



▶ Section 8: Sustainability

Sustainability of the New Jersey Tiered System of Supports (NJTSS) requires a strategic approach that prioritizes compliance with the New Jersey Administrative Code (N.J.A.C.), improved coordinated interventions as a district focus, and alignment with district-level goals. To achieve these aims, school districts must ensure that NJTSS is attended to in related district-level calendars and scheduling, particularly regarding professional development (PD). Additionally, districts must proactively assess opportunities for combining redundant resources and develop comprehensive plans for allocating funding. This section focuses on assisting district leadership teams with the following areas related to the long-term sustainability of NJTSS:

- Compliance with the New Jersey Administrative Code (N.J.A.C.),
- Improved coordinated interventions as a district focus,
- Alignment with district-level goals,
- District-level calendars and scheduling regarding professional development,
- Assessing opportunities for combining redundant resources, and
- Allocation of funding.

Compliance With N.J.A.C. 6A:16-8.1 and N.J.A.C. 6A:14-3.3

The N.J.A.C. 6A:16-8.1 outlines the requirements for schools to develop and implement a coordinated system of support that ensures students receive appropriate academic and behavioral interventions. Ensuring continued compliance with N.J.A.C. 6A:16-8.1 while migrating to the New Jersey Tiered System of Supports framework requires districts to engage in a structured approach to identifying compliance gaps, conducting district audits, and implementing continuous monitoring and training to maintain adherence to regulatory requirements. Additionally, aspects N.J.A.C. 6A:14-3.3 (subsections a-c) can be reviewed to ensure compliance with the referral and identification procedures for students with disabilities.

Step 1: Identify Compliance Gaps

Compliance gaps can arise when districts lack clear policies, fail to implement required interventions, or have data collection and reporting inconsistencies. To identify these gaps, districts complete the following:

1. **Review Current Policies and Practices:** Compare district-level procedures for intervention and referral services with the specific requirements outlined in N.J.A.C. 6A:16-8.1 and 6A:14-3.3 (subsections a-c) to determine whether existing policies align with the regulations. See Sections 1 and 2 for detailed information regarding the N.J.A.C. 6A:16-8.1 requirements and how NJTSS components align with these requirements. For N.J.A.C. 6A:14-3.3 (subsections a-c), district and school leadership teams review procedures for referral

and identification of students with disabilities, including high mobility students (i.e., migrant and/or homeless students) and those in nonpublic educational settings to ensure that NJTSS components also align with these requirements.

2. **Analyze Student Support Data:** Examine intervention implementation data, referral rates, and outcomes to assess whether students' needs are equitably identified and supported across all schools. Student data are disaggregated by demographics such as race, gender, language acquisition, and disability.

Step 2: Conduct a District Compliance Audit and Gap Analysis

The district leadership team thoroughly audits the district's current practices, comparing them to the requirements of N.J.A.C. 6A:16-8 and 6A:14-3.3 (subsections a-c). This audit covers all aspects of intervention and referral services, including identifying students with learning, behavior, or social-emotional difficulties and implementing action plans. The district team also assesses whether the district has a coordinated system for planning and delivering intervention and referral services in every school. A district compliance audit and gap analysis is conducted to ensure that intervention and support systems continue to meet state-mandated requirements as districts and schools transition to an NJTSS framework. The goal here is not just compliance but reinforcing or strengthening system processes and procedures to meet or exceed compliance expectations. Specific areas for review include the following:

- **Reviewing Documentation and Records:** Ensuring that student intervention plans, data tracking, and parental notification procedures comply with state guidelines.
- **Assessing Intervention Accessibility:** Verifying that students across all grade levels and demographic groups have equitable access to academic and behavioral interventions.
- **Examining Resource Allocation:** Determining whether schools have adequate staffing, training, and materials to implement NJTSS with fidelity. See [Section 4](#) for a more detailed description of conducting a self-assessment and resource mapping.

Following the compliance audit, districts categorize gaps based on priority and potential impact on student support services. This may involve evaluating whether the district is utilizing a multidisciplinary team approach, providing services to all students, and maintaining records of all requests for assistance. Gaps may also include insufficient data collection, lack of collaboration with community resources, or inadequate professional development for staff. Key areas to assess include the following:

- **Inconsistent Implementation of NJTSS:** Schools across a district may differ in how they apply NJTSS components and principles, leading to disparities in student support. Identifying where differences exist will aid districts in addressing the gaps and developing more comprehensive systems.
- **Lack of Standardized Data Collection:** Some schools may not have a consistent system for tracking intervention data, making it difficult to measure effectiveness. By standardizing data collection, the district sets the stage for accountability across schools.
- **Insufficient Staff Training:** Teachers and support staff may not be fully trained in intervention strategies or documentation requirements. Prioritizing NJTSS training ensures all staff know the district's intervention and referral system, policies and procedures, and adopted interventions.
- **Limited Family & Community Engagement:** Schools may lack clear communication strategies to involve families in the intervention process, an essential component of NJTSS. Schools must share the responsibility of ensuring students' success, and thus, successful implementation relies on the involvement of parents and community members.

Step 3: Key Actions to Close Compliance Gaps

Once areas of non-compliance or misalignment are identified, the district leadership team can develop a coordinated action plan. This plan not only addresses regulatory requirements under N.J.A.C. 6A:16-8.1 and N.J.A.C. 6A:14-3.3 but also supports the broader implementation of a tiered system of supports aligned with the NJTSS framework. Many of the NJTSS components mirror and expand on the principles required in an intervention and referral services (I&RS) model, allowing districts to create more integrated and efficient support systems.

Key actions may include:

- **Aligning Policies and Procedures:** Review and revise district and school-level guidelines to ensure alignment with state regulations and best practices in tiered support systems. This includes establishing clear referral pathways, documentation protocols, and timelines for interventions that reflect both compliance and NJTSS components.
- **Developing a Centralized and Equitable Data System:** Implement or refine systems for collecting, analyzing, and reporting intervention and outcome data. These systems should allow for data-based decision making and facilitate consistent practices across all schools, while allowing flexibility to meet the contextual needs of different grade levels and student populations.
- **Building Staff Knowledge and Capacity:** Provide ongoing professional learning focused on state mandates as well as NJTSS-aligned practices. This includes understanding how to conduct root cause analyses, deliver evidence-based interventions, monitor student progress, and work as a collaborative team. Districts may also consider updating recruitment practices to prioritize hiring staff with NJTSS expertise.
- **Establishing a Common Language and Framework:** Promote implementation fidelity by developing shared terminology and clearly articulating the components of NJTSS. Use NJTSS guidelines to align staff understanding of tiers of support, intervention criteria, and the role of I&RS within the broader system.
- **Enhancing Communication and Family Engagement:** Develop transparent communication protocols to ensure families understand the NJTSS, their child’s progress, and their rights under applicable regulations. Family engagement can be embedded in intervention planning and progress review processes. (See [Section 6: Communications](#) for additional guidance.)
- **Allocating Resources Strategically:** Ensure that funding, personnel, and materials are distributed in a way that supports both compliance and sustainable NJTSS implementation. Resource mapping can help identify gaps and inform future allocation decisions aligned with student needs.

Step 4: Regular Monitoring and Audits

To maintain compliance over time, school districts establish a system for regularly monitoring and conducting audits of their NJTSS Implementation. This includes continually reviewing and assessing action plans to determine if identified outcomes are being achieved and modifying them to achieve goals. As part of monitoring and audits, districts collect and analyze data to ensure that the core instruction meets most students’ needs and that those who need additional support receive it through the NJTSS framework. District leadership teams work to develop procedures that include the following:

- **Annual Compliance Reviews:** Schools conduct yearly evaluations of core programming and intervention services and report findings to district leadership. This establishes a mechanism where schools report annually on their intervention and referral services outcomes.
- **Ongoing Data Analysis:** Districts develop a schedule for schools to regularly review student intervention data to ensure that NJTSS is implemented effectively and equitably. This level of accountability also ensures that schools can efficiently report outcomes for the district’s annual compliance review.
- **Site-Based Observations:** Districts designate key NJTSS personnel to conduct site visits to ensure that all schools adhere to district and state policies. See the Organizational Support diagram in [Section 3](#) to consider who may be best suited (i.e., NJTSS Coordinators, designated NJTSS staff) to conduct these in-person reviews.
- **Feedback Mechanisms:** Creating opportunities for educators, families, and students to provide feedback on NJTSS implementation and identify areas for improvement is important to long-term sustainability. Changes in population demographics and student needs will drive programmatic changes over time, and all stakeholder groups are engaged in the continuous improvement process.

Improved Coordinated Interventions as a District Focus

NJTSS sustainability hinges on a district-wide commitment to aligning interventions across all schools to ensure consistency and equity in service delivery. Without a cohesive approach, disparities in intervention practices can emerge, resulting in inequitable student support and inconsistent academic and behavioral outcomes. A well-coordinated system strengthens both the effectiveness and sustainability of NJTSS by fostering uniformity in intervention implementation and seamless coordination across all tiers of support.

Step 1: Establish a District-Wide Focus on Intervention

A district-wide focus on intervention fosters consistency and prevents gaps in student support. While schools can tailor interventions to their students' needs, district leadership must align policies, procedures, and data collection to ensure fidelity to the NJTSS model.

Aligning Interventions Across Schools

A lack of consistency in intervention practices across schools can result in inequitable access to support services. To create a district-wide framework for interventions, the district leadership team provides guidance and oversees schools in the following areas:

Aligning Interventions

To ensure consistent student support, districts strive to align interventions across all schools. This means that whether a student is in one school or another, the core interventions and supports across grade levels are similar and follow a common framework. This can include using common assessment tools, evidence-based interventions, and data-based decision making processes. Alignment might look like the following:

- All K–5 schools utilized a universal screening tool for assessment and intervention planning in reading and math.
- Check-In/Check-Out (CICO) was adopted as the standard Tier 2 behavioral intervention across all K–8 schools.
- NJTSS teams at each school used the same problem-solving framework and data review process to guide tier movement decisions.

Uniformity and Consistency

A district-wide focus on intervention aims to create uniformity and consistency in how interventions are delivered. This involves establishing clear protocols and procedures for student assessment, instructional practices, and the criteria for moving students between tiers of support. This also includes ensuring that all staff are trained in these common approaches. Here uniformity might look like district leaders developing and distributing a comprehensive NJTSS intervention handbook that features the following:

- Standard protocols for progress monitoring (e.g., every 6 weeks using specific benchmarks),
- Criteria for entering and exiting Tiers 2 and 3,
- Templates for intervention plans and team meeting notes, and
- A schedule for quarterly fidelity checks and walkthroughs using the same observation tools to ensure adherence to the framework.

Develop a Common Language

Establishing a common language is key for implementation fidelity. Using the NJTSS guidelines to define key components of the system will help develop a common language in the district. For example, the district could use the NJTSS framework to create a shared glossary of key terms (e.g., “Tier 2 intervention,” “progress monitoring,” “fidelity,” “universal screener”) that is integrated into professional development materials, parent communication documents, and data team protocols.

Ensure Consistency in Professional Development

Provide district-wide training on intervention strategies, data use, and decision-making processes to ensure educators and staff understand best practices. For example, all staff receive training on NJTSS principles and tiered supports, the use of diagnostic data for intervention planning, and evidence-based strategies for literacy, math, and social-emotional learning (SEL). Professional development is delivered by content specialists and focuses on a scope and sequence, and professional learning communities (PLCs) across schools use a shared agenda aligned to the districts training focus.

Resource Allocation

District leadership ensures that resources are allocated equitably to all schools to support consistent implementation. This includes funding for professional development, instructional materials, and intervention personnel. For example, to support consistent implementation a district might decide to hire interventionists at the district level and deploy them to schools based on student needs and enrollment, provide funding to ensure that every school has access to the same set of intervention materials, or allocate budget lines specifically for NJTSS implementation and tiered intervention supports.

Alignment With District-Level Goals

The long-term sustainability of NJTSS relies on its alignment with the district's broader strategic goals. By embedding NJTSS into district-wide priorities, it transforms from a standalone initiative into a lasting, systemic framework for student support.

1. Review and Align District Strategic Goals

Before integrating NJTSS into a district's strategic framework, it is essential to review the district's mission, vision, and long-term goals. Multi-year strategic plans typically outline priorities in areas such as academic achievement, equity, behavioral supports, and professional development, providing a foundation for aligning NJTSS with the district's broader objectives.

Ensuring NJTSS Objectives Support the District's Broader Mission and Vision

Effective implementation of NJTSS requires a clear understanding of how its objectives align with the district's broader mission and vision. The NJTSS framework is designed to support students through a continuum of services to address their academic, behavioral, and social-emotional needs. Therefore, the objectives of NJTSS are in agreement with the district's overall goals for student achievement, well-being, and preparation for postsecondary education, career, and community life.

Integrating NJTSS Into the District's Strategic Plan

Districts embed the principles and practices of NJTSS into their strategic plans to make sure that the system is not seen as an isolated initiative but as an integral part of the district's operations. This involves incorporating NJTSS goals into the district's overall strategic plan, including aligning core programs, the intervention and referral services (I&RS) process and intervention supports with NJTSS. District and school leadership teams are crucial in developing and implementing these plans. To fully align NJTSS with district goals, it must be embedded into the formal district planning process, including the following:

- **District Improvement Plans:** Ensure that NJTSS is included in school improvement plans, professional development plans, and budget planning documents.
- **Funding and Resource Allocation:** Integrate NJTSS into district financial planning to secure long-term funding for intervention programs, staff training, and technology.
- **Cross-Departmental Collaboration:** Facilitate collaboration between general education, special education, student support services, and curriculum departments to ensure that NJTSS is fully integrated across multiple initiatives.
- **Capacity Building for Educators and Leaders:** Embed NJTSS into professional development efforts to ensure that staff at all levels understand their roles in supporting tiered interventions. Include NJTSS capacity-building needs in district and school hiring practices and requirements.

2. Capture Successes

Strategies for Tracking NJTSS Alignment With District Goals

To ensure that NJTSS remains aligned with district-wide goals, districts must establish ongoing monitoring, data collection, and evaluation strategies. Capturing success involves the following:

Data Collection and Analysis

Capturing the success of NJTSS alignment with district goals involves systematically collecting and analyzing data. This includes using data from multiple sources, such as universal screening assessments, classroom assessments, progress monitoring data, and state assessments. Analyzing these data at various levels (school-wide, grade, class, and individual student) allows for identifying areas where NJTSS implementation is effective and where adjustments are needed. The data are used to set goals, identify the need for intervention, and monitor student progress.

- Implement district-wide data systems to track student progress, intervention effectiveness, and equity in service access.
- Use early warning systems and universal screening tools to identify students needing additional support.
- Ensure that data collection includes academic and non-academic indicators, such as behavioral trends, attendance, and social-emotional well-being.

- Ensure that data are presented in accessible, informative formats (i.e., graphs, charts, other visuals) to present data and promote effective decision making. Utilizing effective data visualization can make complex information more accessible and easier to interpret.

Monitoring Progress

Districts monitor the implementation of NJTSS to ensure that it is being implemented with fidelity and is achieving its intended outcomes. Regular reviews of school- and district-level performance data and progress data for specific student populations provide insight into the system's effectiveness.

- Develop district or school key performance indicators (KPIs). Define specific, measurable benchmarks for NJTSS success, such as the following:
 - Reductions in disparities of referrals and identification of minority and multi-lingual students as students with disabilities.
 - Increased proficiency rates in literacy and math for students receiving Tier 2 interventions.
 - Improved student engagement and attendance in schools implementing NJTSS.
 - Reduction in the number of special education referrals.
 - Conduct quarterly or annual reviews to assess NJTSS implementation fidelity and its impact on student outcomes.
 - Conduct regular audits to determine whether NJTSS is being implemented fairly across all schools and student populations.

Adjusting Strategies Based on Data

The data collected and analyzed is used to adjust strategies and interventions to better support student needs. Data-driven decision rules are used to guide intervention selection and modification, movement between tiers of support, and evaluation of student response to instruction.

- Use data to identify gaps or areas needing improvement in NJTSS implementation, such as the misalignment between the diagnostic data and the intervention being implemented.
- Revise intervention approaches based on student response to interventions (RTI) data.
- Ensure continuous professional development for educators based on identified challenges in implementation.

Communicating Success

It's crucial to communicate the successes of NJTSS implementation to all stakeholders. This includes sharing information with parents and the community through multiple means, such as providing reports on progress, holding data-sharing events, and maintaining open communication channels. Additionally, districts utilize their websites to share information about NJTSS and its alignment with district goals. See [Section 6](#), Communications, for more detailed information.

District-Level Calendars and Scheduling Regarding Professional Development

To sustain NJTSS implementation, districts must integrate ongoing training into their professional development calendars and align it with broader district initiatives. Incorporating NJTSS within job-embedded, collaborative professional learning ensures staff capacity, fidelity, and long-term commitment. Linking training to observations, PLCs, and other growth opportunities strengthens sustainability by reinforcing best practices across the district. Districts must ensure that professional development addresses the individual components within the NJTSS framework, while persistently linking them back to the larger system (i.e., assisting to make connections between the micro and macro aspects of NJTSS).

1. Strategically Scheduling Professional Development

Districts must intentionally schedule NJTSS training opportunities within the broader professional development cycle. Rather than treating NJTSS as a separate initiative, training is woven into existing professional development structures to ensure its integration into daily instructional and intervention practices. Below is an example of how to develop a professional development schedule that focuses on building a NJTSS system while differentiating training sessions over the course of a school year to meet the training needs of a wide range of professionals.

Table 8.2: Strategically Scheduling Professional Development

Month	Focus Area	In-Class Reading Intervention	Number Fluency	Screening for Mental Health
August	NJTSS Foundations & Framework	Introduction to tiered reading supports	Overview of math intervention tiers	Introduction to universal mental health screening tools
September	Universal Tier 1 Practices	High-quality reading instruction	High-quality math routines	Tier 1 SEL and mental health promotion strategies
October	Data-Based Decision Making	Using reading benchmark data to group students	Math fluency screeners and grouping strategies	Using screening data to identify at-risk students
November	Intervention Fidelity and Implementation	Fidelity checks and coaching on intervention protocols	Aligning fluency strategies to student need	Fidelity in administering mental health screeners
December	Progress Monitoring and Mid-Year Adjustments	Using data to adjust reading groups and instruction	Tracking growth in number fluency and adjusting supports	Interpreting mid-year data and revising intervention plans
January	Collaboration and Team-Based Needs Identification	Role of interventionists in NJTSS teams	Collaborative planning with grade-level math teams	Participation in school-level intervention teams
February	Differentiation and Equity	Differentiated instruction for multilingual and struggling readers	Addressing equity in access to numeracy supports	Equity in access to mental health services and support
March	Differentiated instruction for multilingual and struggling readers	Addressing equity in access to numeracy supports	Equity in access to mental health services and support	Engaging families in mental health discussions and resources
April	Review of Tier 2/Tier 3 Interventions	Review Tier 2 reading interventions and entry/exit criteria	Analyzing effectiveness of Tier 2 math supports	Planning targeted interventions for students with elevated need
May	Sustainability and Planning for Next Year	Reflecting on data, PD needs, and student growth	Assessing numeracy interventions and resource gaps	Reviewing outcomes from screening and mental health supports
June	Summer Planning and Cross-Team Collaboration	Joint planning for reading supports in fall	Curriculum alignment and planning for Tier 1/Tier 2 math	Creating mental health service delivery calendar for next year

2. Incorporating NJTSS Into Professional Development Cycles

For long-term sustainability, NJTSS must be integrated into ongoing professional learning experiences, including observations, PLCs, instructional coaching, and leadership training. This continuous integration ensures that NJTSS remains a core component of district practices, reinforcing its effectiveness and longevity.

Professional Learning Communities (PLCs) and Collaborative Planning

PLCs offer an effective structure for collaborative learning, data analysis, and shared needs identification in NJTSS implementation. Districts ensure that NJTSS topics are regularly embedded into PLC meetings by doing the following:

- **Structuring PLC discussions around student data:** Encourage teams to analyze student progress and intervention effectiveness within the NJTSS framework. See [Section 2](#) for more information related to progress monitoring.
- **Providing PLC templates for intervention review:** Standardize how PLC teams discuss and document tiered interventions, ensuring a consistent approach across schools.
- **Fostering interdisciplinary collaboration:** Include general educators, special educators, multilingual educators, interventionists, and mental health professionals in NJTSS-focused PLCs to promote a multi-disciplinary approach.

Classroom Observations and Instructional Coaching

Observations provide real time insights into how NJTSS is being implemented in the classroom. To ensure alignment between professional development and daily instruction, districts can do the following:

- **Incorporate NJTSS strategies into teacher observation rubrics:** Observations assess how educators implement Tier 1 differentiated instruction, targeted interventions, and progress monitoring strategies.
- **Use observation data to tailor professional development sessions:** Identify common challenges in NJTSS implementation and use that data to inform future training topics.
- **Offer personalized coaching based on observation findings:** Provide one-on-one support to teachers who need additional guidance in implementing tiered interventions.

District-Wide Professional Development Sessions

Districts schedule dedicated NJTSS-focused professional development sessions within their annual professional development calendars. These sessions can cover the following:

- **Universal Screening and Data-Based Decision-Making:** Training on collecting, analyzing, and using student data to make informed intervention decisions.
- **Differentiated Core Instruction (Tier 1):** Equipping teachers with evidence-based instructional strategies that support diverse learners.
- **Targeted and Intensive Interventions (Tiers 2 and 3):** Best practices for implementing small-group and individualized supports.
- **Equity and Cultural Responsiveness in NJTSS:** Ensuring interventions are culturally responsive and accessible to all student populations.

Leadership Training for Administrators and Support Staff

District and school leaders play a critical role in sustaining NJTSS implementation. To strengthen administrative capacity, districts can do the following:

- Schedule NJTSS leadership retreats or administrator-focused professional development on how to support staff in effective implementation.
- Provide instructional leaders, program coordinators, and intervention specialists training on using NJTSS to drive school-wide improvement efforts.
- Align NJTSS with district-wide coaching initiatives to ensure instructional leaders are modeling and reinforcing best practices.

Table 8.4: Recommendations for Strategic Reallocation

Area	Reallocation Recommendations
Professional Development	<ul style="list-style-type: none"> • Targeted Training: Use reallocated resources to invest in professional development aligned with all students' needs. • Evidence-Based Practices: Focus professional development on training in evidence-based instructional and intervention strategies, data analysis, and progress monitoring.
Enhancing Tier 1 Supports	<ul style="list-style-type: none"> • Core Instruction: Strengthen core instruction (Tier 1) to address the needs of most students and reduce the number of students needing Tier 2 and Tier 3 interventions. • Universal Design for Learning: Ensure that Tier 1 instruction includes Universal Design for Learning principles to meet the needs of all students in the general classroom.
Addressing Equity & Access	<ul style="list-style-type: none"> • Culturally Responsive Practices: Reallocate resources to support culturally responsive instruction and ensure all students have equal access to high-quality educational opportunities. • Linguistic Supports: Provide the necessary linguistic support for English language learners (ELLs) at all tiers of instruction. • Family Engagement: Prioritize resources to ensure families are actively involved in their children's education.

Tracking the Impact of Reinvestment

- **Data Collection:** Use data collection to determine the effectiveness of reallocated resources. Collect and analyze student achievement data, behavioral data, and other relevant metrics to evaluate the impact of the changes.
- **Continuous Improvement:** Make continuous improvements based on data analysis. Be prepared to reevaluate resource allocation and adjust as needed to achieve the desired outcomes.

Table 8.5: Key Strategies for Monitoring the Impact of Reinvestment

Strategy	Action
Data Collection & Analysis	<ul style="list-style-type: none"> • Use district-wide data dashboards to monitor changes in student achievement, intervention effectiveness, and service access. • Track student movement between tiers to determine whether reinvestment in Tier 1 supports reduces the need for intensive interventions. • Evaluate the impact of professional development on teacher effectiveness and student outcomes.
Monitoring Progress	<ul style="list-style-type: none"> • Conduct quarterly or annual reviews to assess how reallocated resources influence NJTSS implementation. • Gather stakeholder feedback from educators, administrators, and families to measure the impact of enhanced interventions and supports. • Compare data before and after consolidation efforts to identify successes and areas for improvement.
Adjusting Strategies Based on Data	<ul style="list-style-type: none"> • Make data-driven adjustments to staffing, intervention models, and training programs as needed. • Use formative assessments to refine intervention strategies and resource allocation over time. • Ensure that all reinvestment efforts align with district-wide goals and equity initiatives.

By tracking reinvestment outcomes and making data-informed adjustments, districts can ensure sustained success in NJTSS implementation and continuous improvement in student supports.

Table 8.8: Prioritizing Funding for Sustainability

Strategies	Actions
Embedding NJTSS Into the District Budget	<ul style="list-style-type: none"> • Make NJTSS a core component of the district’s annual budget rather than a separate, optional initiative. • Ensure NJTSS funding is protected from budget cuts by integrating it into general education, special education, and student services allocations.
Using Cost-Benefit Analyses to Justify Continued Investment	<ul style="list-style-type: none"> • Collect data on how NJTSS improves student outcomes, reduces retention rates, and minimizes special education referrals. • Present findings to school boards, community stakeholders, and policymakers to advocate for continued investment.
Developing a Funding Sustainability Plan	<ul style="list-style-type: none"> • Create a multi-year funding roadmap to ensure NJTSS remains financially viable. • Align NJTSS financial planning with the district’s long-term strategic goals.
Advocating for Policy Support & Legislative Funding	<ul style="list-style-type: none"> • Work with state and federal policymakers to secure dedicated funding for NJTSS implementation. • Engage in policy advocacy efforts to highlight the importance of tiered interventions, SEL, and data-driven student support systems.

By prioritizing financial sustainability through strategic planning, data-driven advocacy, and policy engagement, districts can ensure NJTSS remains effective and that students continue receiving high-quality interventions year after year.

Key Takeaways

- Sustaining NJTSS begins with full compliance with N.J.A.C. 6A:16-8.1 and 6A:14-3.3 through policy alignment, audits, and ongoing monitoring to ensure equitable identification and support.
- District-wide uniformity in interventions, data use, and protocols promotes equity and fidelity in NJTSS implementation, ensuring all students receive comparable support.
- NJTSS must be woven into the district’s mission, goals, and improvement plans to function as a lasting framework rather than a standalone initiative.
- Identify and eliminate redundant programs and staffing, then reinvest strategically in Tier 1 instruction, equity initiatives, and staff development to strengthen NJTSS.
- Sustainability depends on multi-year financial planning and diverse funding sources that secure NJTSS as a core part of the district’s operating budget.

Additional Resources

- [The New Jersey Tiered System of Supports \(NJTSS\)](#)
- [NJTSS-Early Reading](#)
- [New Jersey Literacy Framework](#)
- [New Jersey Positive Behavior Support in Schools](#)
- [Behavioral Supports and Interventions-Special Education](#)
- [New Jersey Comprehensive School-Based Mental Health Resources Guide](#)