

Burnt Hills-Ballston Lake Central School District K-12 Multi-Tiered Systems of Support Plan

Revised 2022-2023

Introduction

The Burnt Hills-Ballston Lake Central School District strives to meet the individual learning needs of each child through a rigorous yet differentiated educational program while recognizing that some students demonstrate a need for additional support in order to meet New York State Learning Standards and grade level expectations in academic, behavioral and social-emotional domains. As a result, the District provides targeted intervention and support through a collaborative process to help students succeed. The following plan outlines the multi-tiered system of support (MTSS). This framework includes Response to Intervention (RTI), Academic Intervention Services (AIS), Social Emotional Learning (SEL), and other tiered interventions provided by the Burnt Hills-Ballston Lake Central School District as required by the NYS Commissioner's regulation, 100.2.ee.

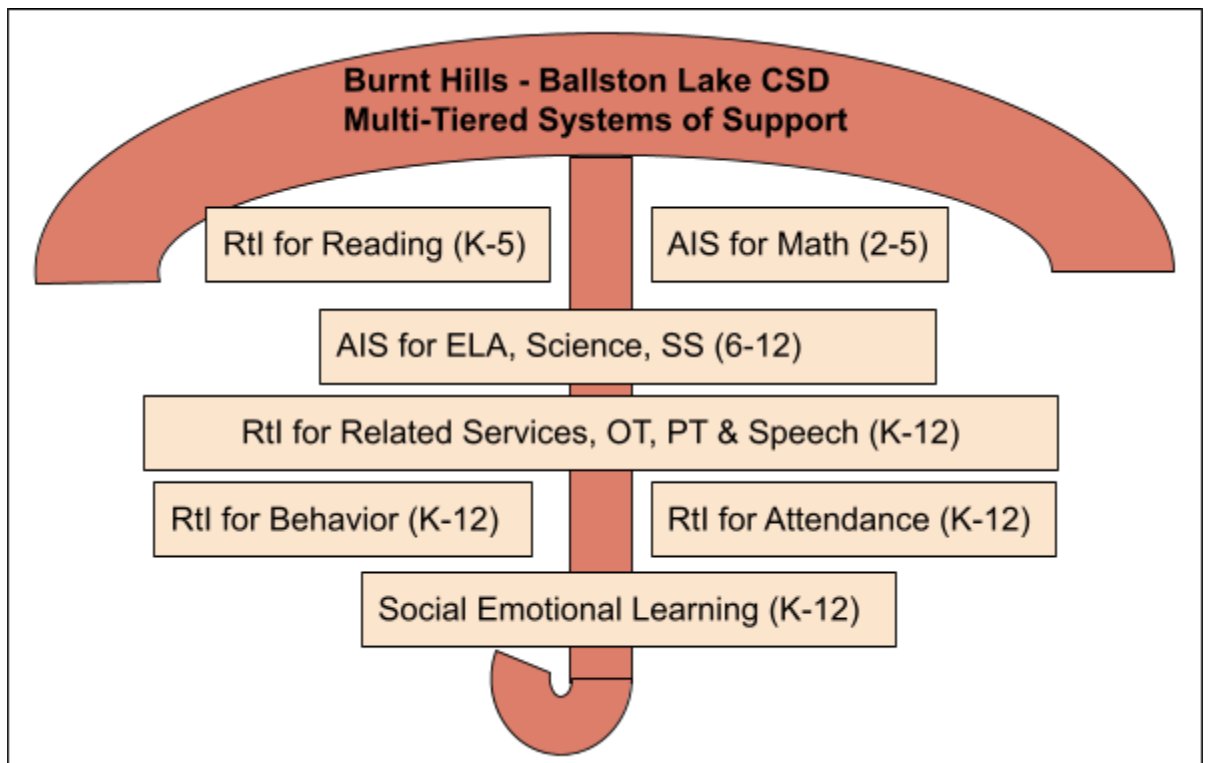
PART 1 - What is MTSS?

1A - Multi-Tiered Systems of Support (MTSS):

Multi-tiered system of support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students at risk for learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers (tier 1, 2, 3), sometimes referred to as levels of prevention/intervention, represent a continuum of supports (Center on Response to Intervention at American Institutes for Research, 2014). Response to Intervention (RtI), Academic Intervention Services (AIS), Social Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.

1B - Multi-Tiered Systems of Support at BH-BL:

The following areas are incorporated into the comprehensive MTSS plan. Each area focuses on a specific grade level continuum (identified in parentheses) and is specifically defined in the plan.



1C - Multi-Tiered Service Delivery Model For K-5

Once a collective decision has been made via the school's MTSS process, students demonstrating a need for additional support or not making satisfactory progress can be identified for supplemental intervention. The school's multi-tiered service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity in each tier to address these needs. The various tiers include distinguishing features such as:

- size of the instructional group,
- expected student performance as a result of the intervention,
- frequency and focus of screening,
- duration of the intervention,
- frequency and focus of progress monitoring,
- frequency of intervention provided, and
- scheduled time with a specialized service provider(s).

In BH-BL, we use a three-tiered model of increasingly intense interventions that respond to student-specific needs (a continuum of instructional support provided to a student).

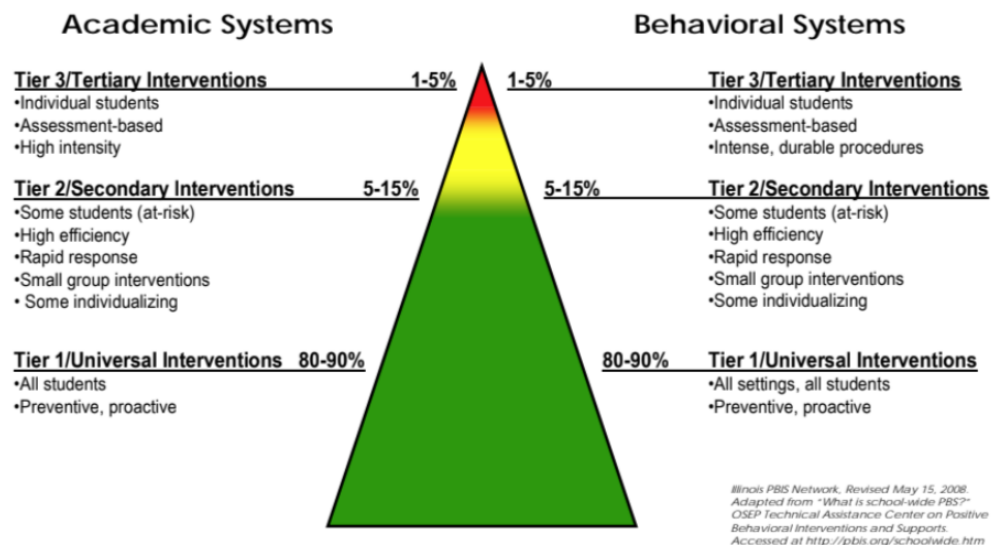
TIER 1

Tier 1 is commonly identified as the classroom instructional program provided to all students by the general education teacher in the general education classroom. Research, evidence-based instruction, positive behavior intervention, and support are part of the classroom program. Tier 1 also includes supplemental small group intervention support provided by the classroom teacher. A school/district's core program (Tier 1) should minimally include the following:

- Classroom curriculum aligned with the NYS learning standards;
- Appropriate instruction and research-based instructional interventions that meet the needs of students; Universal screening is administered to all students in the general education classroom up to three times per year;
- Regular progress monitoring of students initially identified as at-risk for six to eight weeks;
- differentiated instruction based on the abilities and needs of all students in the core program.
- A daily block of time is dedicated to individualized remediation and/or enrichment opportunities without introducing new instruction.

TIER 2

Tier 2 intervention is a typically small student-to-staff ratio supplemental intervention. This supplemental intervention **is provided in addition to**, and not in place of, the core interventions provided in Tier 1. At BH-BL, Tier 2 interventions can happen throughout the day in the classroom and/or a specialized setting. Progress monitoring happens more frequently in Tier 2 than in Tier 1.



TIER 3

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. *Tier 3 is typically reserved for approximately one to five percent of students in a class who receive more intensive intervention in addition to their classroom interventions.*

Tier 3 differs from Tier 2 in the time, duration, group size, progress monitoring frequency, and intervention focus. This tier provides greater individualized intervention. It is important to note that Tier 3 is considered supplemental to Tier 1 and is not intended to replace Tier 1.

1D - Elementary Intervention (K-5)

As a result of school-wide screenings of all students ([standard protocol model](#) - slide 2) and/or the collection of empirical data on particular students ([problem-solving model](#) - slide 1), students who have not mastered critical skills or who are not making satisfactory gains toward grade-level benchmarks/expectations as evidenced through progress monitoring can be identified for supplemental intervention in multiple areas during Pupil Assistance Team meetings.

Suppose the student continues not to make sufficient progress after receiving the most intensive level of instructional intervention. In that case, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed.

The Pupil Assistance Team (PAT)

1. Dedicated professionals that represent all of the critical areas students need support in:
 - a. Speech, OT/PT, Reading/Math Specialist, Social Worker, Special Area Teacher, Classroom Teacher, Special Education Teacher, School Psychologist, Building Administrator(s), School Counselor
 - b. Members of the PAT group may change depending on what the individual student presents as needs.
2. What is the role of this team? (From the [2010 Guidance doc](#):)
 - a. Identify the appropriate participants based on identified concerns
 - b. Identifies strategies for teachers to use/try, as well as what screenings need to be given
 - c. Review and analyze the data collected in Tier 1 documentation, conduct further assessments as needed, and make recommendations for Tier 2/Tier 3 intervention(s).
 - d. Develop and implement a process for collaborating with the problem-solving team and monitoring student movement between Tier 1, 2, and 3.

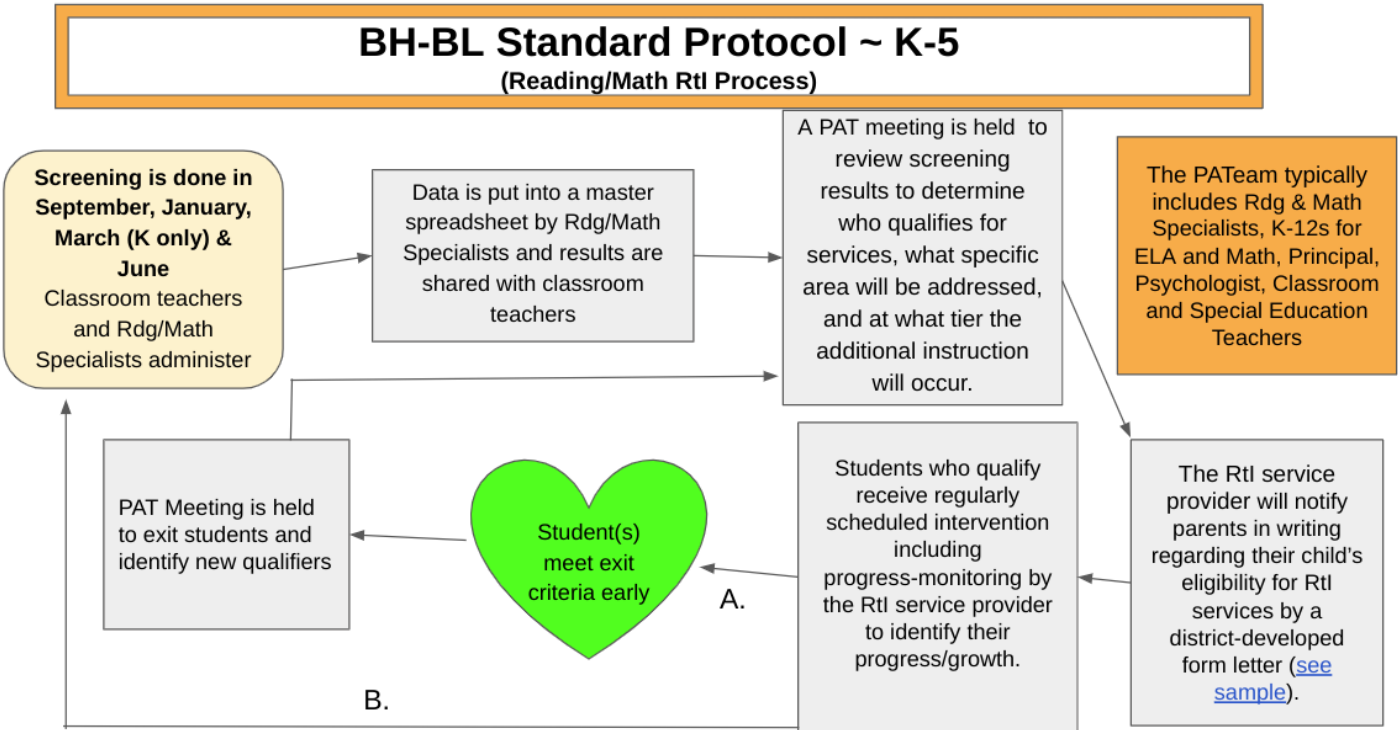
1E - Parent/Guardian Input

If any parent has a concern about their child's progress, performance, behavioral, and/or academic needs, they are encouraged to reach out to their child's teacher first. Speaking to the classroom teacher provides the most relevant information and allows for the natural exchange of ideas between home and school. The classroom teacher will then be able to follow the appropriate path in the MTSS process in order to have the concerns addressed in an appropriate and timely manner. Parents will continue to receive communication and provide input on progress based on the particular course of action taken.

-----PART 2 - BH-BL Standard Protocol Model-----

*Currently applies to Reading RtI and Math AIS only

* [Standard protocol model](#) - slide 2 (go to the slide if you want to access the blue links)



2A - Universal Screening

Screenings

- Screening is a comprehensive assessment process characterized by brief, efficient, repeatable testing of age-appropriate academic skills.
- Screenings are given to all students to initially identify those “at-risk” for not meeting grade-level standards in a particular area and who may require closer monitoring and/or further assessment or intervention.
- Section 117.3 of the Commissioner of Education Regulations requires that students with low district/state test scores be monitored periodically through screenings and ongoing assessments of the student’s reading and mathematical abilities and skills.
 - By adopting an MTSS model, BH-BL can include other areas, including behavior, attendance, and related service needs.

Quality Indicators for Universal Screening

- District-wide screenings for elementary schools occur three times during an academic year (fall, winter, spring) and are administered school-wide or at least to 95% of all students.
- Each screening instrument meets reliability and validity standards, and items are aligned with the NYS Next Generation Standards for each grade level.
- Screening results will identify students that are not meeting grade-level standards.
- Criteria identify students performing at or above benchmark, at-risk, and seriously at-risk levels, and those needing further monitoring and assessment.
- The building Pupil Assistance Team reviews the screening data to determine qualifiers for RtI.

- Professional development is provided to ensure fidelity of implementation, scoring, and interpretation of results.

Procedures for Screenings

- Provide periodic school-wide training focusing on standardized screening tool(s) administration and interpretation of results.
- Follow a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.
- Administer screening tools that are relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.
- The building Pupil Assistance Team (PAT) and the Reading and Math Specialists review the screening results to determine who qualifies for Reading Rtl or Math RTI, what specific area will be addressed, and at what tier the additional instruction occurs.
- The Rtl service provider will notify parents in writing of students who are identified as at-risk and therefore qualifying for Reading or Math Rtl.

2B - Notification To Parents For Standard Protocol

If it's determined through the PAT process that a child needs an intervention for Reading and/or Math, parents will be notified in writing with the following:

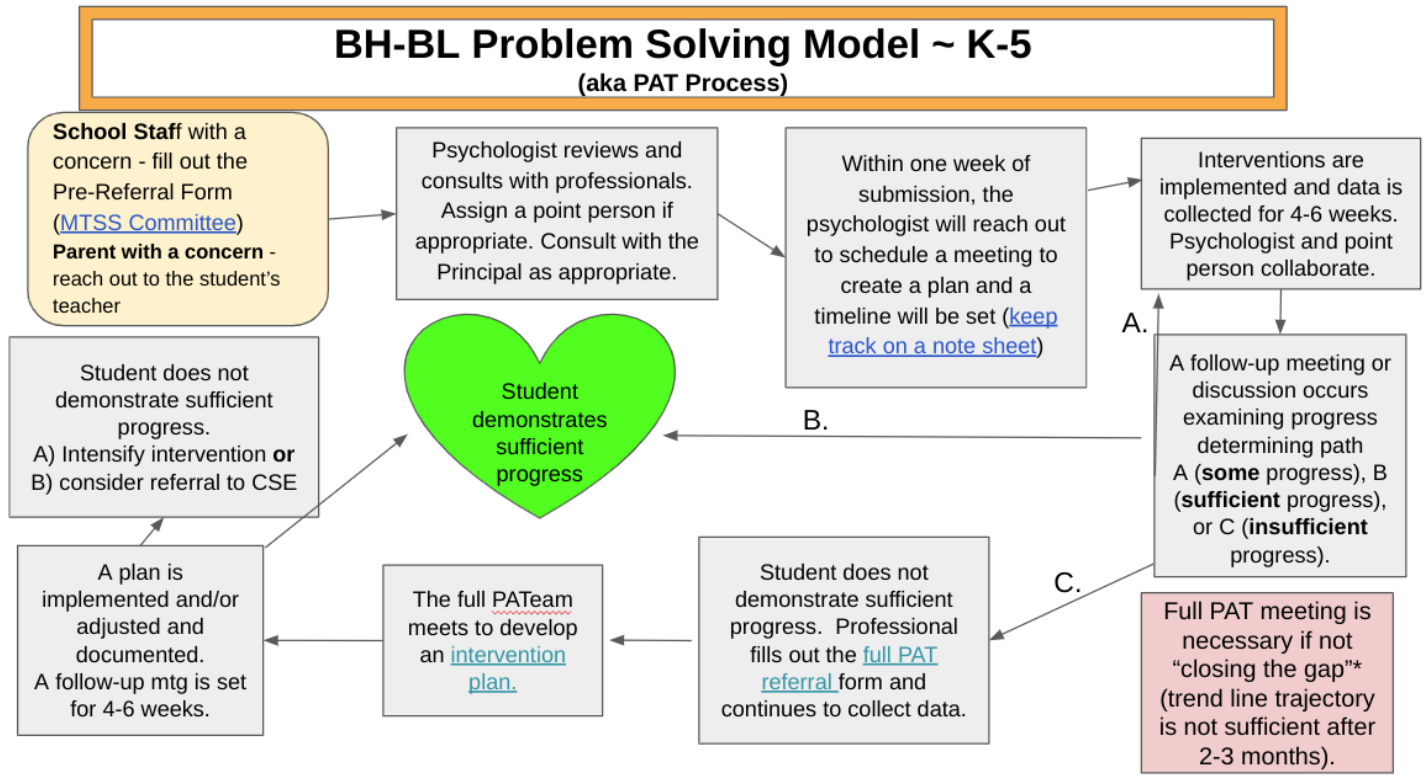
- the nature of the intervention/instructional support the student will receive;
- how much and what kind of information (data) the school will collect to monitor the student's progress; and
- of the parent's right to request an evaluation for special education services.

See specific letters in the [Reading Rtl](#) and Math AIS sections.

If a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated achievement assessments at reasonable intervals, reflecting formal assessment of student progress during instruction. (8NYCRR §200.4(j)(1)(ii)(b))

-----PART 3 - BH-BL Problem-Solving Model-----

* [Problem-Solving Model](#) - slide 1 (go to the slide if you want to access the blue links)



If a professional has 1-2 concerns about a student, then he/she would fill out the [Pre-Referral Form](#). Once they do, the building psychologist will review and consult with the appropriate professionals and assign a point person if needed. The psychologist will also consult the building principal about the “case.”

If a parent/guardian has a concern, they should reach out to their child’s teacher about their concerns and discuss the next step(s) in this process.

Within one week of submission, the psychologist will reach out to schedule a meeting to create a plan, and a timeline will be set. The psychologist will keep track of the plan on a [note sheet](#), which will hold all the pertinent information, including which interventions will be implemented and the data to be collected for 4-6 weeks.

A designee will also be assigned to oversee the plan. They will also be asked to communicate the plan, updates, and progress with the parent/guardian.

After the 4-6 weeks of the intervention, a follow-up meeting or discussion occurs. If the concern(s) was addressed and/or remedied, then that intervention was successful. If not, the psychologist, educator, and any other professional involved in this case will either create a revised remediation plan for the next 4-6 weeks or create a new referral for the full PAT group.

If the concerns require a full-PAT meeting, the educator fills out the [Full PAT Referral Form](#) and continues to collect data. A full PAT meeting time is created. [The team meets, and notes are taken](#) on the Student Support Plan. The plan is then implemented and/or adjusted and documented. A follow-up meeting is set 4-6 weeks later.

At that time, the full PAT group reviewed the Student Support Plan and reviewed the shared data. The group decides if additional time is needed for a new and/or revised plan or if the concern requires a referral to the Committee on Special Education (CSE). Parents/guardians are informed of the discussion about what the next steps are for the student.

-----PART 4 - BH-BL Student Progress Monitoring-----

For both Standard Protocol and Problem-Solving Models

4A - Purpose of Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring helps staff determine the extent to which students benefit from classroom instruction and informs decisions about appropriate levels of intervention. Progress monitoring differs from screening regarding the frequency with which it is administered and the kind of information it provides about student performance.

Screening targets students who may be at-risk by comparing their performance to a criterion-referenced measure. Progress monitoring provides routine data that display student growth over time to determine if the student is progressing as expected in the curriculum. (Mellard and Johnson, 2008)

([NYSED 2010 RtI Guidance](#) - page 19)

4B - Uses of Progress Monitoring Data

There are different uses of data collected through progress monitoring within the different tiers of intervention.

Data from progress monitoring in Tier 1 inform decision-making about classroom instruction in two main ways:

- Once a student has been identified as at-risk by screening procedures, progress monitoring can be used to determine the student's progress in the general curriculum and confirm or refute initial screening results.
- Analysis of the average performance of all students combined and their growth rate can assist teachers/administrators in determining the need for curricular and instructional change within the core curriculum.

The primary purpose of progress monitoring in Tier 2 and beyond involves determining whether the intervention is successful in helping the student close the gap to grade-level expectations. Data from progress monitoring in Tiers 2 and 3 inform decision-making regarding individual students' responsiveness or lack of responsiveness in two ways:

- Learning rate, or student's growth in achievement or behavior competencies over time, compared to prior levels of performance and peer growth rates; and
- "Levels of performance or the student's relative standing on some dimension of achievement/performance compared to expected performance either criterion- or norm-referenced)." (NASDSE, May 2006)

Data from progress monitoring should be used to inform student movement through tiers. For example, progress monitoring data obtained during an intervention should be analyzed and used to make decisions regarding the following:

- If student data reflect performance at or above the benchmark, the student may be recommended to reduce the intensity or exit the current intervention.
- If the student is performing below the benchmark but making sufficient growth progress, the decision to continue the current intervention can be made.
- If the student is performing below the benchmark and demonstrates insufficient growth, a change in the intensity of the intervention may be considered.

4C - Quality Indicators for Progress Monitoring

- Progress monitoring of student performance occurs across all tiers using designated procedures.
- Measures are appropriate to the curriculum, grade level, and tier level.
- Data from progress monitoring are documented and analyzed.
- A standardized benchmark is used to measure progress and determine progress sufficiency.
- Teachers use progress monitoring from visual aids like graphs or charts to inform instructional effectiveness and the need for changes in instruction or intervention.
- Staff will receive training in the administration and interpretation of progress monitoring measures and the implications for instruction.
- The district has designated reasonable cut points and decision rules of the level, slope, or mastery percentages to help determine responsiveness and distinguish adequate from inadequate responsiveness.
- When monitoring the progress of LEP/ENL students, the student's progress is compared with the levels of progress demonstrated by peers from similar cultural and linguistic backgrounds who have received the interventions.

4D - Tools for Progress Monitoring

The assessment tools selected for progress monitoring should be specific to the skills being measured. For example, in reading, an appropriate progress monitoring tool would target the specific essential element(s) of reading with which an individual student is having difficulty, such as phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

Using informal assessments during instruction will help provide teachers with additional information on which to base instructional decisions. A combination of formal and informal, ongoing assessments completed by teachers to monitor progress is recommended so that any one assessment is not the sole index of progress.

Additional and individual assessments may also be implemented to inform the nature of instruction in Tier 2 and beyond.

4E - Steps for Formal Progress Monitoring in BH-BL

Formal progress monitoring involves the following steps:

1. **Establish the student's current level of performance:** Current performance levels are established through universal or individual screening.
2. **Establish benchmarks for acceptable progress:** Benchmarks for performance and growth are established for groups or individual students by the district, PAT Team, and/or individual interventionists, as derived from various screening processes adopted by the district based on grade level norms. Please refer to specific BH-BL intervention level criteria for benchmark information in each specific area identified under the MTSS umbrella. Classroom teachers monitor Tier 1 students. In Tier 2 students may be monitored by the classroom teacher and/or interventionist. In tier 3, students will be monitored by specific interventionists.

3. **Collect and analyze specific data related to the area of deficiency:** Monitor the student's progress frequently and analyze the data regularly.
4. **Determine if the student is making adequate progress within a specified timeframe:** Using established benchmarks, determine if a student is making adequate progress. Consult with other professionals or the entire PAT team as necessary. Depending on outcomes, make recommendations for termination, reduction, maintenance, or additional service based on established District protocols.

-----PART 5 - BH-BL Academic Intervention Services-----

Along with the Rtl services previously outlined, BH-BL also provides Academic Intervention Services (AIS) to eligible students in grades 3-12. AIS is extra assistance provided to students at risk of not meeting state academic standards. State regulations 8 NYCRR §100.2(ee) set different requirements for determining eligibility for AIS in grades K-2, 3-8, and 9-12. These regulations were revised (July 2016) for grades 3-8 and again in 2022. The state requirements for districts to develop a uniform procedure to determine eligibility for AIS were modified. Students in grades 3-8 who score below a certain state-determined score may be provided with AIS if they are also eligible under a district-developed procedure. At their discretion, districts may also provide academic intervention services to students who score above the state-determined score.

Each school district shall develop and maintain its policies for providing academic services during each school year. In September, the District shall post its policies to its website outlining the process, including a description of which student performance measures will be used and how the scores on such measures will be utilized to determine eligibility for academic intervention services.

This is BH-BL's policy and the district's actual procedure for determining AIS eligibility referenced in this policy.

NYSED allows Response to Intervention (Rtl) to be used in grades K-5 in lieu of AIS (8 NYCRR 100.2 (ee)(7)) as long as the Rtl program otherwise meets the requirements applicable to AIS. If the district's elementary Rtl program meets these requirements, the Board may wish to rescind its AIS policy or modify it to reflect the relationship between the two programs.

In the Burnt Hills-Ballston Lake CSD, K-5 Reading Intervention Services are aligned with what is outlined in [NYSED's Rtl 2010 Guidance Document](#). On the other hand, math in grades 2-5 uses [NYSED's Academic Intervention Services \(AIS\) 2017 guidance document](#) to guide the district's policy and procedures for identification, instruction, and parental notification.

As outlined in the State's AIS guidance document, students in grades 6-12 who are not achieving State Learning Standards in English and Math, Science, and/or Social Studies can qualify and receive Academic Intervention Services (AIS) services.

The BH-BL AIS determination plan is outlined below, including the multiple measures used to determine eligibility in each subject and grade level, along with the qualifying criteria and sample parent/guardian notification letters.

5A - BH-BL AIS Plan

This chart shows the AIS Plan at the different levels, along with the criteria for qualifying and the sample notification letters.

Subject/Grade Level	Multiple Measures	Qualifying Criteria	Qualify Letter to Guardian(s)
Math Grades 2-5	<ul style="list-style-type: none"> iReady Diagnostic DIBELS Math COGAT Score NYS Math Assessment results Report card grades Topic test average Teacher recommendation 	<ul style="list-style-type: none"> National Norms for DIBELS, iReady & CoGAT SED Cut-Point on State Math Assessments Low math grades and topic test averages Teacher recommendation 	PA Sample letter
English Grades 6-8	<ul style="list-style-type: none"> Teacher recommendation using AIS Teacher Rec Form iReady Scale Score COGAT Score for Verbal Report card grades NYS ELA Test score 	<ul style="list-style-type: none"> Scale Score for iReady (Nationally Normed) SED Cut-Point or lower for State ELA Test Low English/Literature grades Teacher Recommendation 	AIS/CORE Parent letter
Math Grades 6-8	<ul style="list-style-type: none"> Teacher recommendation form iReady Diagnostic COGAT Weighted Score (80Q/20V) Report card grades Unit test averages State Math Test score 	<ul style="list-style-type: none"> National Norms for iReady Cut-Point or lower for State Math Test Low math grades and unit test averages 	AIS/CORE Parent letter
English Grades 9-12	<ul style="list-style-type: none"> Teacher recommendation Report card grades 8th Grade ELA Test Score (9th grade only) 11th grade English Regents (11th & 12th grade only) 	<ul style="list-style-type: none"> SED Cut-Point or lower for NYS ELA 8th Grade Test A failing grade on the English Regents exam Low English/Literature grades 	Guidance counselors add an AIS class to the schedules which are sent home.
Math Grades 9-12	<ul style="list-style-type: none"> Teacher recommendation Report card grades 8th Grade Math Test Score (9th grade only) Regents exam scores 	<ul style="list-style-type: none"> SED Cut-Point or lower for State Math 8th Grade Test A failing grade on Math Regents exams Low Math grades 	Guidance counselors add an AIS class to the schedule, which is sent home.
Social Studies Grades 9-12	<ul style="list-style-type: none"> Teacher recommendation Report card grades Regents exam scores 	<ul style="list-style-type: none"> A failing grade on Regents exams Low SS grades 	Guidance counselors add an AIS class to the schedule, which is sent home
Science Grades 9-12	<ul style="list-style-type: none"> Teacher recommendation Report card grades 8th Grade Science Test Score (9th grade only) Regents exam scores 	<ul style="list-style-type: none"> SED Cut-Point or lower for State Science 8th Grade Test A failing grade on Science Regents exams Low Science grades 	Guidance counselors add an AIS class to the schedule, which is sent home

5B - BH-BL's Secondary Intervention (6-12)

The Middle and High School Pupil Assistance Teams (PAT) meet weekly to discuss and plan for students at risk for school failure due to behavioral, attendance, social-emotional, and/or academic reasons. Meetings typically last between 60-90 minutes.

Pupil Assistance Team (PAT) Members:

- Building Principal
- Assistant Principals
- School Counselors
- School Social Workers
- School Psychologist
- School Nurse
- Special Education Department Representative
- AIS / Academic Support Coordinator
- Northern Rivers Counselor
- School Resource Officers
- Other Professionals by Invitation

The PATeams discuss issues and concerns impacting students at school. These include, but are not limited to:

- Academic concerns
- At-Risk students
- Attendance concerns
- Behavior concerns
- Potential CSE referrals
- Family situations/concerns
- Mental Health Concerns
- Physical Health issues/concerns
- Relationship concerns
- Residency issues/concerns
- Program Needs / Student Placement
- Student safety concerns / Risk assessments

All Pupil Assistance Team (PAT) members can add students to the agenda before the weekly meeting. Information is shared via email with all staff identifying students on the agenda and inviting them to connect with the secondary administration if they have questions about a student they work with.

Interventions are discussed and assigned to Team members at each meeting. The team member assigned to the case is responsible for following up with pertinent professionals to coordinate the service, monitor progress, and report back to the PAT at a future date. All referrals and interventions are documented on a confidential spreadsheet to ensure consistency and timely communication, and follow-through.

5C - Academic Intervention In Grades 6-12

Academic intervention at the secondary level follows the BH-BL AIS plan outlined on pages 10-11. Multiple measures, including NYS 3-8 and Regents Exam scores, third-party and local assessments, and teacher-generated academic profiles, are considered when recommending students for specific course-level interventions.

In grades 6-8, dedicated AIS and/or Core sections are available for students in ELA and Math. Students that do not qualify for either of these interventions may still receive **monitoring services** every 5 weeks by the PATeam and administration.

AIS ELA/Math (MS): At the middle level, qualifying students may be assigned AIS courses in ELA and Math. These courses, typically scheduled for 40 minutes every other day, supplement instruction in the general ELA and Math program and provide targeted skill remediation in these subjects to support students

Core ELA/Math (MS): Core-level courses are designed to support students with smaller class sizes providing optimal teacher-to-student ratios and individualized instruction. Material is presented at grade level but is taught at a slower pace with more support and scaffolding to meet students' needs.

In grades 9-12, dedicated AIS and/or Core sections are available for ELA, Math, Science, and Social Studies students. A general academic support lab is also available for recommended students to support skill development and assignment completion. Students that do not qualify for these interventions may still receive **monitoring services** every five weeks by the PATeam and administration.

AIS Courses (HS): When offered, AIS courses at the high school prepare students to retake the NYS regents exam in a particular subject area.

Core Courses: Core-level courses are designed to support students with smaller class sizes providing optimal teacher-to-student ratios and individualized instruction. Material is presented at grade level but is taught at a slower pace with more support and scaffolding to meet students' needs. Core courses are available in English, Math, and Science.

Academic Support Lab: An assigned alternative to the study hall designed to provide content area classroom support, organization and time management, homework and project assistance, and preparation for tests. Student grades are monitored.

Mandatory Assistance Period (MAP): Students identified at PAT or through academic referrals are required to stay during the academic assistance period (2:30 - 3:30 pm, T-Th) with a content area teacher. Students must sign in with a teacher to verify attendance. Students must continue to attend until achieving passing grades.

PART 6 - Specific Area Guidelines And Processes For Rtl & AIS

Here are the individual BH-BL Rtl plans for each specific area:

1. [Social Emotional Learning Response to Intervention](#)
2. [Attendance Response to Intervention](#)
3. [Speech and Language Response to Intervention](#)
4. [Occupational Therapy Response to Intervention](#)
5. [Math AIS for Grades 2-5](#)

6. [Reading Response to Intervention for Grades K-5](#)

7. Behavior (Behavior MTSS = [PBIS](#)) - Coming Soon!

-----PART 7 - Plan Oversight and Review-----

The District MTSS plan will be formally reviewed on a biannual basis. The review committee will be composed of the following members to the greatest extent possible. The constituency of the review committee will be modified annually as part of the review process. Additional members may be added at the discretion of the acting co-chairs. The annual review members will be required to read the plan in its entirety and offer suggestions for improvement. If deemed necessary by the co-chairs and/or by the Superintendent or designee, formal meetings may be scheduled with a specific portion or the entire review committee. The plan should be reviewed by the building councils of each building.

Assistant Superintendent for Curriculum and Instruction
K-12 Reading & ELA Director or equivalent position
K-12 Math Director or equivalent position
Elementary Principal
Secondary Principals (Middle and High School)
Director of Special Education or Assistant Director of Special Education
Reading/AIS Specialists (1 Elementary and 1 Secondary)
Math Specialist (1)
ELA CCR (1) & Math CCR (1)
School Psychologists (1 Elementary and 1 Secondary)
OT/PT (1 Elementary and 1 Secondary)
Speech Pathologist (1 Elementary and 1 Secondary)
School Counselors (1 Elementary and 1 Secondary)
School Social Workers (1 Elementary and 1 Secondary)

-----PART 10 - Important Links-----

1. [2012 RTI Plan for BH-BL](#)
2. NYSED [State Regs for RtI](#)
3. NYSED [State Regs for AIS](#)
4. NYSED [State Regs for MTSS](#)