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## Multi-Tiered System of Support

It is the policy of the Lynden School District to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. Lynden School District utilizes the core principles of a multi-tiered system of support (MTSS) process, which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The District's process identifies students' individual learning needs early and provides appropriate instruction by ensuring that students are successful in the general education classroom. In implementing the MTSS process, the district will:

- A. Apply scientific, research-based and/or evidence-based interventions in the most appropriate setting;
- B. Monitor the effectiveness of the intervention by measuring the student's progress regularly during the intervention; and
- C. Use assessment data to inform instruction and work towards specific goals.

The Department of Teaching and Learning will develop procedures to implement student interventions, using teacher observations and classroom, school, or district assessments to identify students who are in need of academic or behavioral interventions.

Multi-tiered Systems of Support will include:

- A. A comprehensive assessment system that includes:
  1. Screening for academic and behavioral needs for all students;
  2. Diagnostic assessment to determine specific needs for students needing support; and
  3. Progress monitoring to measure growth for students receiving interventions.
- B. Tiered levels of instruction with increasing intensity for interventions:
  1. Core instruction for all students; and
  2. Small group or individual instruction for students not responding to core instruction.
- C. A collaborative building-based approach to problem-solving.

### **Family Engagement in the MTSS Process**

The District will provide parents/guardians results regarding their students' performance and proficiency levels on assessments administered and interventions planned to support the student. The district will involve parents as part of the problem-solving process when students are not making progress in interventions.

Lynden School District No. 504  
BOARD POLICY

Policy: 2163

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Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
	Policy 3123	Withdrawal Prior to Graduation
Legal References:	Chapter 392.172A WAC	Rules for the Provision of Special Education
Management Resources:	<i>Policy News</i> , December 2007	Response to Intervention (RTI)

Category: Essential  
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