

Jefferson Township Public Schools

New Jersey Tiered System of Supports (NJTSS)



Created: August, 2024

Jefferson Township Public Schools New Jersey Tiered System of Supports (NJTSS)

VISION STATEMENT

The district will be a leader in academic excellence while developing healthy, well-rounded, resourceful students who are positive, contributing members of local and global communities.

MISSION STATEMENT

We strive to foster academic excellence by engaging students in meaningful learning experiences that meet the highest educational and ethical standards, while supporting every learning style – in a caring, inclusive, and collaborative learning environment, supported by the greater community.

Introduction:

The purpose of this manual is to guide Jefferson Township Public Schools with the implementation of 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 schools a structure to meet the academic, behavioral, health, enrichment, 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:

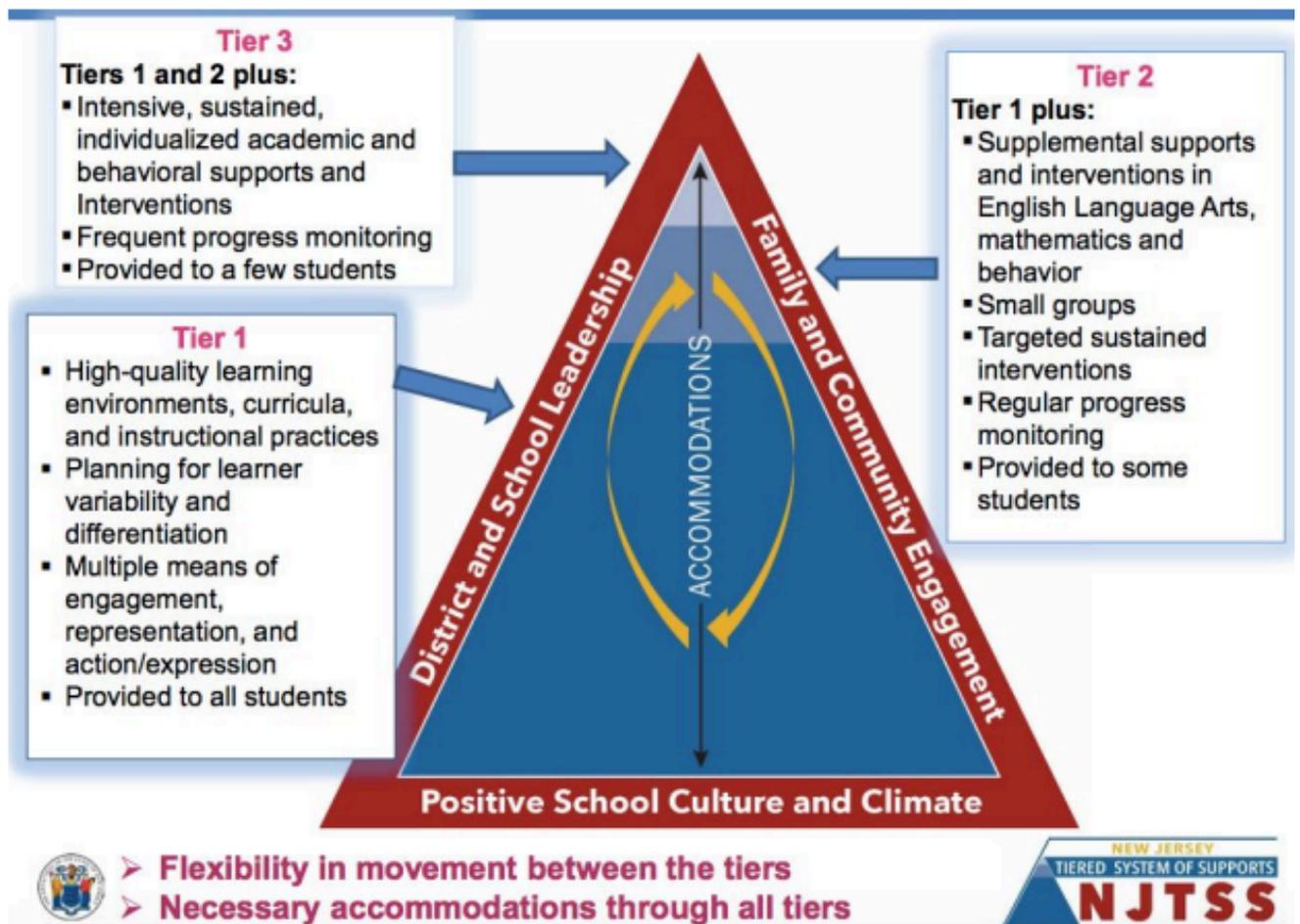
1. Effective district and school leadership;
2. Family and community engagement;
3. Positive school culture and climate;
4. High-quality learning environments, curricula and instructional practices;
5. Universal screening;
6. Data-based decision making;
7. Collaborative problem-solving teams;
8. Progress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

**This information was disseminated by the NJDOE, and can be accessed online at the following url: <https://www.nj.gov/education/njtss/overview/>.

Ultimately, this manual provides Jefferson Township Public Schools with detailed information on the process for the collection of student performance data through the system-wide implementation of the NJTSS framework and delineates how that data can be used to assist with making important educational decisions for all students.

What is NJTSS?

NJTSS is an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students, based on the core components of the three-tier prevention logic of Response to Intervention, as well as additional components of multi-tiered systems of supports: Positive School Culture and Climate, District and School Leadership, and Family and Community Engagement. Below is a graphic representation of the essential components of NJTSS. The foundation of the system is represented by the outer triangle which includes the three components essential to the success of any improvement strategy. The inner triangle represents three tiers of instruction and academic and behavioral intervention.



NJTSS Key Terms:

Tier 1: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier 1 refers to high-quality core instruction and addresses the needs of most students. Teachers are responsible for keeping track of student data in their classroom. Examples of data collection include: formative assessments, summative assessments, benchmarks, classroom assessments, behavior charts, discipline records, attendance and any other form of data that would be of assistance.

- All students in Tier 1 are screened in literacy and mathematics two or more times per year. Results are used to identify students who are on track and those at risk.
 - Since students learn differently, teachers present information in multiple ways and give students the opportunity to demonstrate what they have learned in a variety of ways.
 - Problem-solving teams review screening data and determine which students need additional challenges through enrichment activities and which students need additional support. The team may identify some strategies the teacher may use in the classroom to improve growth or determine that a Tier 2 intervention is needed.
- School-wide behavioral expectations are established and taught, and classroom teachers provide positive behavioral support in their classrooms.

Tier 2: 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 2 includes the core instruction provided in Tier 1, as well as supplemental supports and interventions that may be delivered in small-group instruction, delivered in either the general classroom during flexible grouping or centers or during an additional period.

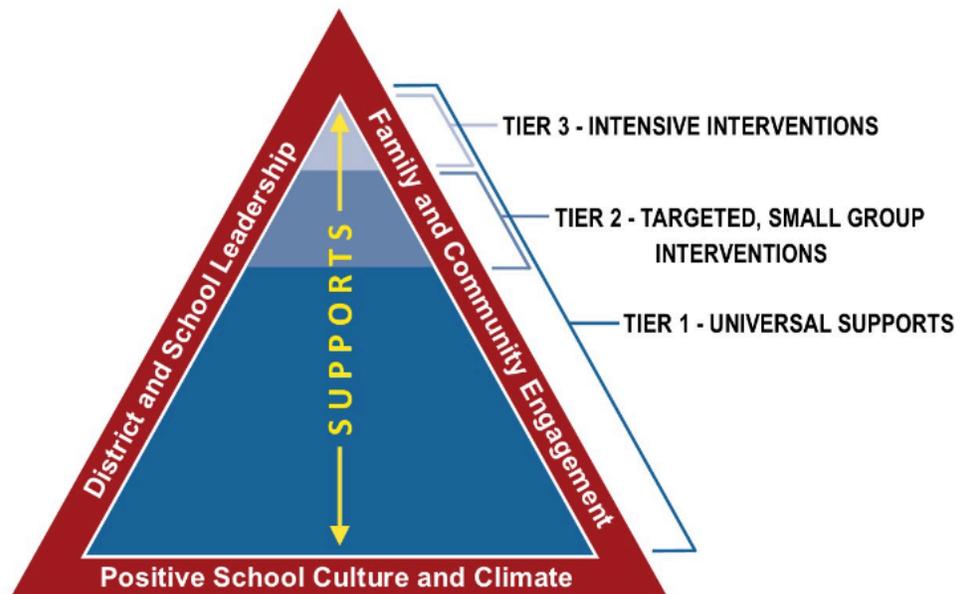
- Teachers use evidence-based instructional practices and interventions. Interventions are increased in intensity, frequency, and duration based upon the review of data from progress monitoring, collected at regular intervals.

- Limited, but targeted supports, are provided to remediate academic skill deficits and reduce behavior problems to help students succeed in Tier 1.

Tier 3: Instruction/intervention provided to 1-5% of students who are not making adequate progress at Tier 2 to meet educational benchmarks.

Tier 3 includes the practices described in Tiers 1 and 2 and is characterized by an increase in the length of time, duration or frequency of the intervention targeted to a student who is not making adequate progress with Tier 2 support. Tier 3 includes all of the elements of Tiers 1 and 2.

- It is important to note that students may receive Tier 2 or 3 interventions in one content area but not another, and may move in and out of interventions throughout the year.
 - NOTE: A student may be referred to the 504 Team or Child Study Team at any time if a disability is suspected; however, referral or determination that a student has a disability does not mean that the student must receive instruction in another environment.



NJTSS Components and I&RS Requirements:

<u>NJTSS Components</u>	<u>I&RS Requirements</u>
<ul style="list-style-type: none"> • Universal screening • Collaborative problem-solving teams • High-quality learning environments, curricula, and instructional practices 	Identify learning, behavior and health difficulties of students through the collection of appropriate data
<ul style="list-style-type: none"> • Collaborative problem-solving teams • Data-based decision making • Positive school climate and culture • Family and community engagement 	Implement action plans that utilize appropriate school and/or community resources
<ul style="list-style-type: none"> • Effective district and school leadership • Staff professional development 	Provide professional development, support and guidance to school staff
<ul style="list-style-type: none"> • Progress monitoring • Data-based decision making • High-quality learning environments, curricula and instructional practices • Collaborative problem-solving teams 	Review and assess action plans to determine if identified outcomes are being achieved

NJTSS Flowchart:



NJTSS Frequently Asked Questions:

1. Is Tier I different from what I teach daily?

Tier I is the same as daily classroom instruction. Tier I assumes that differentiated instruction is occurring in your class and that flexible grouping is practiced in your instruction on a regular basis. ALL students in the classroom participate in universal screening to identify students who may be at risk academically or behaviorally. There should be multiple formative assessments, multiple means for students to demonstrate their learning, and multiple means of delivering instruction to the child.

2. How do I determine which students receive Tier 2 or Tier 3 intervention?

If students are not responding to Tier 1 daily classroom differentiated instruction, then classroom teachers complete a NJTSS Tier 2 Referral form, as well as the Tier 1 section of the “NJTSS/I&RS Request for Support Form and Student Information Sheet”. Then, the NJTSS team will convene to develop a intervention plan with intensive, supplemental instruction on Tier 2. The student should be discussed among the NJTSS Team to determine if the student is making progress toward closing the academic and/or behavioral gap. At that point the team should collectively determine if the student moves from Tier 2 to Tier 3. If the team deems that the student needs to move on to Tier 3, then the I&RS team will convene to create an I&RS Action Plan. Note: The proper documentation must be in place before a student can be moved from Tier to Tier. Proper documentation consists of universal screeners, supplemental data, and frequency and duration of targeted interventions.

3. Is NJTSS the evaluation for determining eligibility for special education?

No. There must still be a comprehensive evaluation to determine eligibility for special education. Data is an important part of the eligibility evaluation but is not the determining factor.

4. Is Tier 3 special education?

No. Tier 3 is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier 2.

What is an Intervention?

An intervention is a specific academic and / or behavioral research based plan or program that is different from the regularly occurring activities in the general education classroom – with evidence of implementation. Interventions are designed to provide skills for at-risk students that need to accelerate academic learning and / or improve behavior traits to achieve grade-level expectations.

What is NOT an Intervention?

An intervention is not:

1. An assessment, such as a Functional Behavior Assessment (FBA), KBIT-II, classroom observation, or psycho-educational evaluation
2. Parent / guardian contact
3. Instruction that reviews previously taught materials not targeted to the student's identified area of concern, nor includes frequent ongoing progress monitoring
4. Retention
5. Suspension (in or out of school)
6. Detention

What is Tier 1?

Instructional Intervention

Tier I Instructional Intervention

- Tier I interventions take place in the regular classroom and offer the earliest support. It is the core instructional practices.
- Utilizes differentiation of instruction and universal screening, formative assessment, and progress monitoring tools to make necessary decisions about student progress.
- Ongoing 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 processes.
- If a student is not showing progress, begin discussion with grade-level or content instructional-level teams 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 teams for alternative interventions.

Tier 1 Interventions	Academic Supports	Behavioral Supports	Social-Emotional Supports
	<ul style="list-style-type: none"> ● Research-based whole-group instruction ● Planning flexible grouping and differentiation that address foundational skill development ● Delivering integrated instruction and intervention that is designed to meet the needs of all learners ● Authentic/relevant learning tasks ● Multiple methods of assessment ● Small Group Instruction (<i>Guided Reading, Skill & Strategy Groups</i>) ● Individual accommodations to support executive functioning as appropriate, such as: <ul style="list-style-type: none"> ○ Checklists (organization of materials, individual schedule for work completion, etc.) 	<ul style="list-style-type: none"> ● Whole-Class Management Plan ● Effectively teach and model appropriate behaviors to all children and display expectations ● Intervene early before unwanted behaviors escalate ● Speak with the student privately about positive/negative actions and consequences ● Monitor student progress ● Allows students to take movement breaks and use non-distracting fidgets as appropriate 	<ul style="list-style-type: none"> ● Establish social expectations within the classroom and beyond ● Model appropriate behavior ● Provide positive feedback to indicate success, importance, and respect ● Allow opportunities for peer-to-peer interaction ● SEL Curriculum ● Zones of Regulation ● Restorative Approach to Discipline ● School-Wide Culture & Climate Committee ● Provide opportunities for celebration & recognition

Additional Tier 1 Resources

- [Tips for Intensifying Instruction at Tier 1](#)
- [Essential Features of Tier 1](#)

What is Tier 2? Teachers complete a “NJTSS Tier 2 Referral Form”. The NJTSS/I&RS Coordinator shared the NJTSS/I&RS Request for Support Form & Student Information Sheet”. The NJTSS team then reviews data and develops an intervention plan.

Instructional Intervention

Tier 2 Instructional Intervention

- Tier 2 is additional support to Tier 1 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 (e.g: formative assessments, summative assessments, benchmarks, classroom assessments, behavior charts, discipline records, attendance etc.)

What is the protocol?

- Students not showing progress with Tier 1 intervention receive Tier 2 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, a learning plan is developed and implemented.
- Implement and review the student’s learning plan frequently.
- Tier 2 is a minimum of 6 weeks to 12 weeks of intense, supplemental instruction in small groups. This can occur within centers or push in / pull out and the regular classroom.

Behavioral Intervention

Tier 2 Behavior Intervention

- Tier 2 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 1 interventions, receive Tier 2 behavior interventions in addition to what is provided in the classroom such as ABC charts, daily plan and expectation reviews, progress monitoring of behaviors, etc.
- Parent(s), school counselor, and grade-level or content instructional level NJTSS team are notified via a Tier 2 request form. The NJTSS team then assists with the creation of the intervention plan.
- Tier 2 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.

Tier 2 Interventions	Academic Supports	Behavioral Supports	Social-Emotional Supports
	<ul style="list-style-type: none"> ● Targeted academic goals ● Focused supplemental learning opportunities ● Confering 1 to 1 or in small groups ● Frequent progress monitoring and data analysis to determine the efficacy of interventions ● Remediation of specific skills ● Push-in support and/or guidance from interventionists ● Parent/Teacher Communication ● Seek additional specialist support as appropriate 	<ul style="list-style-type: none"> ● Daily Plan/Expectations Reviewed ● Progress monitoring of behavior ● Positive Reinforcement System ● ABC Chart ● Parent/Teacher Communication ● Seek additional specialist support as appropriate ● Daily Plan/Expectations Reviewed 	<ul style="list-style-type: none"> ● Small Group Counseling/ Lunch Bunches ● Classroom reflection, de-escalation, breathing activities etc. ● Classroom-Based SEL Lesson based on Need ● Parent/Teacher Communication ● Seek additional specialist support as appropriate

Additional Tier 2 Resources

[Essential Features of Tier 2](#)

What is Tier 3? After Tier 2 interventions have been utilized, if the NJTSS Team deems it warranted, they will refer the student to the I&RS Team for review of data, the intervention plan and the creation of an I&RS Action Plan.

Instructional Intervention

Tier 3 Instructional Intervention

- Tier 3 is additional support to Tier 2 instruction. Group size should be no more than 3-5 students.
- The I&RS Team must use progress monitoring assessments to determine intervention effectiveness of the Action Plan.
- It must identify a different method of intervention than what was provided in Tier 2. Documentation of assessment results and work samples are required to determine specific areas of need.
- Tier 3 is in addition and should not be scheduled during core reading or math.

What is the protocol?

- Students identified as non-responsive to Tier 2 interventions, may receive Tier 3 interventions.
- The building level NJTSS team decides whether to assign additional support for more intensive interventions at Tier 3 or review and make necessary changes to the student's Tier 2 learning plan.
- The supplemental instruction is provided to students with a more intense protocol than Tier 2.
- 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 or Special Education eligibility). If interventions are successful, the case is formally exited. Student continues with Tier 1 Interventions.

Behavior Intervention

Tier 3 Behavioral Intervention

- Tier 3 is implemented when a student is non-responsive to Tier 2 and Tier 1 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 1 and 2 interventions, receive Tier 3 (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.

Tier 3	Academic Supports	Behavioral Supports	Social-Emotional Supports
	<ul style="list-style-type: none"> ● Referral to I&RS ● Intensive, skill-specific interventions with progress monitoring ● Individualized & additional instruction outside the classroom setting ● Multi-sensory instruction 	<ul style="list-style-type: none"> ● 1 on 1 Counseling Sessions ● Behavior Intervention Plan ● Consultation with Behaviorist ● Risk Assessments as Needed ● Referral to I&RS ● Referral to an outside agency (i.e Perform Care, counseling) 	<ul style="list-style-type: none"> ● 1 on 1 Counseling Sessions ● Social Contract ● Risk Assessments as Needed ● Referral to I&RS ● Referral to an outside agency

Additional Tier 3 Resources

[Essential Features of Tier 3](#)

K-12 District Assessments:

The NJTSS process begins with meaningful data collection. Students are given Diagnostic Assessments in Mathematics and Reading. Students in the district each participate in a minimum of two screenings annually. This data will be combined with other items (e.g., Running Records, formative and summative assessments, anecdotal evidence) and prior year data collected to determine the types of academic support needed for each student.

Additional data sources available include but are not limited to, reading running records, unit assessments, math benchmarks, on-demand writing prompts, exit slips, and more.

*At the time of the creation of this document the following assessments were utilized. Please note assessments are subject to change.

<p>Kindergarten - Grade 2</p>	<p>DIBELS 8 Fountas & Pinnell Running Records Foundations Link It Benchmarks ELA & Math Reveal Math Assessments ACCESS for ELLs</p>
<p>Grades 3 - 5</p>	<p>DIBELS 8 (Grade 3 Only) W.I.S.T (Grades 3 & 4) Fountas & Pinnell Running Records Words Their Way (Grades 4 & 5) Foundations (Grade 3 only) ALEKS Reveal Math Assessments Link It Benchmarks ELA & Math (Forms A-C) New Jersey Student Learning Assessments *Grade 5 Science ACCESS for ELLs</p>

Grades 6 - 8	ALEKS Link It Benchmarks ELA & Math (Forms A-C) Membean NoRedInk New Jersey Student Learning Assessments Grade 8 Science ACCESS for ELLs
Grades 9 - 12	ALEKS Link It Benchmarks ELA & Math (Forms A-C) ACCESS for ELLs New Jersey Student Learning Assessments

The Roles of Assessments in Instruction:

The Role of the Teacher is:

- To screen/assess students using district tools in the testing windows and submit results as appropriate
- Use multiple measures that are diagnostic, formative, and summative to guide instructional decisions
- To provide timely, specific feedback to students
- To provide students and parents with assessment results detailing strengths and challenges

Questions to Consider

1. *What do we want all students to know and be able to do?*
2. *How will we know if they learn it?*
3. *How will we respond when some students do not learn?*
4. *How will we extend the learning for students who are already proficient?*

The Role of the Student is:

- To participate in each assessment, providing the teacher with data about what they know and can do, as well as identifying areas of focus for future teaching
- To use assessment results to set goals
- To communicate a struggle and seek additional assistance or clarification as needed

The Role of the Administrator is to ensure that:

- Teachers use multiple measures to assess what students know, understand, and can do
- Teachers collect and analyze data to inform instruction
- Evidence that the teacher shares assessment information with students and parents

Home/School Connection:

- To be informed about their children's progress at various times throughout the school year
- To communicate observations and concerns to their children's teacher

NJTSS Glossary of Terms:

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 teacher, which focuses on the details of content and performance.

I&RS Team: Intervention & Referral Services (I&RS) is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education setting at Tier 3.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student 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).

NJTSS: The New Jersey Tiered System of Supports has three tiers of support in an MTSS model. Tier 1 includes high-quality classroom-wide instruction and support for all students. Tier 2 provides targeted support to address a student's gaps in skills. Tier 3 involves intensive support usually provided more often and in smaller groups.

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

PBIS: Positive Behavior Interventions and Support is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of 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.

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.)

SEL: Social-Emotional Learning is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time.

Additional Resources

NJ Department of Education Resources

- [NJ Tiered System of Supports](#)
- [NJ Intervention & Referral Services](#)

Academic Supports

- [Universal Design for Learning](#)
- [NJTSS Early Reading](#)
- [Multitiered System of Supports for English Learners](#)

Positive Behavioral Interventions and Supports

- [The PBIS World Handbook](#)
- [Center on PBIS](#)
- [Self-Assessment of Classroom Management Practices](#)

SEL Resources

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- [SEL MTSS Toolkit](#)
- [The Zones of Regulation by Leah Kuypers](#)

Family Resources

- [NJ Parent Link](#)
- [Department of Children & Families: Hotlines & Helplines](#)
- [Perform Care](#)
- [NJ Parental Rights in Special Education](#)

*Portions of this document were adapted from: Roxbury Schools, Hawthorne Schools, Mount Olive Schools