

§ 2902. Educational support system Multi-Tiered System of Supports and Educational Support Team

(a) Within each school district's comprehensive system of educational services, each public school shall develop and maintain an educational support system for students who require additional assistance in order a tiered system of academic and behavioral supports for the purpose of providing all students with a full and fair opportunity to succeed or to be challenged in the general education environment. For each school it maintains, a school district board shall assign responsibility for developing and maintaining the educational support system the tiered system of supports either to the superintendent pursuant to a contract entered into under section 267 of this title or to the principal of the school. All students shall be provided with a full and fair opportunity to gain access to the system and achieve success. The educational support system tiered system of supports shall, at a minimum, include an educational support team and a range of support and remedial services, including instructional and behavioral interventions and accommodations that are available as needed for any student who requires support beyond what can be provided in the general education classroom, as well as intensive, individualized interventions for any student requiring such support.

(b) The educational support system tiered system of supports shall:

(1) Be ~~integrated to the extent~~ aligned as is appropriate with the general education curriculum.

(2) Be designed to ~~increase~~ enhance the ability of the general education system to meet the needs of all students.

(3) Be designed to promptly provide students the necessary support(s) to a student, as may be necessary, needed regardless of an individual student's eligibility for categorical programs.

~~(5)~~(4) ~~Ensure~~ Promote collaboration with families, community supports, and the system of health and human services.

(4) ~~(5)~~ ~~Provide clear procedures and methods for addressing student behavior that is disruptive to the learning environment and include educational options, support services, and consultation or training for staff where appropriate. Procedures may include removal of a student from the classroom or the school building for as long as appropriate, consistent with state and federal law and the school's policy on student discipline, after reasonable effort has been made to support the student in the regular classroom environment.~~ Seek to identify and respond to students in need of support for at-risk behaviors as well as students in need of specialized, individual behavior supports.

(6) Provide all students with a continuum of evidence-based and research-based behavior practices that teach and encourage prosocial skills and behaviors school-wide.