

Jefferson Township Public Schools

(www.jefftwp.org)

Intervention and Referral Services Manual (I&RS)

*A Pathway of Success through Response to
Intervention (RTI)*



Jefferson Township Public Schools

Response to Intervention Program (RTI) and Intervention and Referral Services (I&RS)

What is I&RS?

The Intervention and Referral Services (I&RS) process is designed to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and to provide support and assistance to staff in addressing the student's learning, behavior, health, or social-emotional needs.

The I&RS process for general education students is intended as a primary way in which general education teachers or specialists can assist a student who is at risk for school problems within the general education environment. I&RS programs exist primarily to focus on particular student concerns using available resources within the general education environment. The end result of I&RS activities should be student improvement through direct assistance to the student or support to staff that play a role in the student's school day.

Jefferson Township Public Schools shall adopt an appropriate multidisciplinary team approach for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional challenges that impact their academic achievement. This team will be designated the I&RS Team. The I&RS works within the Response to Intervention framework to identify students' needs and to develop targeted interventions and support to address those needs.

The purpose and process of the I&RS Team

The primary purposes of the I&RS team are to identify students in need and then plan and provide appropriate intervention for those students within the general education community; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to the I&RS or who assist in providing the intervention and referral services; and to coordinate the services of community-based social and health agencies.

I&RS Team Composition

Person Requesting Assistance - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents. Persons requesting assistance are bound by all of the same applicable rules of privacy, ethical standards and I&RS procedures as are regular members of the I&RS team.

Building Principal or Administrative Designee – If the principal does not serve as a member of the I&RS Team, his or her designee should be on staff of the building and have the authority of the principal to make decisions to fully develop and implement I&RS action plans.

General Education Teacher – The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

Student Support Staff – One or more representatives from among the following student support titles should be included on the team: substance awareness coordinator, school psychologist, school social worker, learning disabilities teacher-consultant, school counselor, speech/language specialist, and/or school nurse.

What is RTI?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

High-quality, scientifically based classroom instruction - All students receive high-quality, research-based instruction in the general education classroom.

Ongoing student assessment - Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.

Tiered instruction - A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

Parent involvement - Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

The RTI Model

A comprehensive RTI model combines effective instruction, process monitoring and functional assessment linked to strategic intervention. At the core is a data-based, functional assessment, problem solving process. While there are many sound problem-solving models and processes, all of the effective ones have four primary components:

Problem identification: *"What is the problem?"*

Problem Analysis: *"Why is the problem occurring?"*

Intervention: *"How will we solve the problem?"*

Evaluation: *"Did the intervention work to solve the problem?"*

RTI begins in the general education classroom, with evidence-based curricula taught by highly qualified teachers (HQT) who use effective instructional and differentiated practices and who are supported by effective classroom management and positive classroom process.

The goal of RTI is to support the learner to become an independent learner and self-manager of emotions and behaviors. The focus is on favorable student outcomes that will best equip the learners to ultimately become ready for college and careers.

Academics: RTI involves the ongoing process of providing effective, differentiated instruction to all students and determining their mastery of material through authentic curriculum-based, formative assessments and progress monitoring. Student grades, work samples, and authentic assessments; teacher observations and evaluations and evaluations (current and prior); state standardized assessments and other benchmark assessments; and student self-reports should be used as part of universal screening.

Behavior: RTI also involves the ongoing process of creating and maintaining positive classroom climates, using effective classroom management strategies and social skills instruction and determine students' mastery and demonstration of pro-social skills through classroom assessments, behavioral observations and reports from teachers and other staff in the classroom.

Tier 1

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

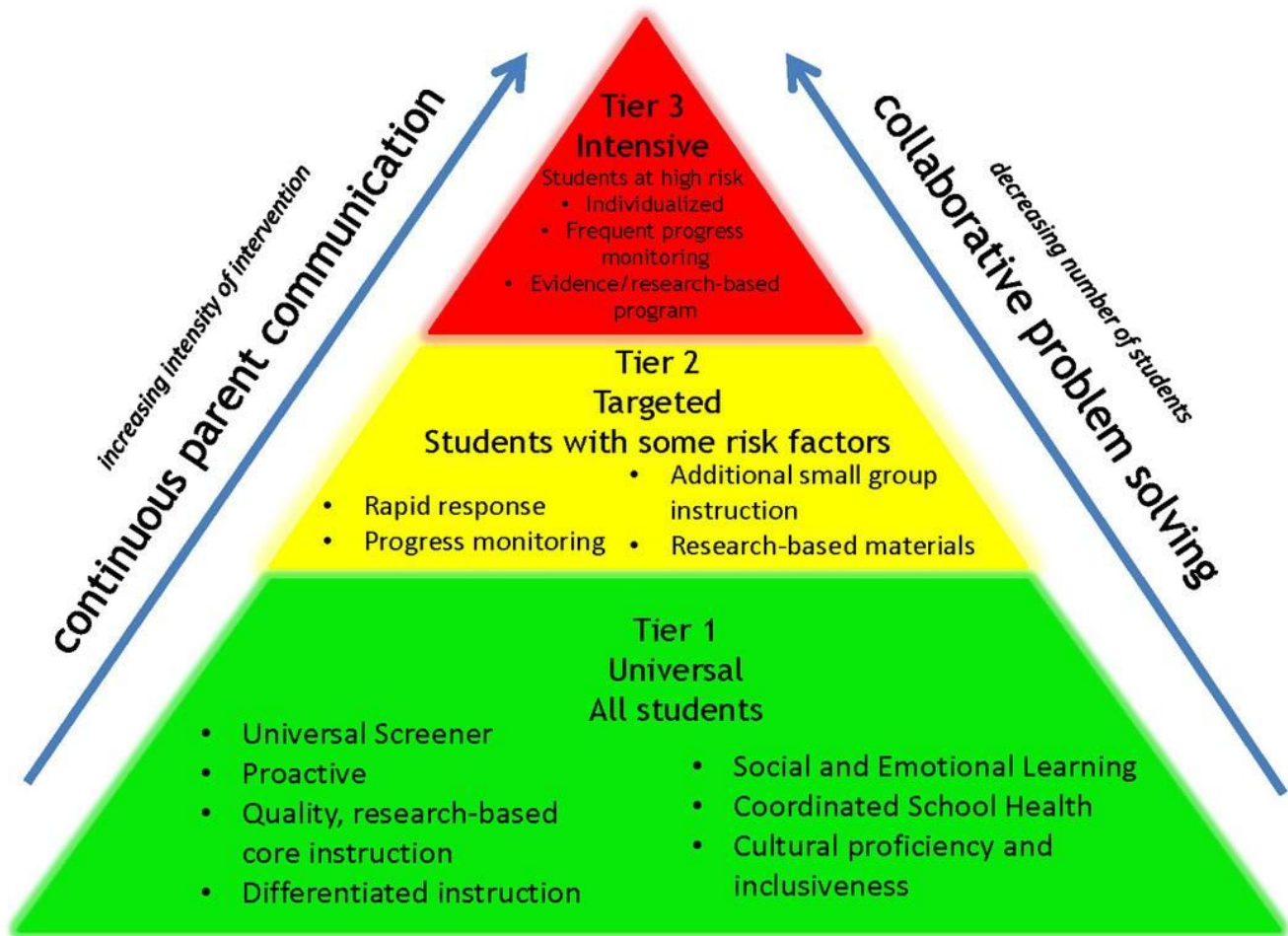
Tier 2

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.



Jefferson Township RTI Core Elements

1. Screening of all students
2. Identification of students that may be at-risk
3. Determination of deficit skills and problem area through the evaluation of quantitative and qualitative data
4. Selection and implementation of intervention strategies
5. Progress monitoring to evaluate the student's response to intervention

Jefferson Township Core Principles of RTI

1. All students can learn.
2. We, as educators, have a moral and professional responsibility to meet the individual learning needs of all students.
3. We must intervene early using a multi-tiered instructional delivery approach that supports all learners.
4. Implementing research-based interventions and instructional strategies is essential.
5. Interventions at every tier must be meaningful, purposeful, intentional, and measurable.
6. Student progress must be continually monitored in order to inform instruction.
7. We must gather the information and data necessary to make informed decisions.

Jefferson Township RTI Process

Tier 1:

- All students will be screened by their classroom teachers on a quarterly basis to identify students who may be at-risk.
- Building administration and school counselor(s) will meet on a monthly basis to review student academic, behavioral, and attendance data to identify students who may be at-risk.
- Teacher will communicate concerns to parent.
- Teacher will complete Tier 1 Google form and share with counselor and principal or designee.
- Teacher will identify classroom based interventions that address the issue.
- Teacher will monitor and document student's response to classroom-based interventions

Tier 2:

- Teacher will refer student to I&RS through Google forms.
- Teacher will contact the parent regarding the referral.
- I&RS committee will send a notification letter to the parent along with an action plan.
- I&RS committee will meet on a weekly basis to develop action plans for new referrals and to update and monitor existing plans.
- I&RS team will monitor intervention outcomes on a monthly basis and determine whether interventions need to be concluded, continued, or intensified.
- Teachers will complete a monthly update through the student's Action Plan on Google Sheets.
- Building administration and school counselor(s) will meet on a monthly basis to review the student's academic, behavioral, and attendance data of students identified on Tier 1 to determine if the student requires further interventions on Tier 2.
- Tier 2 Interventions through the I&RS team need to include options that are building-based, small group, systemic and research-based. (*Refer to listing of building-based interventions in this document)

Tier 3:

- If interventions made through I&RS are unsuccessful, the I&RS committee will refer the student to other school or community resources AND/OR refer the student to the Child Study Team for evaluation.

Screening Assessments and Indicators

Kindergarten – Grade 5

Indicator	Assessment	Timeframe	Threshold
Mathematics	Benchmark Assessments Unit Assessments	Per unit of study	Does not meet standards
Reading	Running Record Benchmark Assessments Unit Assessments	Per unit of study	Does not meet standards
Writing	Science and Social Studies Common Assessments Writing Samples Published Piece	Per unit of study	Does not meet MLP per district scoring rubric
Behavior	Behavior Record	Quarterly	One or more suspensions or 2 or more removals from the class.
Attendance	Attendance Report	Ongoing	Per district policy – 7 or more absences
State Assessment Performance	PARCC and other	September review of previous year's results	Not proficient
Course Performance	Report Card Grades	End of each marking period	Failed one or more classes
End-of-Year	Final Grade Report	End of each year	Failed one or more classes

Grade 6 – Grade 12

Indicator	Assessment	Timeframe	Threshold
Mathematics	Common Summative Assessments	Per unit of study	Does not meet standards
Reading	Common Summative Assessments	Per unit of study	Does not meet standards
Writing	Science and Social Studies Common Assessments Writing Samples Published Piece	Per unit of study	Does not meet MLP per district scoring rubric
Behavior	Behavior Record	Quarterly	1 suspension or Sat. Detention or 2 after school detentions.
Attendance	Attendance Report	Ongoing	Per district policy – 7 or more absences
Course Performance	Report Card Grades	End of each marking period	Failed one or more classes
End-of-Year	Final Grade Report	End of each year	Failed one or more classes

Building-Based Interventions* (Tier 2)

K-5:

- Basic Skills Reading/Math (must also meet departmental criteria)
- Lunch/Recess Small Group and Individual Instruction
- Assistive Technology
- Study Island/Razz Kids
- Homework Club (Limited)
- PBIS
- Other programs

Middle School:

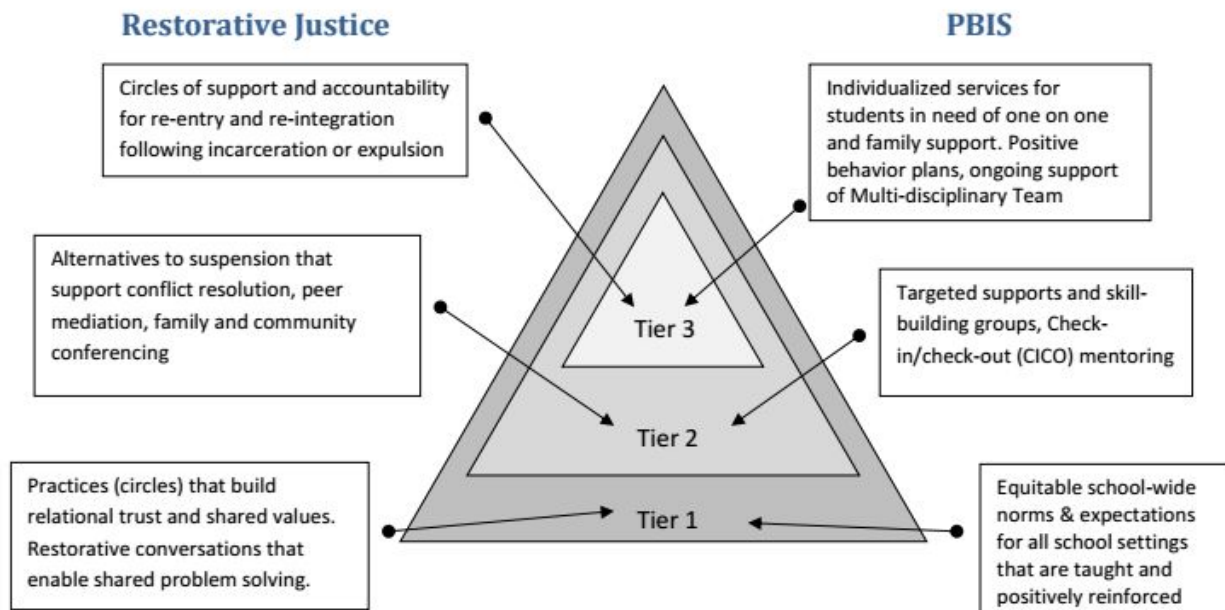
- After School Homework Club
- Small group and individual assistance flex rotation
- Peer-Tutoring
- Core Skills (must also meet departmental criteria)
- Assistive Technology
- PBIS
- Other programs

High School:

- Academic Support Program
- Peer Tutoring
- Assistive Technology
- Core Skills (must also meet departmental criteria)
- Content Specific after school tutoring
- Athletic and Co-Curricular Academic Probation Program
- PBIS
- Other programs

Positive Behavior Intervention and Supports (PBIS)

Response to Intervention (RtI) Framework



One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

The PBIS Process

- Establishment commitment and maintain team
- Establishment school-wide behavior expectations
- Establish an ongoing system of reward
- Establish a site-specific discipline system

Establish a data system to monitor progress and aid in decision-making

English Language Learners

Every region of our country is experiencing a shift in racial and ethnic composition and this shift is projected to continue over the next few decades. Educators will have to be prepared to meet the needs of the increasing diversity of students to prepare all children to become productive members of our country. It is especially crucial to understand the particular needs of students who come from homes where English is not the dominant language. To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RTI) Tier 2 model must be in place. This model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. In tier 1, the mainstream classroom teacher consults with the ESL Specialist on a regular basis to determine appropriate classroom interventions for ELLs in the mainstream classroom setting. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

How Is Tier 2 Intervention Effectively Implemented for ELLs?

Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.

When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions. Use appropriate practices for building oracy skills and vocabulary development as well as reading skills.

Resources

Weehawken Public Schools

The RtI Action Network (<http://www.rtinetwork.org>)

Center on Response to Intervention at American Institutes for Research (<http://RTI4Success.org>)

Positive Behavior Interventions & Supports (<https://www.pbis.org>)

