

<b>7212</b>	<b>Multi-Tiered System of Support (MTSS)</b>
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*This Policy absorbs and replaces current Policy 7212 (Response to Intervention (RtI) Process)*

The work of the Ballston Spa Central School District is to provide an excellent education that maximizes the potential of each student through commitments to our students feeling safe in our buildings and on school grounds, prioritizing student, family and community engagement, building student leadership capacity, providing students with high quality curriculum and instruction, and maximizing student success.

The Ballston Spa Central School District understands that students may require academic, behavioral, social-emotional, and/or mental health supports and interventions to reach their full potential. In accordance with the Commissioner’s regulations, the Ballston Spa Central School District will develop and implement districtwide practices and procedures within a Multi-Tiered System of Support (MTSS) which is an integrated tiered intervention framework, focusing on supporting the whole child, that utilizes a data-driven, problem-solving approach to meeting the needs of individual students and removing barriers to student success.

The Ballston Spa Central School District recognizes that a proactive approach to identifying and implementing academic, behavioral, social-emotional, and mental health supports through universal core instruction (Tier 1) and targeted interventions (Tier 2 and Tier 3) for students who are not making academic progress in the general curriculum, may improve a student’s performance and help to avert the need for a referral to the Committee on Special Education (CSE).

Utilizing the MTSS framework, the District will develop and implement interventions designed to help ensure that all students can maximize their potential and succeed in the general education environment. MTSS will be applicable to all students including students with disabilities, English Language Learners, and historically marginalized students to ensure they meet learning standards, and are college and career ready, through equitable educational access and opportunities.

Pursuant to State Education Law, section 100.2 of the Regulations of the Commissioner of Education, the district’s MTSS K-12 integrated intervention framework will meet the following requirements:

1. Implementation of scientific, research-based instruction provided to all students in the general education setting by qualified personnel;
2. Screenings administered to all students in the class to identify students who are not making academic progress at expected rates;
3. Scientific, evidence-based instruction matched to student need with increasingly intensive levels of targeted interventions for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade appropriate standards;
4. Consistent evaluations of student achievement/progress to determine if interventions are resulting in student growth;

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5. Utilization of data-based decision making, and the application of that information, to make educational decisions about changing student goals, instruction and/r services and the decision to make a referral to the Committee on Special Education; and
6. Written notification to parents when a student requires an intervention beyond that which is provided to all students through universal core instruction (Tier 1).

The Superintendent, and/or their designee, in accordance with the Commissioner’s regulations, will identify and take steps for developing and implementing districtwide practices and procedures that will outline a Multi-Tiered System of Support (MTSS) that uses a data-driven, problem-solving approach to address and remove barriers to student success. The practices and procedures defined within the MTSS Implementation Plan will ensure that all students receive high-quality universal core instruction (Tier 1) and, when determined appropriate through a data-driven analysis process, additional targeted evidence-based practices/interventions with progress monitoring that is documented within a plan, designed to improve academic, behavioral, and social-emotional outcomes for students.

Pursuant to the Individuals with Disabilities Education Act (IDEA) and OSEP Memo 11-07 Response to Intervention (RtI) (January 21, 2011), district implementation of the integrated MTSS intervention framework will not delay or deny an evaluation of a student suspected of having a disability, and the student’s right to a free and appropriate public education (FAPE).

8 NYCRR §§ 100.2(ii), 200.4(a), 200.4(j)(3)(i), 200.4(j)(5)(i)(g)  
Education Law § 4002  
34 CFR §§ 300.309 and 300.311  
OSEP Memo 11-07 Response to Intervention (RtI) (January 21, 2011)

Adoption Date: May 22, 2024

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Notes and other information that may be useful:

The New York State ESSA plan incorporates the principles of Multi-Tiered Systems of Support (MTSS) as a framework for both academic and behavioral instruction. MTSS is grounded in the belief that all students can learn and all school professionals are responsive to the academic and behavioral needs of all students. MTSS focuses on evidence -based practices, relies on student progress data to inform instructional decisions and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful.

Current Policy References the following:

34 CFR Section 300.309 <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300/subpart-D/subject-group-ECFR0f22fac7ad954f5/section-300.309>

34 CFR section 300.311 <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300/subpart-D/subject-group-ECFR0f22fac7ad954f5/section-300.311>