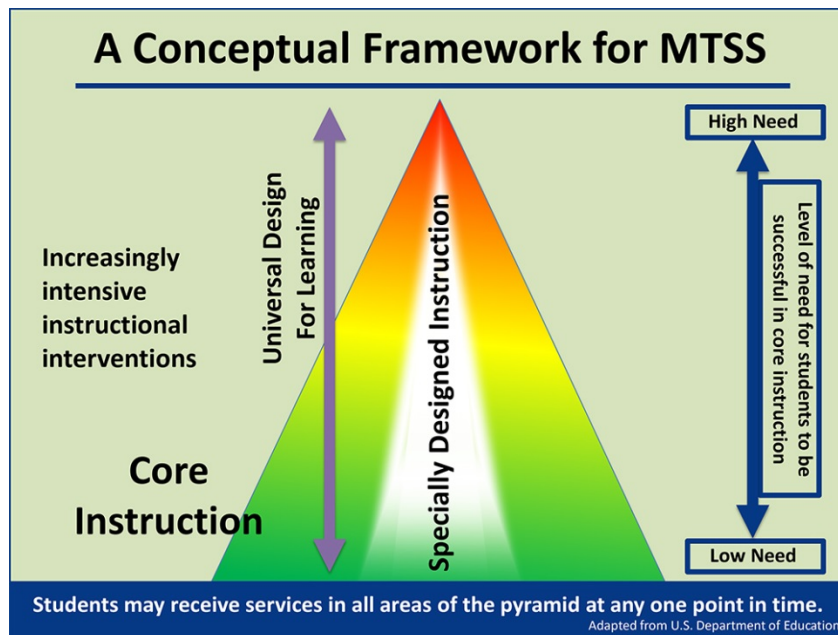




1. **Multi-tiered System of Supports** – the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. This system includes:
 - a. Tier 1: Core academic and behavior instruction and support designed and differentiated for all students in all settings to ensure mastery of the Common Core State Standards (CCSS) and core instructional goals/expectations.
 - b. Tier 2: More focused targeted instruction/intervention and supplemental support aligned with the CCSS and core instructional goals/expectations.
 - c. Tier 3: Intense intervention based upon individual student need and aligned with core curriculum, instruction, and supplemental supports.
2. **Universal Design for Learning** – the use of UDL principles and instructional scaffolding to bridge gaps and reduce or eliminate barriers to engagement (academic, behavioral, psychological, social) across all three tiers of instructional intensity, and support for flexible, transformative digital instructional materials.
3. **Independent Learning Skills** – support for self-progress monitoring, time management, task persistence, resource and materials organization, self-assessment, and self-determination.
4. **Specially Designed Instruction** – adaptations to the content, methodology, or delivery of instruction that: 1) address the unique needs of a child that result from the child's disability, 2) ensure access to the general education curriculum, 3) are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process. Specially designed instruction addresses those unique supports (including accessible instructional materials and assistive technology) needed by students with disabilities to be successful in the multi-tiered system of academic and behavior supports provided to all students. For example, a student using a switch controlled computer system and digital accessible instructional materials may be academically proficient with Tier 1 instruction. This reflects the understanding that students with disabilities are first and foremost general education students.