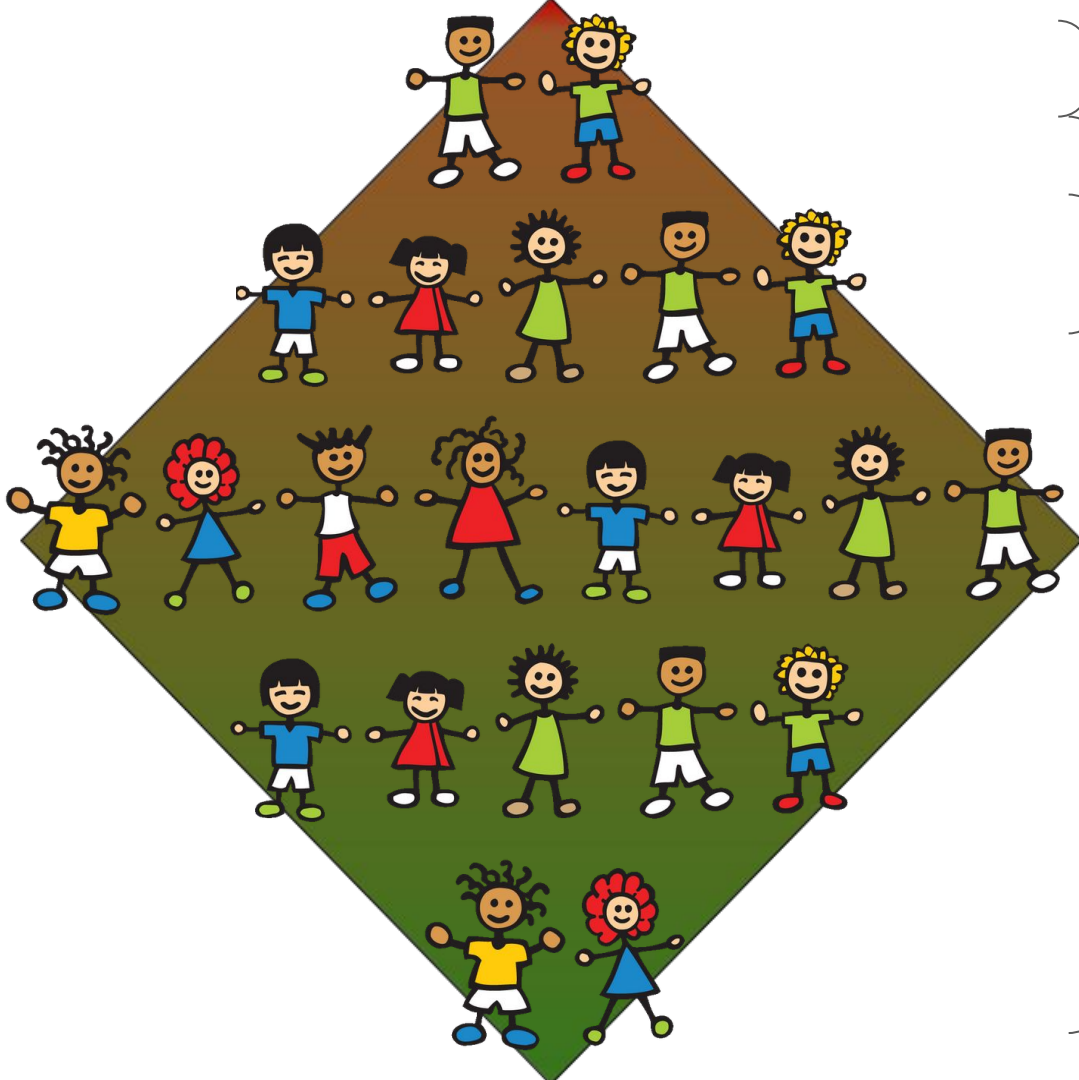


Multi-Tiered System of Support (MTSS)

Tier 3

The Vision of Woodland Public Schools

*Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that **serves and supports ALL children-and ensures that EACH child has FULL access** to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.*

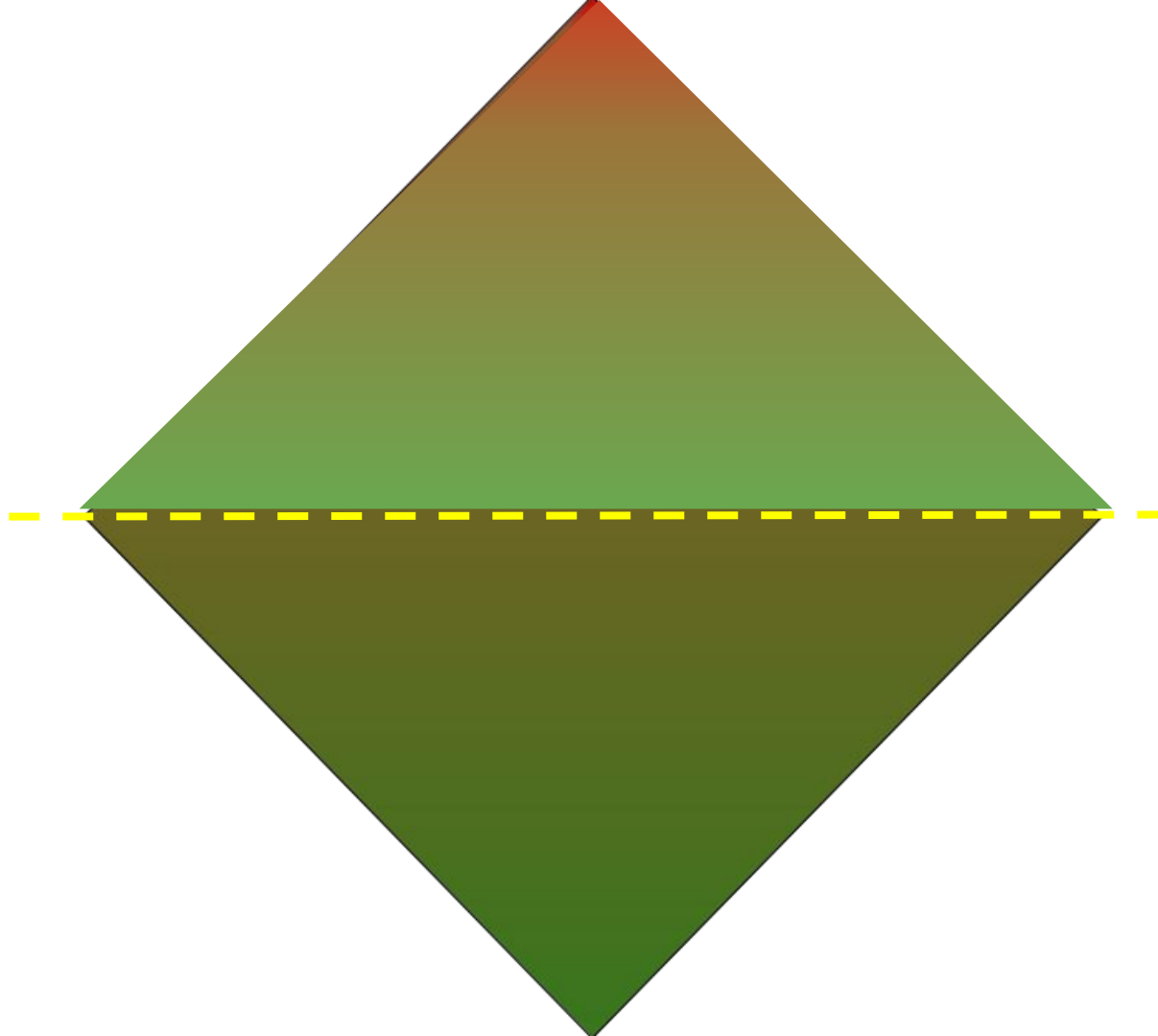


Learners with significant Physical, emotional or cognitive disabilities

Students with disabilities who need some additional support

“Typically Developing Learners”

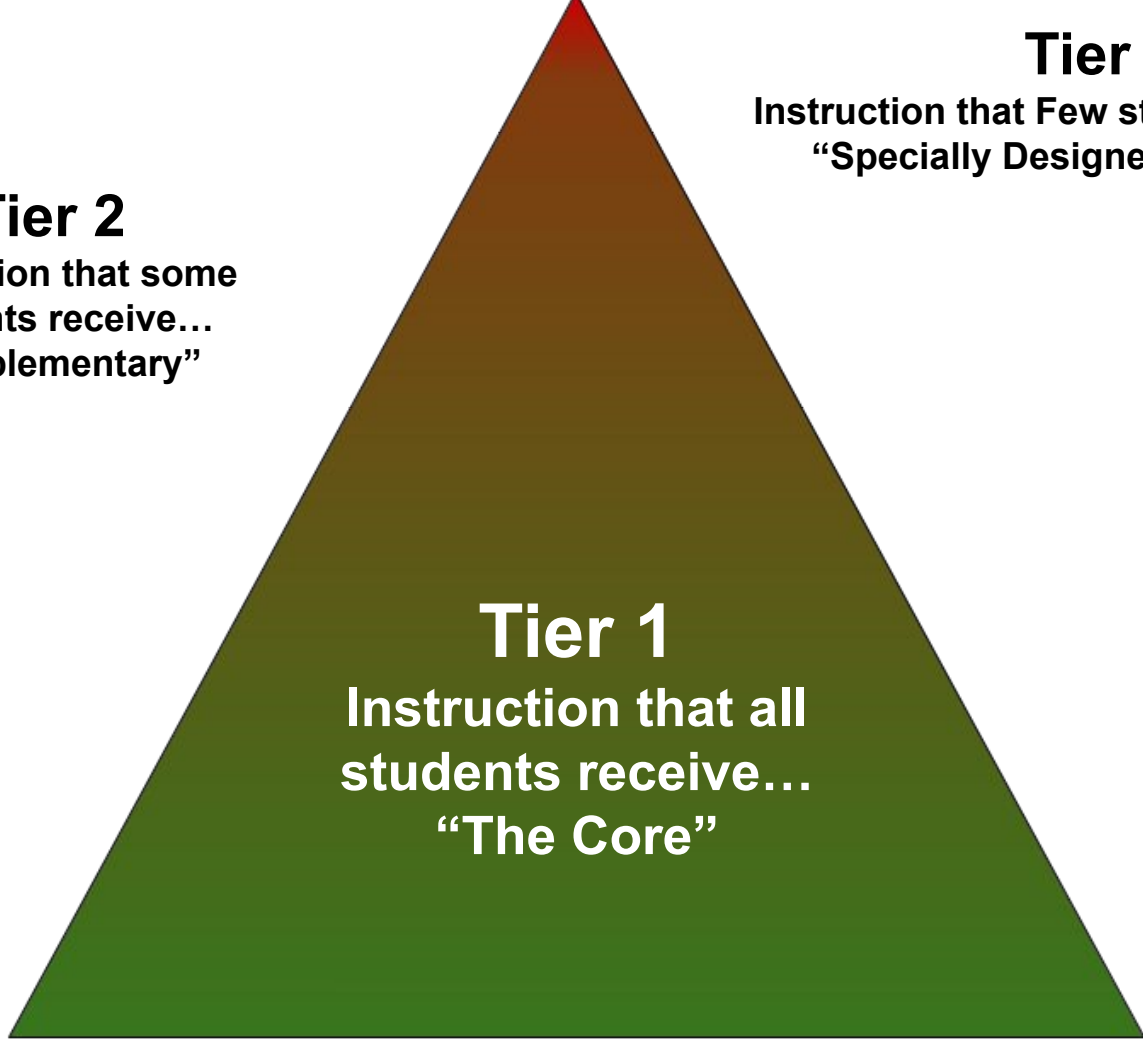
Highly Capable Learners



Tier 2
Instruction that some
students receive...
“Supplementary”

Tier 1
Instruction that all
students receive...
“The Core”

Tier 3
Instruction that Few students receive...
“Specially Designed Instruction”



Glossary of Terms

Individuals with Disabilities Education Act (IDEA)

1975 (amended in 1990, 1997, 2004)

IDEA is the nation's special education law. Schools must find and evaluate students thought to have disabilities. To qualify for IDEA services, a child must have a disability *and* need special education to make progress in school.

Individual Education Plan (IEP)

This is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services.

Glossary of Terms

Least Restrictive Environment (LRE)

WAC 392-172A-02050, RCW 28A.155.090

Subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education, including preschool students and students in public or private institutions or other care facilities, shall be provided:

- (1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and
- (2) Special classes, separate schooling or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

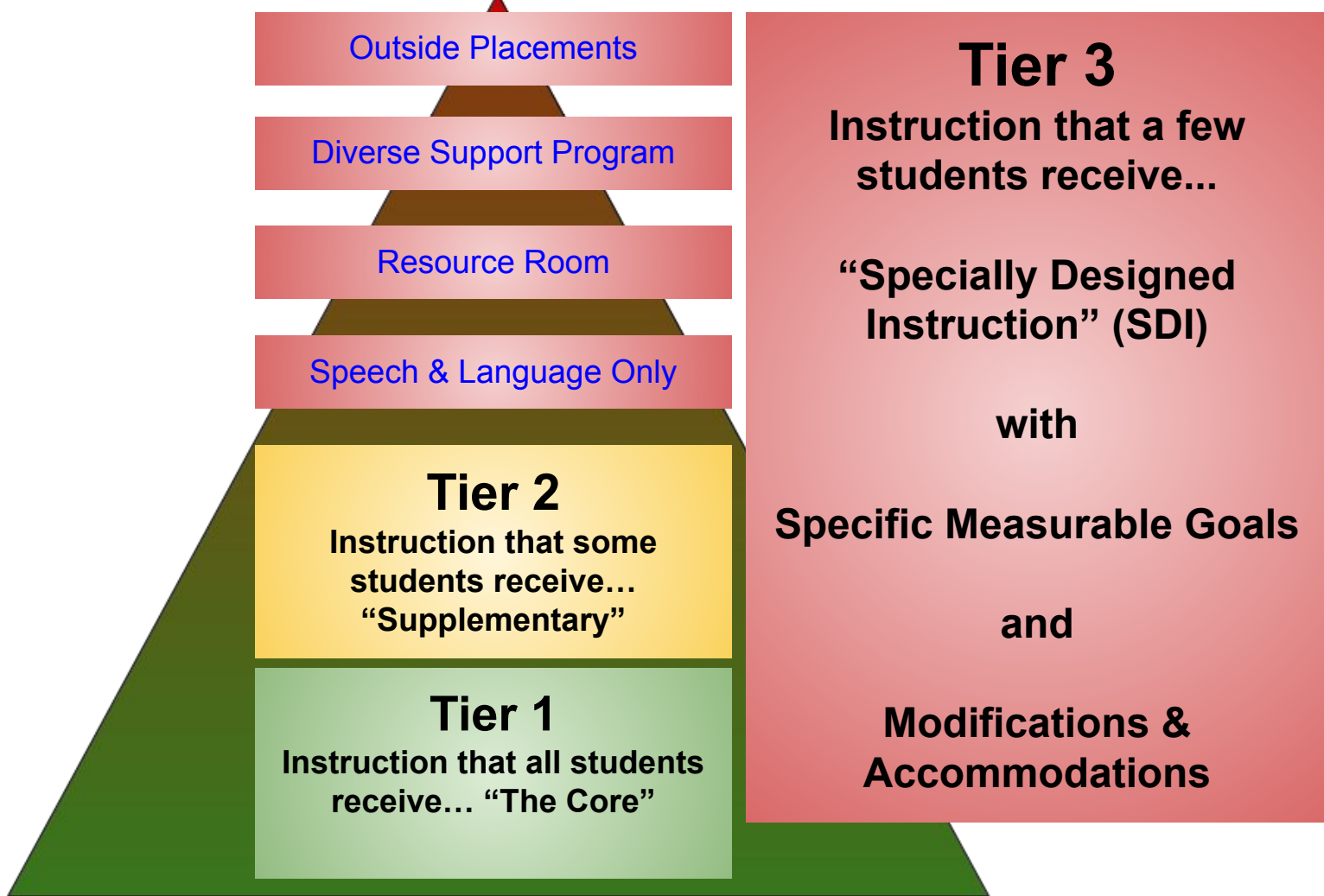
Glossary of Terms

Adaptive Behavior / Skills

Adaptive behavior refers to the age-appropriate behaviors that people with and without learning disabilities need to live independently and to function well in daily life.

Adaptive behavior also includes the ability to work, practice social skills, and take personal responsibility.

Adaptive behaviors include real-life skills such as grooming, getting dressed, avoiding danger, safe food handling, following school rules, managing money, cleaning, and making friends.



Tier 3 -- A Continuum of Services

- We serve students with a diverse set of educational needs.
- We have a mandate to serve all students, even students with severe and profound needs, from age 3 through 21.

Students with IEPs -- 316 students

Students in Our Most Intensive Supports (~3%)

Preschool -- 17 students

Diverse Support Programs -- 41 students

Partners In Transition -- 4 students

Outside Placements -- 10 students

Resource Rooms -- 193 students

Speech & Language Only -- 54 students

Elementary RR Example

North Fork RR



NORTH FORK
Elementary

Definition of Diverse Support Program (DSP) in WSD

**LRE -- When in doubt, send them out.*

WSD DSP is:

- Designed to serve and support students with:
 - ***developmental disabilities*
 - multiple disabilities
 - autism that ****moderately to severely* impacts their access to general education
- Designed to serve and support students in building adaptive skills

**Least Restrictive Environment per statute*

***According to WA DDA Guidelines*

****Based on standardized autism assessments in their evaluations and other pervasive developmental disabilities*

Definition of Diverse Support Program (DSP) in WSD

WSD DSP is not:

- A Behavior Program (WSD Behavior Programs are out of district placements)
- A Social Skills Program (Social Skills Programs are provided in WSD general education and/or Resource Rooms)
- Designed to serve students who only have behavior issues, social skills deficits, or Specific Learning Disabilities

Definition of Diverse Support Program (DSP) in WSD

K-4 DSP Levels

Columbia DSP (Level 1 -- Adaptive)

- Medically Fragile (Intensive Needs)
- Pre-Academic Skills
- Traditional “Life Skills” class

North Fork DSP (Level 2 -- Functional)

- Functional/Intensive Academics

DSP Example

Columbia DSP



COLUMBIA
Elementary

Outside Placements

Jim Tangeman Center (JTC), formerly Fir Grove Academy

4 students

- Most like traditional school
- Higher staff to student ratio
- Focus on Adaptive Behavior

QUEST Academy

3 students

- Therapeutic Day School
- Also serves students who are medically fragile
- Focus on Adaptive Skills

Serendipity Center

1 student

- Serves students who have health impairments and adaptive behavior, similar to QUEST
- Student has been continuously enrolled prior to QUEST

Multnomah Educational Service District

2 students

- Functional/Intensive Academics
- Specialized programs/schools
- Wheatley School and Knott Creek Elementary

WSD Paraprofessional Support Staffing

Pre-K	Columbia	North Fork	WMS	WHS	PIT
2	RR -- 3	RR -- 4	RR -- 8	RR -- 7	2
	DSP -- 8	DSP -- 5	DSP -- 7	DSP -- 3	
	1:1 -- 8	1:1 -- 4	1:1 -- 10.2	1:1 -- 1	

Safety Net

Safety Work

Safety Net funding is available to school districts with a demonstrated capacity for Special Education funding in excess of state and federal funding otherwise provided.

Characteristics of Safety Net:

- Very complex, detailed process to apply
- Requires ongoing training and collaboration/relationships with multiple agencies
- Is tedious, extensive work

Our Safety Net team of Devon Fliss, Devon Keas, and Michelle McLaughlin have done great job leaning in to help us maintain **access to and progress in** 100% perfect IEPs for Safety Net for the past five years.

Net Result

Overall, our expenditure was approximately ***\$1,300,000** more than apportionment for students who's IEPs qualified for Safety Net. This past school year we submitted 28 Safety Net IEPs, more than ever before, and we had the highest reimbursement rate, \$631,408 of our request for \$632,928, or 99.8%.

28 students x \$24k (which is \$35k threshold-\$9k IEP student apportionment) + our reimbursement of \$631,408.