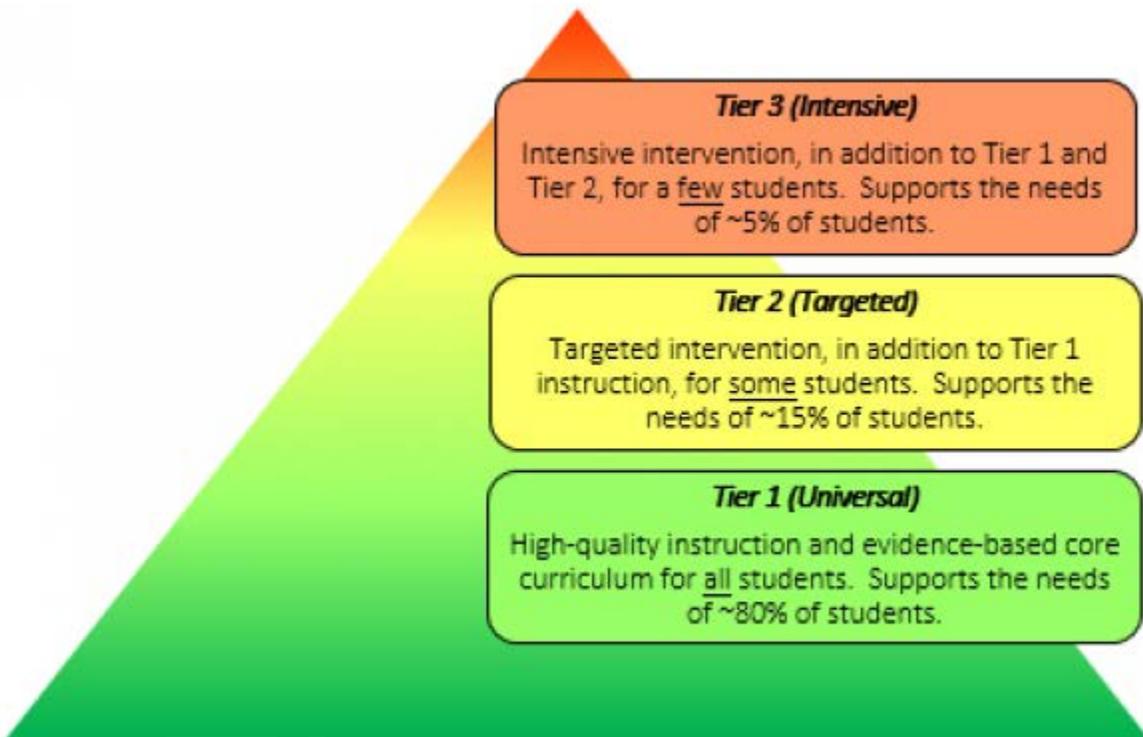


# GARWOOD SCHOOL DISTRICT

*New Jersey Tiered System of Support (NJTSS)*

*Response to Intervention (RTI)*

*Intervention and Referral Services Process (I &RS)*



## **New Jersey Tiered System of Supports**

### **Garwood Public Schools**

The Garwood Public Schools is implementing a Tiered System of Supports in accordance with the New Jersey Tiered System of Supports (NJTSS). NJTSS is a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement, NJTSS builds upon intervention and referral service (I&RS) and gives school a structure to meet the academic, behavioral, health, enrichments, and social-emotional needs of all students. NJTSS maximizes the efficient use of resources to improve support for all classroom teachers and targets interventions to students based on their needs. Through regular monitoring of student progress, along with data-based decision making by District problem solving teams and providing a continuum of supports and interventions based on student performance, NJTSS will help the district improve achievement and promote positive student outcomes. The teaching staff and administrators continue to work collaboratively to successfully adopt and implement the NJTSS model.

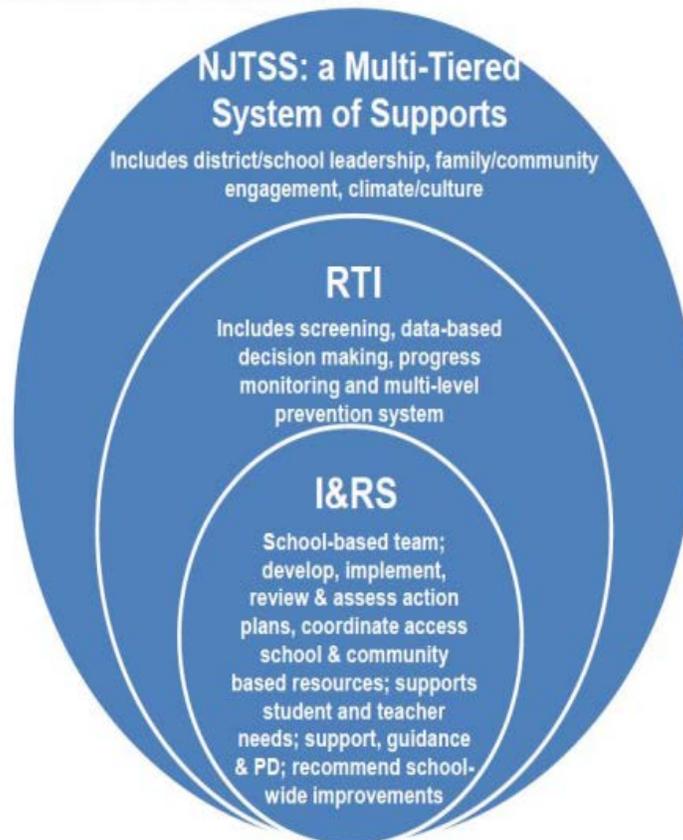
The tiered system involves the systematic development of nine essential components in schools for the effective implementation of the framework with fidelity and sustainability. Those components include:

1. Effective district and school leadership
2. Family and community engagement
3. Positive school culture and climate
4. High-quality learning environments, curricula, and instructional practices
5. Universal screening
6. Data-based decision making
7. Collaborative problem-solving teams
8. Progress monitoring
9. Staff professional development

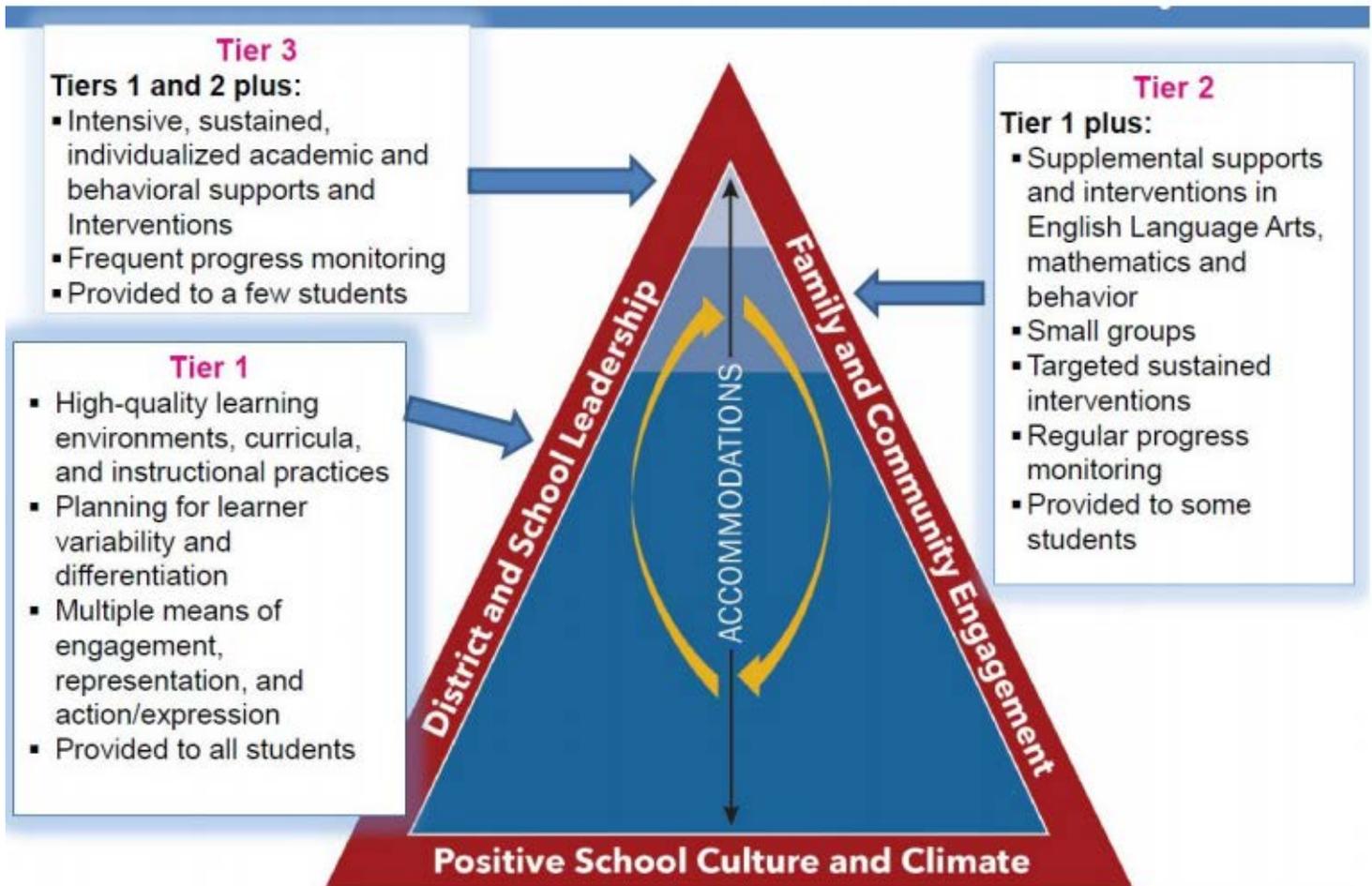
*For more information about NJTSS, please visit <http://www.state.nj.us/education/njtss/>*

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# NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention



## Three Tiered System of Support



- Flexibility in movement between the tiers
- Necessary accommodations through all tiers



## **NJTSS KEY TERMS**

**Tier I or Core Instruction:** Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

**Tier II or Supplemental Instruction:** Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. Students receiving this level of instruction should meet educational benchmarks.

**Tier III or Targeted Instruction:** Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier 2 to meet educational benchmarks.

**Screening:** A quick and simple assessment of key indicators of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area. In other words: Quick assessment of one small piece of an area that, research has shown, is a solid predictor of overall performance in that area. (Universal screening = for all students.)

**Progress monitoring:** An assessment of the rate of improvement compared to benchmarks. It is a frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

**Intervention:** The systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of students need. It must be research-based and implemented with fidelity and integrity (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention).

**Formative Assessment:** A range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student achievement. It typically involves qualitative feedback (rather than scores) for both the student and teachers, which focuses on the details of content and performance.

**Summative Assessment:** Refers to the assessment of the learning; and summarized the development of learner at a particular time.

**NJTSS Instructional & Non-Instructional Team:** A local, school team that is designed to determine targeted skill deficits and interventions at Tier 3. Teams assist in handling problem-solving at Tier 1 and Tier 2.

## **What is Tier I?**

### **Instructional Intervention**

#### **Tier I Instructional Intervention**

- Tier I interventions take place in the regular classroom and offer the earliest support. It is Core Classroom Curriculum.
- Utilizes differentiation of instruction and universal screening, formative assessment, and progress monitoring tools to make necessary decisions about student progress.
- On-going assessments are used to determine the success of instruction.

#### **What is the protocol?**

- Provide and implement effective, differentiated academic instruction and classroom management.
- Keep accurate records of student history, background, performance, and current academic status.
- Implement point-in-time interventions based on observation and formative assessment process.
- If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternate interventions and update the student's classroom intervention progress plan.

### **Behavioral Intervention**

#### **Tier I Interventions- Behavior Intervention**

- Classroom management that promotes positive individual reinforcement, a safe and orderly learning environment, offers the earliest support.
- School-wide rules and expectations, school-wide positive reinforcement systems, school-wide social skills, school-wide positive behavioral support system, etc.
- Emphasizes respectful and responsible behavior strategies by all students and supported by guidance counseling lessons that focus on social success and classroom social skills instruction.

#### **What is the protocol?**

- Provide and implement effective, differentiated academic instruction and classroom management.
- School-wide and classroom expectations posted and reinforced (playground, cafeteria, transitioning in the hall, etc.).
- Implement and review school-wide discipline and/or classroom expectations.
- If a student is not showing progress, begin discussion with grade-level or content instructional-level team for alternative interventions.

## **What is Tier II?**

### **Instructional Intervention**

#### **Tier II Instructional Intervention**

- Tier II is additional support to Tier I instruction. Group size should be smaller.
- Target support around a specific need determined by diagnostic, formative assessment results and work samples.
- Must use progress monitoring assessments to determine intervention effectiveness.

#### **What is the protocol?**

- Students not showing progress with Tier I intervention receive Tier II interventions in addition to core instruction.
- Conduct a problem-solving meeting with grade-level or content instructional –level teachers to determine student progress; after that is done, an intervention plan is developed and implemented.
- Implement and review the student’s intervention plan frequently.
- Tier II is a minimum of 6 weeks to 12 weeks of intense, supplemental instruction in small groups. This can occur within centers or push in to the regular classroom.

### **Behavioral Intervention**

#### **Tier II Behavior Intervention**

- Tier II is implemented when a student is non-responsive to the regular classroom rules or school-wide rules.
- Additional support around a specific behavioral need determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use progress monitoring to determine intervention effectiveness.

#### **What is the protocol?**

- Students identified as non-responsive to Tier I interventions, receive Tier II behavior interventions in addition to what is provided in the classroom.
- Parent / Guardian(s), school counselor, and grade-level or content instructional level NJTSS team should be notified.
- Consult with the counselor and/or mental health provider for additional interventions that can be implemented at the classroom level.
- Tier II is a minimum of 6 weeks to 12 weeks of intense, supplemental instruction targeting the social skills deficit with a positive replacement behavior in small groups of no more than five (5) students. The supplemental instruction is provided to students with similar social and/or behavioral needs.

## **What is Tier III? Instructional Intervention**

### **Tier III Instructional Intervention**

- Tier III is additional support to Tier II instruction. Group size should be no more than 3-5 students.
- Stakeholder must use progress monitoring assessments to determine intervention effectiveness.
- It must identify a different method of intervention than what was provided in Tier II. Documentation of assessment results and work samples are required to determine specific areas of need.
- Tier III is an addition and should not be schedule during core reading or math.

### **What is the protocol?**

- Students identified as non-responsive to Tier II interventions, may receive Tier III interventions.
- The building level NJTSS team decides whether to assign additional support for more intensive interventions at Tier III or review and make necessary changes to the student's Tier II intervention plan.
- The supplemental instruction is provided to students with a more intense protocol than Tier II.
- If students do not show progress, the building level NJTSS team reconsiders the case and assigns additional support for more intensive intervention. The building level NJTSS team may implement an I&RS plan.
- If that does not show progress, the team will make a referral to have a student evaluated to determine if the student has a disability (Section 504 of Special Education eligibility). If interventions are successful, the case is formally exited. Student continues with Tier I interventions.

## **Behavioral Intervention**

### **Tier II Behavior Intervention**

- Tier III is implemented when a student is non-responsive to Tier II and Tier I and/or present harm to self and/or others.
- Additional support given to students showing a consistent behavioral and/or social skills deficit determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use progress monitoring to determine intervention effectiveness.

### **What is the protocol?**

- Students identified as non-responsive to Tier I and II interventions, receive Tier III (more intensive) behavior interventions in addition to what is provided in the classroom.
- Create a behavior plan that is individualized based on the behaviors observed. The plan must be followed for a reasonable length of time 6-12 weeks of intense intervention for data collection and progress monitoring.
- Involve the counselor and/or on-site mental health provider in creating the behavior plan and assisting in targeting the social skill deficit with a positive replacement behavior.
- Review and/or modify the current behavior plan within the 6-12 week program. If a student does not show progress, additional options may be considered.