



# **Vernon Township School District**

**I&RS**

**Response to Intervention (RtI),**

**Multi-Tiered Systems of Supports (MTSS)**

**Meeting the Needs of ALL Students**

## Response to Intervention District Committee 24-25

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Jessica Rostami	Literacy Coach, RTI coordinator
Lois Battista	Math Interventionist
Kristina Krops	Early Reading Interventionist
Brian James	Supervisor of Special Services
Kelly Curtin (as consultant)	BCBA - Board Certified Behavioral Analyst
Stacy Blanco	Literacy Interventionist
Christina Weiss	Math Interventionist
Anthony Ferrara	Math Interventionist
Alexa Stokes	Counselor
Dom Demsak, Leah Fontana (as needed)	Clinician

## Response to Intervention School-Wide Committees

### Walnut Ridge

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Suzanne MacDougall	Principal
Sherry Polhemus	CST, CPIS
As needed	General Education Teacher
As needed	Special Education Teacher
Dana Cook	Preschool Intervention & Referral Specialist
Lesly Lombardi	Preschool Instructional Coach
As needed	OT, PT, S&L

## Cedar Mountain

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Kristin Gudenkauf	Principal
Ingrid Green	School Counselor
As needed	General Education Teacher
As needed	Special Education Teacher
Kristina Krops	Reading Specialist/Interventionist
Lois Battista	Math Interventionist
Christina Moye, Chris Puleo	CST Member (as needed)

## Rolling Hills

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Dr. Pauline Anderson	Principal
Alexa Reinbold	School Counselor
Jodi White-Bearstler	General Education Teacher
As needed	Special Education Teacher
Stacy Blanco	Reading Interventionist
Christina Weiss	Math Interventionist
Eugenie Trott, Barbara Schelle	CST Member <i>(as needed)</i>

## Lounsberry Hollow

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Marc Citro	Principal
Donna Picciuto (grade 5), Cindy Moser (grade 4)	School Counselor
As needed	General Education Teacher
As needed	Special Education Teacher

Helene Revelant	Reading Interventionist
Anthony Ferrara	Math Interventionist
Karen Lagas	CST Member <i>(as needed)</i>

### Glen Meadow Middle School

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Jacqueline Van Orden	Principal
Lindsay McAloney, Carol Gonzalez, Gina Ferraro	School Counselor <i>(based on student)</i>
Fred Reimer, Tara Holderith, Veronica Dignan-Corbitt	General Education Teacher (as needed)
Rob Henry, Laurie Studley, Kait Ramirez	Special Education Teachers (as needed)
Jessica Rostami	RTI Coordinator
Bethany Konopinski	CST Member (as needed)

### Vernon Township High School

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Nick Demsak	Vice Principal
Ray Loughren, Alexis Pisco	School Counselors
As needed	General Education Teacher
Kelly DeAraujo	Special Education Teacher
Kate Romeo	Student Assistance Counselor
As needed	CST Member

# VTSD Multi-Tiered Systems of Support

The guiding belief of VTSD is that all students have the right to a comprehensive education. With the primary goal in mind, VTSD uses [NJ multi-tiered systems](#) of support along with [New Jersey Tiered Systems of Support - Early Reading](#) planning to identify student needs and deliver a continuum of supports to students who may experience barriers to learning for a variety of reasons.

While RTI focuses primarily on academics, NJTSS indicates that “The ultimate goal is to provide instruction and behavioral supports that prepare every student for postsecondary education, career and life in the community.”

Vernon’s program is designed as multi-tier approach to the early identification and support of students with learning, social-emotional, and/or behavioral needs. The RtI/MTSS process begins with high-quality Tier 1 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. Interventions or support may take place within the classroom with the general education teacher or outside of the classroom with an Instructional Intervention (II) teacher or specialized teacher/guidance depending on the level of intervention/support that is necessary. Multiple data points collected at regular intervals drive the specific intervention decisions for individual students. 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. MTSS 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. MTSS is a preventive framework for all students, not a pre-referral process for special education. The essential components of an MTSS/RtI framework are screening, progress monitoring, multi-level or multi-tier prevention system of instruction and support that involves data-based decision making.

For MTSS implementation to work well, the following 9 essential components must be implemented with fidelity and in a rigorous manner according to the [NJTSS Essential Components](#):

- **Effective district and school leadership**
- **Positive school culture and climate**
- **High-quality learning environments, curricula and instructional practices** - All students receive high-quality, research-based instruction in the general education classroom. The basis for all RtI work is a research-based core curriculum delivered with fidelity. The goal is that curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are at benchmark on curriculum-based measures, thus not in need of targeted interventions. Despite our best efforts to provide effective core instruction to all students, some students who are at-risk for academic, behavioral, or social-emotional difficulties will require more support than a student who is on-track for success. Students whose skills fall below benchmark and put them at risk compared to their peers on the

screening measures should be considered for placement in an intervention in addition to the core program. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities and frequency of instruction offering specific, research-based interventions matched to student needs.

- **Universal Screening, Ongoing progress monitoring** - 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. Universal school-wide screening is the first level of data collected in the Rtl process. Throughout VTSD, these screenings occur three times per year (fall, winter, and spring) in grades 1-12, and the data from these assessments help to guide instruction through the three tiers of the Rtl process. In grades K, benchmark assessments in VTSD are administered twice in a school year. Throughout the Rtl 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.
- **Data-based decision making:** The systematic analysis of data across multiple levels of instruction and interventions ensures students needs are effectively addressed through the Use of data drawn from multiple sources (screening, classroom assessments, progress monitoring, state assessments, etc.) which is analyzed at multiple levels (school-wide, grade, class, individual student) to set goals and monitor progress; Use of formative assessment to guide differentiation, as needed; Use of data tracking and analyzing tools that enable school personnel to access current information easily; and Decision rules that clearly define movement between tiers and determine whether interventions are effective or need to be modified.
- **Collaborative problem-solving teams** - Teams with interdisciplinary experts to collaborate on solutions.
- **Professional Development** - PLCs and district professional development as well as Modeling best practices and performance feedback to support the development of high quality instruction and interventions.
- **Family and Community Engagement.** Schools include family and community input in our vision and involve parents/guardians in the process. Schools implementing Rtl notify parents of a student's eligibility for intervention and seek parental input. For students involved in interventions, the Rtl team provides 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.

It should be noted that at any point in an Rtl process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An Rtl process cannot be used to deny or delay a formal evaluation for special education. School officials will respond to the request in a prompt manner. This response will include an invitation for a meeting during which they will listen to the reasons for the referral and explain the school's procedures, goals and timelines for an individual evaluation, if warranted.

## School-Based Response to Intervention Committee Members

- Principal
- RtI Coordinator
- School Counselor,
- Reading Specialist/Reading Interventionist
- Math Interventionist
- General Education Teacher
- Special Education Teacher
- Referring Teacher (changes based on student)
- Child Study Team Member, Clinicians, Behaviorist, School Nurse, etc

## The Core Principles:

1. The belief that we can effectively teach ALL children.
2. The knowledge that we must intervene early using a multi-tiered instructional delivery approach that supports ALL students.
3. The use of research-based interventions and instructional strategies is essential.
4. The process of continual monitoring of student progress to inform our instruction.
5. The information necessary to make informed, data-driven decisions.

## Key Components of the VTSD RtI Process:

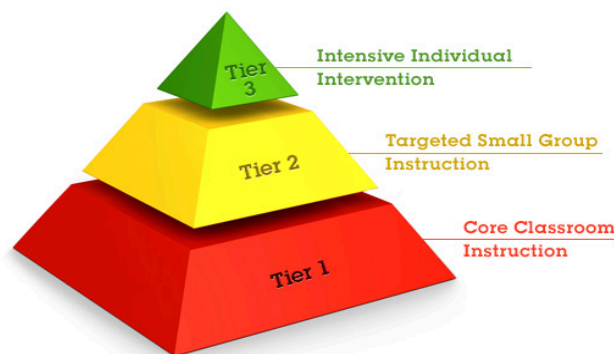
- Timely turnaround time for RtI Interventions
- Reading Specialists (K-1)
- Wilson Dyslexia Certified Practitioners and Therapists (K-12)
- Two-year Algebra 1 Sequence
- Remediation and credit recovery (VTHS)
- Academic Support (K-12)
- Math Interventionists (K-8)
- Literacy/Reading Interventionists (K-12)
- Literacy Coach (K-8)
- Trauma Informed Counselors (K-12)
- School Counselors (K-12)
- Clinicians (K-12)
- Child Study Team members: Case Managers, Social Workers, BCBA, School Psychologists, Learning Disability Teacher Consultants (K-12)
- K-8 Response to Intervention Coordinators
- Graduation Coaching (9-12)

This approach includes evidenced-based core instruction (Tier 1) delivered with fidelity, targeted small-group instruction in addition to core instruction (Tier 2), and intensive interventions (Tier 3) customized to students' needs. It is important to note that supplemental supports and interventions are provided in addition to, and not in place of, core instruction. This model is flexible and students can access support in each tier based on their individual needs.

# The RtI Model

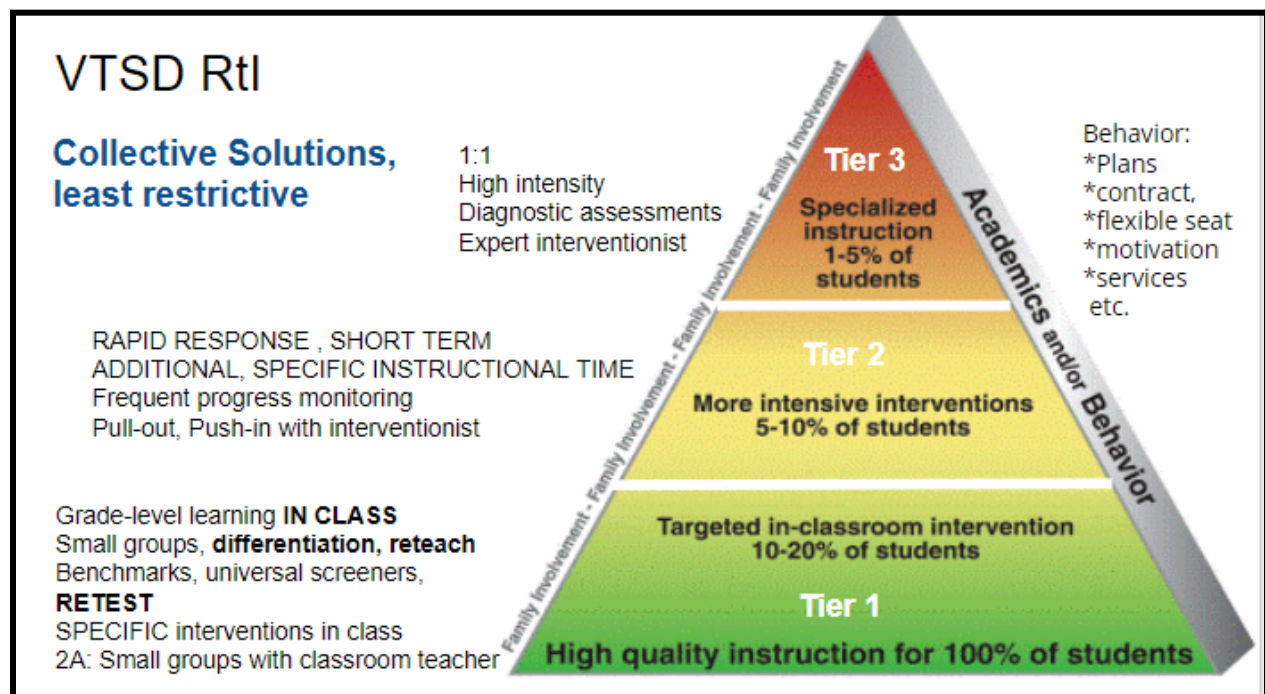
A comprehensive RtI model combines effective instruction, process monitoring and functional assessment linked to strategic intervention. At the core is a data-based, functional assessment, problem solving process. While there are many sound problem-solving models and processes, all of the effective ones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

- **Needs identification:** “What is the student need?”
- **Analysis:** “Why is the struggle occurring?”
- **Intervention:** “How will we support the student?”
- **Evaluation:** “Did the intervention work to meet the student need?”



RTI (Response To Intervention)  
**3 Tiers of Support**

## VTSD Intervention Tiers - Defined





## VTSD Universal Screening Indicators K-5

Students attending Vernon Township School District participate in a variety of assessments throughout the year that are intended to measure students' growth and progress. Assessments include universal screeners, benchmark, formative, summative, state testing and informal assessments. Assessments, thresholds, and the corresponding schedules implemented at VTSD vary by grade level and subject as outlined below:

<b><u>Indicator</u></b>	<b><u>Timeframe</u></b>	<b><u>Threshold</u></b>
<b>ELA &amp; Math (iReady)</b>	3x per year	2 grade levels below, 3+ grade levels below (red)
<b>Reading</b>	Marking Period	<ul style="list-style-type: none"> <li>• Amira at least 1 grade level below</li> <li>• Foundations Unit tests less than 80%</li> <li>• WIST/WADE</li> <li>• Dibels (intensive, strategic support)</li> </ul>
<b>Behavior</b>	On-Going	Incidents of HIB, Suspension and/or Admin/Counselor/Teacher/Parent request
<b>Attendance</b>	Marking Period	10% missed instructional time
<b>Mobility</b>	Year	One or more moves in the past two years
<b>Grades</b>	Marking Period	K-1 SBRC: Need Support (multiple) 2-3: 1 4-5: failing in ELA or Math
<b>SEL</b>	3x year	SAEBERS screener, teacher recommendations

(Combination of factors below)

# RtI Universal Screening Indicators 6-8

(Combination of factors below)

<u>Indicator</u>	<u>Timeframe</u>	<u>Threshold</u>
<b>ELA &amp; Math (iReady)</b>	3x per year	2 grade levels below, 3+ grade levels below (red)
<b>Reading</b>	Marking period	<ul style="list-style-type: none"> <li>• Wilson/Just Words units</li> <li>• WIST/WADE</li> <li>• Dibels (intensive, strategic)</li> </ul>
<b>Behavior</b>	On-Going	2 incidents of HIB , 1 Suspension and/or Admin/Counselor/Teacher/Parent request
<b>Attendance</b>	Per Marking Period	10% missed instructional time in absences or tardies
<b>Mobility</b>	Per Year	One or more moves in the past two years
<b>Grades</b>	Marking Period	Failing in ELA or Math
<b>SEL</b>	3x year	SAEBERS screener, teacher recommendations

## Defining “At Risk” Using Universal Screeners

VTSD’s universal screeners - iReady, Dibels and Amira, and other assessments are used in-house to gauge individual and class progress towards standards mastery. This suite of assessments is typically administered at the beginning, middle and end of the school year to identify students who score at a level of urgent intervention, intervention, on watch or at/above benchmark level to plan for individual student learning needs. The building data team reviews this data after each screening period to determine data-driven recommendations for students and programs. Additional data and teacher input are used to compliment this information.

Typically, if a student scores within the urgent/3+ grade levels below/intensive intervention or intervention range or below determined benchmarks, the problem solving process begins to determine if a student may be identified as needing additional support or intervention. Once additional data is collected and the student is identified as needing additional support, the student may be referred to the building RTI team.

With a focus on a preventative model, the universal screeners are used to identify and intervene early with students who are not meeting benchmark level expectations, rather than waiting for a student to fail or exhibit significant struggles before providing interventions.

VTSD administers universal screening benchmarks throughout the year to identify students that may be eligible for Tier II and Tier III interventions. In addition to the universal screening data, additional skill-based assessments will be administered to determine the severity of academic difficulty and level of needed support. The goal is to provide intervention support in a prompt and efficient manner to maximize academic improvement. If students are not present for 80% of intervention time, interventions may be extended by up to 4 weeks. Teachers may request Rtl assistance (outlined below) for students struggling in the classroom that were not identified via screeners/benchmarks.

VTSD participated in the NJTSS-ER Grant opportunity and developed the [VTSD Early Reading Universal Screening Guidelines](#), which delve into more depth about our district early reading universal diagnostics as well as dyslexia screener. VTSD goes above and beyond the mandates by screening students three times a year from kindergarten through grade 5 for all students and through grade 8 for those identified as struggling readers. Universal assessments used include iReady, Dibels, and Amira. An exhaustive list of additional diagnostics are provided for students scoring far below grade level.

## Continuum of Support:

### Tier I Support: Core Classroom Instruction

All students in Tier I 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. In Tier I teachers respond to student needs by making adjustments to process, content, product, and learning environment, based on how students learn best. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored in 6-8 week timeframes using a validated screening system such as curriculum-based or standards-based measurements. Students not showing adequate progress may be moved to Tier II.

High-quality curriculum and instruction in general education, together with a positive school climate and a continuum of social-emotional learning and behavioral supports, prevent learning and social/behavioral difficulties for many students. Differentiation of instruction is essential to address the wide range of achievement levels, as well as behavioral and social-emotional needs that can be found in any classroom.

In Tier I instruction, the teachers ensure that ALL students are provided with a high quality core curriculum by:

- Creating lessons that invite persistent student effort and realize the high levels of student engagement;
- Having a deep understanding of content knowledge;

- Setting clear learning goals for students focused on content standards and grade level expectations;
- Providing rigorous, researched-based instruction and modeling;
- Integrating technology and blended learning to support and enhance learning and communication;
- Creating authentic and relevant learning tasks;
- Offering explicit and timely feedback;
- Using assessment information to modify learning goals, tasks, and instruction;
- Sharing assessment data with students and having students set learning goals;
- Reflecting on lesson effectiveness;
- Collaborating with colleagues in professional learning communities and common planning time to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and differentiated instructional practices;
- Providing small-group support to more homogenous groups of students based on need 2-4 times each week for 10-20 minutes
- Collecting, analyzing and targeting skills based on progress monitoring data

## Tier II Support: Targeted Small Group Instruction

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for a small percentage (5 – 20%) of students who are not making progress or demonstrating academic achievement or behavioral objectives given Tier I instruction, supports, and accommodations. A majority of students eligible to receive Tier II interventions will be identified using universal screening assessments. Teachers who identify a student need not identified by the universal screener can initiate the RtI request for assistance process outlined below. Students who receive Tier II interventions should also continue to receive Tier I instruction. Tier II interventions are designed to address the specific learning or behavioral challenges a student may be facing. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In Kindergarten through 12th grade, academic interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period without review of progress monitoring data. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier III.

Students in Tier II will be monitored regularly until progress monitoring data indicates that intervention is no longer needed or an increase to Tier III is considered.

In Tier II instruction we will ensure the above by employing intervention practices, which may include:

- Diagnostic assessments;
- Collaborative planning by the student's teachers, support staff, and specialists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from specialists;
- Highly focused and supplemental instruction and learning opportunities for 6-8 weeks

- Regular progress monitoring of student progress using assessments linked to curriculum based and/or standards-based measures.
- Analysis of progress monitoring data to determine the need for continued intervention, additional intervention or a change of intervention.

### Tier III Support: Intensive Intervention

For students making inadequate progress with Tier II and Tier I interventions, intensification of the intervention should be considered. The primary difference between Tier II and Tier III interventions involves the frequency, intensity and/or individualization of interventions. At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing academic needs and the prevention of more severe academic gaps. All students receiving Tier III interventions could be provided with an Rtl Action Plan specifying effective, targeted intervention practices. Parents are notified of their child's involvement and progress. Tier III Intervention can be implemented with a smaller student-teacher ratio, a more frequent duration of intervention, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III Intervention remain part of the general education system.

Students who do not achieve the desired level of progress in response to these targeted interventions in Tier III may be 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 I, II, and Tier III are included and used to determine if a comprehensive evaluation is warranted based on guidelines of NJ Administrative Code for Special Education.

*It should be noted that at any point in an Rtl process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An Rtl process cannot be used to deny or delay a formal evaluation for special education. School officials will respond to the request in a prompt manner. This response will include an invitation for a meeting during which they will listen to the reasons for the referral and explain the school's procedures, goals and timelines for an individual evaluation, if warranted.*

In **Tier III** instruction we will ensure the above by employing intervention practices, which may include:

- Additional diagnostic assessments;
- Collaborative planning by the student's teachers, support staff, and specialists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from specialists, including special education teachers;
- Highly focused and supplemental instruction and learning opportunities for at least 6 weeks
- Weekly progress monitoring of student progress using assessments linked to curriculum based measures
- Analysis of progress monitoring data to determine the need for continued intervention, additional intervention or a change of intervention.

Administrative Code: VTSD adheres to all NJ administrative code when carefully considering referral requests to the Child Study Team:

### **VTSD Intervention**

#### **NJ Administrative Code Title 6A, Chapter 14 - Special Education**

##### **NJ 6A:14-3.3c:**

"The staff of the general education program shall maintain written documentation, including data setting forth the type of interventions utilized, the frequency and duration of each intervention, and the effectiveness of each intervention."

"When it is determined through analysis of relevant documents and data concerning each intervention utilized that interventions in the general education program have not adequately addressed the educational difficulties, and it is believed that the student may have a disability, the student shall be referred for evaluation to determine eligibility for special education programs and services."

##### **6A:14-3.3d:**

A direct referral to the child study team may be made, pursuant to (a)3ii above, when it can be documented that the nature of the student's educational problem(s) is such that evaluation to determine eligibility for special education services under this chapter is warranted without delay.

##### **6A:14-3.3d(1):**

The parent may make a written request for an evaluation to determine eligibility for services under this chapter. Such a request shall be considered a referral and shall be forwarded without delay to the child study team for consideration.

##### **6A:14-3.3e:**

When a preschool age or school age student is referred for an initial evaluation to determine eligibility for special education programs and services under this chapter, a meeting of the child study team, the parent, and the regular education teacher of the student who is knowledgeable about the student's educational performance or, if there is no teacher of the student, a teacher who is knowledgeable about the school district's programs, shall be convened within 20 calendar days (excluding school holidays, but not summer vacation) of receipt of the written request. This group shall determine whether an evaluation is warranted and, if warranted, shall determine the nature and scope of the evaluation pursuant to N.J.A.C. 6A:14-3.4(a). The team may also determine that an evaluation is not warranted and, if so, determine other appropriate action. The parent shall be provided written notice of the determination(s), including a request for consent to evaluate, if an evaluation will be conducted pursuant to N.J.A.C. 6A:14-2.3.

# Request for Assistance: Student Referral

Referrals can take place in 3 different ways:

The data team can identify and refer a student after universal screening periods

A staff member can complete a RTI Referral Form

A parent can contact their child's teacher and discuss a student referral

Once a student is identified as needing support, the parent(s)/guardian(s) of the student are informed of the intention to request support services.

As part of our focus on preventative intervention, students scoring far below grade level on screener assessments will begin Tier 1 and Tier 2 SMART Action Plans without delay. However, requests for assistance by staff/faculty for additional struggling students will be done electronically via google forms prek-8 and via school counselors 9-12. All requests for assistance will be submitted via an RTI Tier I Intake form. A teacher can immediately request assistance for a struggling student not already identified for preventative interventions from universal screeners. This form will alert the Rtl team to meet with teacher(s) to develop Tier 1 support/intervention strategies and data collection that will be outlined in a SMART Action Plan. The intervention data will be reviewed 4-6 weeks later for possible inclusion in Tier 2 interventions if a student is not making progress with Tier 1 classroom interventions that may include small group instruction, 1:1 instruction, modifications/accommodations, reteaching, class behavior plans, etc.

- [Walnut Ridge preschool Request for Assistance Form](#)
- [Cedar Mountain Request for Assistance Form](#)
- [Rolling Hills Request for Assistance Form](#)
- [Lounsberry Hollow Rtl Request for Assistance Form](#)
- [Glen Meadow Request for Assistance Form](#)

## Request Timeline

There will be a timely turnaround time for an Rtl Request for Assistance. However, a formal meeting is not required to begin implementing interventions. Additionally, the Rtl Team will meet on a monthly basis to review and monitor progress for any students with SMART Actions Plans. The teacher will contact the parents to discuss the academic/behavioral struggles and request for assistance. Classroom interventions will commence immediately. VTSD will follow the process below, but this may be adapted to be more building (grade-level) specific.

The RTI Team at each school attends Data Team meetings and receives requests from staff members to address individual student needs. Using a data-informed approach, students are provided targeted support and monitored. The regulations are clear that an intervention plan should be focused on the individual's identified need(s).

6A:16-7.1 Establishment of intervention and referral services

(a) District boards of education shall establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention & referral services shall be provided to aid students in the general education program; and
2. The intervention & referral services may be provided for students who have been determined to need special education programs and will be coordinated with the student's Individualized Education Program, as appropriate.

P.L. 2016, c.48 Response to intervention



# VTSD Request for Assistance Process Flow Chart

Red = preventive intervention plan

Blue = teacher initiated intervention plan

## 24-25 VTSD NJTSS-ER & RTI



## Rtl Instruction

Students identified by a teacher will be provided with intensive, systematic instruction in small groups by the classroom teacher for 4-8 weeks as part of Tier 1 interventions. Gaps will be identified by comparing typical achievement or behavior to observed achievement or behavior. Instruction will focus on no more than 2 specific skills at a time. Progress monitoring data will be collected to determine the effectiveness of the intervention and progress. Students in need of RTI will be entered into an Rtl google sheet per building.

The progress of Tier I classroom intervention students will be monitored every 4-8 weeks with RTI School Based Committees. Teachers and specialists are responsible for updating an In-Class intervention log/Action Plan. ([see sample](#))

The data collected will be used to determine whether in-class interventions are adequate or Tier II interventions may be suggested. The fidelity of the intervention will be monitored by the School Based RTI committee by reviewing progress monitoring data. If students are not present for 80% of classroom intervention time, Tier 1 interventions will be extended by up to 4 weeks. Students that have shown improvement may continue, expand or conclude classroom interventions. For those students still making insufficient progress, a Tier II intervention plan may be initiated.

It is important to note that students scoring far below grade level on Universal screeners will begin Tier 1 and Tier 2 intervention support simultaneously with a joint SMART Action Plan to expedite student support and increase student achievement growth.



## Vernon Township Schools Rtl Overview

### Continuum of supports & interventions to support learning, behavior, and health needs

In Vernon Township Public Schools, students are provided with support and interventions along a continuum. These continuum of supports and interventions are typically provided during a designated support period of the day, such as the WIN (What I Need ) period at Cedar Mountain, Rolling Hills, and Lounsberry Hollow and during Study Hall period at Glen Meadow Middle School. High School interventions are typically provided during the extended lunch/break block.

The table below outlines the design of services provided at each tier of our multi-level prevention system.

	<u>Setting</u>	<u>Person(s) Responsible</u>	<u>Students</u>	<u>Instruction</u>	<u>Assessments/Data Collection</u>	<u>Timeline</u>
<b>Tier I Classroom Instruction for All Students</b>	General Education Classroom	General education teacher	ALL Students	Research based instruction  Core classroom curriculum for all students  Variety of grouping formats  Differentiation	Ongoing classroom curriculum assessments  Universal Screening assessments & benchmarks  Observations by teacher, academic coaches, Rtl Coordinator, interventionist, or school counselors	daily
<b>Tier 1 Struggling Student Classroom Teacher Intervention</b>	General Education Classroom	General education teacher	Students w/identified academic, behavioral or health need	Tier 1 AND:  Small group or 1:1 intervention 2-3 times a week for 10-20 minutes	Tier 1 AND: Support log documentation  Progress monitoring assessments	4-8 weeks

#### **Tier 1 Instructional Supports for Teachers and Students**

ALL: Rtl Team meetings for consultation, SMART Goal creation, progress monitoring analysis.

**Cedar Mountain K-1:** Model lessons, co-teaching, classroom visits, consultations, planning sessions with interventionists and instructional coaches. literacy interventionist push-in support, math interventionist push-in support, Rtl Coordinator consultations and data review meetings. school counselor, nurse, behaviorist consultations, speech and language therapist consultations, occupational therapist consultations, CST team member consultations, principal, and others as cases warrant.

**Rolling Hills 2-3:** Model lessons, co-teaching, classroom visits, consultations, planning sessions with interventionists and instructional coaches. literacy interventionist push-in support, math interventionist push-in support, Rtl Coordinator consultations and data review meetings. school counselor, nurse, behaviorist consultations, speech and language therapist consultations, occupational therapist consultations, CST team member consultations, principal, and others as cases warrant.

**Lounsberry Hollow 4-5 :** Model lessons, push-in support, co-teaching, classroom visits, consultations, planning sessions with instructional coaches. Rtl Coordinator consultations and data review meetings. school counselor, nurse, behaviorist consultations, speech and language therapist consultations, occupational therapist consultations, CST team member consultations, principal, and others as cases warrant.

**Glen Meadow Middle School 6-8:** Model lessons, push-in support, co-teaching, classroom visits, consultations, planning sessions with ela and/or math instructional coaches. Rtl Coordinator consultations and data review meetings. Consultations with school counselor, nurse, behaviorist, speech and language therapist, occupational therapist, CST team members, principal, and others as cases warrant. Model lessons, co-teaching, classroom visits with instructional coaches.

**VTHS 9-12:** Model lessons, push-in support, co-teaching, classroom visits, consultations, planning sessions with with instructional coaches. Rtl Coordinator consultations and data review meetings. school counselor, nurse, behaviorist, speech and language therapist, occupational therapist, CST team members, principal, and others as cases warrant. Model lessons, co-teaching, classroom visits with interventionists and instructional coaches.

	<u>Setting</u>	<u>Person(s) Responsible</u>	<u>Students</u>	<u>Instruction</u>	<u>Assessments/Data Collection</u>	<u>Timeline</u>
<b>Tier II</b>	General Education classroom and/or support service setting	Support personnel (i.e., specialists, trained interventionists or counselors, nurse)	Student far below benchmark (red)  Students not responding to Tier I	Homogenous small group or 1:1  Supplemental Instruction  Differentiation	Frequent progress monitoring  Pre and Post baseline assessments	Additional 2-3 times per week for 6-8 weeks or 1:1  In addition to Tier 1

ALL: Rtl Team meetings for consultation, SMART Goal creation, progress monitoring analysis.

**Cedar Mountain K-1:**

Math Interventionist: Tier 2 and Tier 3 small group intervention. Reading Specialist: Tier 2 and Tier 3 small group intervention. Counselor small group sessions.

**Rolling Hills 2-3:** Math Interventionist: Tier 2 and Tier 3 small group interventionists, Language Arts Interventionist: Tier 2 and Tier 3 small group intervention. Counselor small group sessions.

**Lounsberry Hollow 4-5:** Literacy Lab and Math Lab marking period intervention classes. Counselor small groups. Counselor small group sessions.

**Glen Meadow Middle School 6-8:** Literacy Lab and Math Lab marking period intervention classes. Counselor small groups. Counselor small group sessions.

**VTHS 9-12:** Rtl interventionists support. Counselor small group sessions. SAC.

	<u>Setting</u>	<u>Person(s) Responsible</u>	<u>Students</u>	<u>Instruction</u>	<u>Assessments/Data Collection</u>	<u>Timeline</u>
<b>Tier III</b>	General Education classroom and/or support service setting	Specialized teacher  Support personnel (i.e., specialists, trained	Students who did not respond to Tier I & Tier II instruction	More frequent Homogenous small group  Supplemental Instruction	Frequent progress monitoring  Pre and Post baseline assessments	Additional support for 4-5 times per week for approximately 6-8

		interventionist, counselors, nurse)	and who are not making progress	Differentiation		weeks  Tier I occurs in conjunction with Tier II & Tier III
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ALL: RtI Team meetings for consultation, SMART Goal creation, progress monitoring analysis.

**Cedar Mountain K-1:**

Math Interventionist: Tier 3 small group or 1:1 intervention.

Reading Specialist: Tier 2 and Tier 3 small group intervention.

Counselor small group or 1:1 sessions.

**Rolling Hills 2-3:**

Math Interventionist: Tier 3 small group or 1:1 interventions,

Language Arts Interventionist: Tier 2 and Tier 3 small group intervention;

Credentialed Multisensory Interventionists: daily Tier 3 multisensory phonics interventions.

Counselor small group sessions.

**Lounsberry Hollow 4-5:**

Literacy Lab and Math Lab marking period intervention classes.

Counselor small groups or 1:1

Credentialed Multisensory Interventionists: daily Tier 3 multisensory phonics interventions. Counselor small group sessions.

**Glen Meadow Middle School 6-8:** Literacy Lab and Math Lab marking period intervention classes. Counselor small groups.

Credentialed Multisensory Interventionists: daily Tier 3 multisensory phonics interventions. Counselor small group sessions.

**VTHS 9-12:** Credentialed Multisensory Interventionists: daily Tier 3 multisensory phonics interventions. RtI interventionists support. Counselor small group sessions. SAC.

## Additional details about Tiered supports:

### Tier 1

Academic	Social/Emotional/Behavior
<ul style="list-style-type: none"> <li>• <b>Who:</b> All K-12 students receive Tier 1 core instruction</li> <li>• <b>What:</b> Tier 1 involves the implementation of high quality, research-based instruction for diverse learners.</li> <li>• <b>Where:</b> Tier 1 level of instruction is delivered in the general education classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Who:</b> All K-12 students receive Tier 1 social and emotional support and Tier 1 behavioral support</li> <li>• <b>What:</b> <ul style="list-style-type: none"> <li>○ In <b>Grades K-5</b>, whole-class social-emotional competencies are taught by counselors and teachers; behavior is explicitly taught and modeled.</li> <li>○ In <b>Grades 6-12</b>, social- emotional learning competencies are embedded into core content areas, behavior is explicitly taught and modeled.</li> </ul> </li> <li>• <b>Who:</b> Tier 1 level of support can be administered by teachers and/or school counselors.</li> </ul>

## Tier 2

<b>Academic</b>	<b>Social/Emotional/Behavior</b>
<ul style="list-style-type: none"><li>● <b>Who:</b> K-12 students who are not making adequate progress within Tier 1 are provided with targeted intervention and support (Tier 2) OR students scoring far below grade level on universal screeners.</li><li>● <b>What:</b> Tier 2 interventions and supports are supplemental, small-group instruction provided in addition to core instruction (Tier 1).</li><li>● <b>Where:</b> Small- group instruction/intervention may include pull-out and/or push-in instruction.</li><li>● <b>How:</b> Universal screening data, a staff member, or parent may recommend a student. After screenings are complete, the RTI Team will meet to review and may create an intervention plan including frequency, duration, and progress monitoring modes. Parents must be notified.</li></ul>	<ul style="list-style-type: none"><li>● <b>Who:</b> K-12 students who need more targeted support to meet their social emotional needs</li><li>● <b>What:</b><ul style="list-style-type: none"><li>○ Tier 2 supports are provided in addition to Tier 1 supports. Tier 2 supports occur within small groups, such as lunch bunches or social skills groups with peers and are facilitated by school counselors or other counseling staff as deemed appropriate</li></ul></li><li>● <b>How:</b> Universal screening data, a staff member, or parent may recommend a student. After screenings are complete, the RTI Team will meet to review and may create an intervention plan including frequency, duration, and progress monitoring modes. Parents must be notified.</li></ul>

## Tier 3

Academic	Social/Emotional/Behavior
<ul style="list-style-type: none"> <li>• <b>Who:</b> K-12 students who have not made adequate progress within Tier 2 and/or who demonstrate the need of intensive individualized intervention</li> <li>• <b>What:</b> Within Tier 3, students receive intensive and individualized intervention and support. Tier 3 intervention and support is provided in addition to Tier 1 and Tier 2</li> <li>• <b>Where:</b> Tier 3 interventions and supports are provided to the individual students typically outside of the general education classroom after the delivery of core instruction</li> <li>• <b>How:</b> During a data review meeting, the intervention team may determine that Tier 2 interventions are not yielding the desired results and suggest Tier 3. Parents must be notified.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Who:</b> K-12 students who have not made adequate progress within Tier 2 support or whose behavior/social-emotional needs created barriers to learning and/or social settings</li> <li>• <b>What:</b> Within Tier 3, students receive individual check-ins and counseling sessions with the building Counselor or identified counseling staff member. Tier 3 support is provided in addition to Tier 1 and 2 supports.</li> <li>• <b>How:</b> During a data review meeting, the intervention team may determine that Tier 2 interventions are not yielding the desired results and suggest Tier 3. Parents must be notified.</li> </ul>

## Preschool Intervention

VTSD expanded to full-day preschool in December 2025 and adopted the required preschool intervention processes. The Walnut Ridge Preschool [PIRS binder](#) includes details.

Policies and procedures exist to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services is implemented in each school by a multidisciplinary team to address the learning, behavioral, and health needs of all students. (N.J.A.C. 6A:16-8) This requirement may be fulfilled through implementation of the New Jersey Tiered System of Support (NJTSS) or other models such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS).				
School	A continuum of supports and interventions available in each school to support learning, behavior, and health needs	Action plans for interventions based on student data and desired outcomes	Professional development for multidisciplinary teams and staff who provide intervention	Review and assessment of effectiveness of interventions (e.g., progress monitoring)
Walnut Ridge	Teachers are given Pyramid Model Continuum training from the PIRS (Preschool Intervention and Referral Specialist). PIRT team is available for teachers to meet and support teachers in curriculum, social-emotional learning, and behavior needs. If any teacher requests assistance with a student they must fill out the following forms <a href="#">Click Here</a>	All preschool students receive the ESI-3 screening within 6 weeks of entering the preschool program. Any student that receives a score of "rescreen" or "referral" will have a PIRT meeting to discuss intervention and modifications needed in the general education classroom. Teachers must fill out the following form during the 8 week period of PIRT action plan. <a href="#">Click Here</a>	PD provided to staff and faculty by Preschool Instructional Coach, Preschool Intervention and Referral Specialist, and multidisciplinary teams depended on staff/student needs. PD occurs during common planning time, faculty meetings, and professional development scheduled days throughout the school year.	Progress monitoring of interventions are reviewed every 8 weeks by the PIRT team to discuss the effectiveness of modifications or classroom strategies. If after the 8-week review no progress has been decided to refer to CST will be made. Teachers must fill out the following forms if/when referring a child to the Child Study Team



# Differentiation Strategies

(Broken down by Area and Tier)

## Sample: Tier I Differentiated Reading Strategies

Skill	Strategies
<b>Overall Skills are lower than grade level</b>	<ul style="list-style-type: none"> <li>Assess for level of instruction</li> <li>Provide small group instruction on needed skills</li> <li>Reduce the amount of new skills and content</li> </ul>
<b>Difficulty with comprehension</b>	<ul style="list-style-type: none"> <li>Notice &amp; Note Fiction Signposts</li> <li>Notice &amp; Note Nonfiction Signposts</li> <li>Provide the same content in another medium (personalize)</li> <li>Provide vocabulary and main idea before lesson</li> <li>Be more concrete - using pictures and manipulatives</li> <li>Retell what's most important by making connections to the problem</li> <li>Provide audio of texts</li> <li>Written directions along with verbal directions</li> <li>Plotting flashbacks on a timeline; use story map</li> <li>Use post-it notes and annotating text while reading</li> <li>Set a purpose for reading; Build anticipation</li> <li>Think aloud strategy</li> <li>Student creates illustrations with captions</li> <li>Reread and clarify</li> <li>Guided Reading</li> <li>Reader's Theater</li> <li>Specialist(s)</li> <li>Learning Ally</li> <li>Read &amp; Write for Google</li> <li>Iready personalized instruction</li> </ul>
<b>Difficulty with summarizing</b>	<ul style="list-style-type: none"> <li>Stop and Jot</li> <li>Summarizing with "Somebody..Wanted..But.. So"</li> <li>Objective summaries</li> <li>Summarize what's most essential</li> <li>Retell what's most important by making connections to the problem</li> <li>Read, stop, discuss</li> </ul>
<b>Difficulty with organizing</b>	<ul style="list-style-type: none"> <li>Provide notes ahead of time</li> <li>Model what it means to be prepared for class</li> <li>Provide a checklist</li> <li>Provide graphic organizers or outlines</li> <li>Provide time to organize with adult</li> </ul>
<b>Difficulty with student engagement</b>	<ul style="list-style-type: none"> <li>Reduction of distractions; Use earphones or earbuds to reduce classroom distractions</li> <li>Send positive emails home or phone calls</li> <li>Use anchor charts and visual representations, manipulatives</li> <li>Allow for students to move about the room when appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a peer helper</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Repeat directions, then have the student explain the directions to you</li> <li>• Work or take tests in a different setting or different time of day</li> <li>• Set short term achievable goals and celebrate them</li> </ul>
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### Sample: Tier I Differentiated Writing Strategies

Skill	Strategies
<b>Overall Skills are lower than grade level</b>	<ul style="list-style-type: none"> <li>• Assess for level of instruction</li> <li>• Provide small group instruction on needed skills</li> <li>• Reduce the amount of new skills and content</li> </ul>
<b>Difficulty with organizing writing</b>	<ul style="list-style-type: none"> <li>• Break down assignments</li> <li>• Model organizing strategies</li> <li>• Graphic organizers/ outline</li> <li>• Use mnemonic device</li> <li>• Utilize graphic organizers to show relationships</li> <li>• Talk about ideas first, then write</li> <li>• Use anchor charts</li> <li>• Use of computer</li> <li>• Sentence starters</li> </ul>
<b>Difficulty with sentence structure</b>	<ul style="list-style-type: none"> <li>• Provide sentence stems or starters</li> <li>• Provide word lists</li> <li>• Provide explicit vocabulary instruction</li> <li>• Highlight</li> <li>• Annotation</li> </ul>
<b>Difficulty with writing paragraphs</b>	<ul style="list-style-type: none"> <li>• Provide paragraph frames</li> <li>• Provide models</li> <li>• Provide specific feedback often</li> </ul>
<b>Difficulty with revising and editing</b>	<ul style="list-style-type: none"> <li>• Read text aloud</li> <li>• Student highlight or underline parts of their writing (thesis statement, transition words, opening sentences, closing sentences, etc)</li> </ul>
<b>Difficulty with student engagement</b>	<ul style="list-style-type: none"> <li>• Reduction of distractions</li> <li>• Send positive emails home or phone calls</li> <li>• Use simple, direct language</li> <li>• Use anchor charts</li> <li>• Allow for students to move about the room when appropriate</li> <li>• Use earphones or earbuds to reduce classroom distractions</li> <li>• Provide a peer helper</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Repeat directions, then have the student explain the directions to you</li> <li>• Use visual presentation of material, such as manipulatives</li> <li>• Work or take tests in a different setting or different time of day</li> <li>• Set short term achievable goals and celebrate them</li> </ul>

	<ul style="list-style-type: none"> <li>• Use praise carefully; avoid antagonizing language</li> </ul>
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### Sample: Tier I Differentiated Math Strategies

Skill	Strategies
<b>Overall skills are lower than grade level</b>	<ul style="list-style-type: none"> <li>• Assess for level of instruction</li> <li>• Provide small group instruction on needed skills</li> <li>• Reduce the amount of new skills and content</li> <li>• Math specific vocabulary</li> </ul>
<b>Difficulty remembering math facts</b>	<ul style="list-style-type: none"> <li>• Separate facts into sets of fact families</li> <li>• Provide extra opportunities for practice</li> <li>• Use of calculator</li> </ul>
<b>Difficulty reading text for word problems</b>	<ul style="list-style-type: none"> <li>• Align material with students reading level</li> <li>• Highlight key words in math problem</li> <li>• Use picture problems</li> </ul>
<b>Problems sequencing for computation or problem solving</b>	<ul style="list-style-type: none"> <li>• Consistent review of steps</li> <li>• Reference sheet kept at student desk</li> <li>• Use acronyms to remember steps</li> <li>• Color coding of steps</li> <li>• Use of manipulative objects</li> </ul>
<b>Problems with organizing</b>	<ul style="list-style-type: none"> <li>• Provide notes ahead of time</li> <li>• Model what it means to be prepared for class</li> <li>• Provide a checklist</li> <li>• Provide graphic organizers for outlines</li> </ul>
<b>Problems with engagement</b>	<ul style="list-style-type: none"> <li>• Reduction of distractions</li> <li>• Highlight operational signs/keywords</li> <li>• Reduce the number of problems per page</li> <li>• Send positive emails home or phone calls</li> <li>• Use simple, direct language</li> <li>• Provide a peer helper</li> <li>• Use anchor charts</li> <li>• Use earphones or earbuds to reduce classroom distractions</li> <li>• Allow for students to move about the room when appropriate</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Repeat directions, then have the student explain the directions to you</li> <li>• Use visual presentation of material, such as manipulatives</li> <li>• Work or take tests in a different setting or different time of day</li> <li>• Set short term achievable goals and celebrate them</li> <li>• Use praise carefully; avoid antagonizing language</li> <li>• Assign student a responsibility inducing job and recognizing them for doing a good job in the end</li> </ul>

## Sample: Tier II and Tier III Intervention Supports

Skill	Support
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reading Specialist</li> <li>• Academic Interventionists</li> <li>• Foundations, Just Words, Wilson Reading Program</li> <li>• LLI</li> <li>• Guided Reading</li> <li>• Reader's Theater</li> <li>• Specialist(s)</li> <li>• Learning Ally</li> <li>• Read &amp; Write for Google</li> <li>• Literacy Lab</li> <li>• Reading Lab - multisensory approach</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• Bridges Intervention</li> <li>• Numeracy Consultants</li> <li>• Math Lab</li> <li>• Math Skills Lab</li> </ul>
<b>Social-Emotional/Behavioral, Attendance</b>	<ul style="list-style-type: none"> <li>• Check-In, Check-Out</li> <li>• Lunch Bunch/Social Skills</li> <li>• Support groups</li> <li>• Counseling: group or individual</li> <li>• Trauma Informed counseling</li> <li>• Behavior contracts/plans</li> <li>• Consult with BCBA</li> <li>• Functional Behavior Analysis/Assessments</li> </ul>

# Progress Monitoring

Progress monitoring is a key component of our Instructional Intervention Program. Progress monitoring is used to monitor and assess students' performance over time providing the opportunity to report student rates of improvement or responsiveness to the designed interventions. Progress monitoring also allows for the ability to compare the efficacy of different forms of intervention or supports put in place. Assessment data is collected frequently and is used to inform the RTI team whether changes in the individual student plan may be needed. Progress is defined and determined based on student performance in comparison to benchmark indicators and is determined during the development of the intervention plan.

If a student is making sufficient progress, the teacher will continue to implement the intervention for a suggested period of time. If a student is not achieving the expected rate of learning, the team establishes case-specific instructional components (frequency, duration, intensity) in efforts to improve the rate of learning.

In the Vernon Township School District, supports are provided and progress is monitored as outlined in the SMART Action Plan, intervention plan, by members of building-level RTI Team, including but not limited to the following:

- Building Facilitator/RTI Coordinator
- Case Manager
- General Education Teacher
- Special Education Teacher
- Instructional Intervention Teacher
- Guidance Counselor

## Progress Monitoring Tools

Some of the progress monitoring tools used in our district, may include, but are not limited to, the following:

- Bridges Math Progress Monitoring Assessment(s)
- iReady Diagnostics
- FastBridge
- DIBELS
- CORE Phonics
- Decoding Inventory
- Linkit progress monitoring skills assessments
- Amira
- Formative and Summative Assessments
- Observational data

# Assessment of Intervention Effectiveness

A systematic, comprehensive, data-based decision making process is a vital component of our intervention program. Screening and benchmark assessments, progress monitoring data, and other sources of data are used to determine if a student has or has not responded to the interventions and supports at any level of the prevention system.

There are decisions that are made relative to student performance that are considered by our Intervention Team members. Some examples of questions used in the decision making process include:

## **Instruction**

- How effective is the instruction? What instructional changes need to be made?

## **Evaluating Effectiveness**

- How effective is the core curriculum or materials used?

## **Movement within the Multi-Level Prevention System**

- How well is the student responding to the tiered intervention and support?

## **Disability Identification**

- If a student fails to respond to intensive intervention, should they be referred for further evaluation?

# Intervention SMART Goal Action Plans

The key components to data-based decision making are creating a SMART goal for the student and the progress monitoring measures that will be used to gauge progress toward that goal. As students enter the intervention process in Vernon Township School District, a SMART Goal Action Plan can be created. This SMART plan is the guiding document that establishes the specific focus area for intervention that will be measured via progress monitoring for improvement, as well as the timeframe. The team will create a SMART goal for the student based on screeners, assessments, and teacher input. A Support log within the Action Plan will be used to document all interventions provided, and progress monitoring assessment results will be indicated as well. The team will meet regularly to review data and determine effectiveness of outlined strategies, and determine if graduation, status quo, or escalation are warranted.

([see sample](#)).

# Supporting Diverse Learners

## Multi-Language Learners

When implementing RtI approaches with MLLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are

adequate, but whose literacy skills in their second language (i.e., English) are still in need of development. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. To provide MLLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RtI) Tier II model must be in place, including ESL specialists. This model holds significant promise for better serving Multi-Language Learners (MLLs) who are at-risk for academic difficulties.

Tier I 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 MLLs, and differentiation to meet students' diverse needs. Instruction for MLLs in English language development is provided at the Tier I instructional level. Students move into Tier II 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 II instruction should also be tailored to meet MLLs' language needs and should be incorporated into research-based intervention strategies.

### How Is Tier II Intervention Effectively Implemented for MLLs?

Provide intensive reading interventions to MLLs demonstrating low reading skills immediately when needed as part of the VTSD MLL program for students eligible to receive support with an MLL specialist. For other students, intervention services will be provided through processes explained above.

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.

## Medical Interventions

When a student presents with a medical diagnosis, a 504 plan may be put in place to address any modifications and/or accommodations required to meet the student's needs. Consultation with the school nurse will also be considered, if applicable. Students with medical interventions may also participate in academic and behavioral interventions when necessary.

## Social Emotional/Behavioral (SEB) and/or Attendance, Truancy Interventions

VTSD is committed to meeting the needs of all students in a safe learning environment. When attendance, truancy, behavior or SEB components affect a student, an intervention plan may be implemented to provide additional social and emotional supports that may allow the student to continue to make academic progress. Academic specialists, administrators, school counselors, Child Study Team members, school nurses, parents, the student, and other specialists may be consulted to help determine root causes and then develop highly-individualized action plans that will include the need, data available, the goal, responsible parties, goals and timelines.

### Early Warning Indicators for Social Emotional and/or Behavior

Early Warning Indicators (EWI) are data points that district and school staff use to determine which students are at-risk. The indicators are also used for universal screening to determine which students need additional support and to choose appropriate strategies for those students.

### Measuring Early Warning Indicators

EWIs fall into one of four categories:

1. Attendance
2. Behavior
3. Academic Performance
4. Mobility

Students are flagged with an EWI if they meet certain risk thresholds. Most EWIs are measured at the end of each term (each quarter or semester). The EWI is based on the data from a single term and does not carry over from one term to the next. This way, the performance in one term does not impact the data in the next term. This allows staff to properly monitor student progress.

EWIs are also calculated within the first 20 days of the school year. This early data helps staff identify which students are at-risk before waiting until the end of the first term. Because of the short timeframe, and for consistency from term to term, the data from the first 20 days are also included in the data for the first term.

#### Attendance Indicator: Days Missed

- Absent from 10 percent of instructional days.
- Measure in the first 20 days and at the end of each term.



Behavior Indicator: Suspension/Expulsion.

- Suspension/Expelled for any length of time.
- Measure in the first 20 days and at the end of each term.

Course Performance Indicator: Failed Courses

- Middle school: Failed at least one English Language Arts class.
- Middle school: Failed at least one Math class.
- High school: Failed at least one or more core courses.
- Measure at the end of each term.

Credit Retrieval Indicator:

- Loss of credit in any area required for graduation
- Measure at end of term.

Mobility

- Moved more than once during their K-12 education.
- Homelessness/Unstable Housing.

## The SAEBRS

(Social, Academic, Emotional, Behavioral Universal Screener)

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades PK through 12.

Behavior and academic success are intimately connected and need to be intelligently addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior, as well as risk for problems within the following specific types of behavior:

- *Risk for Social Behavior Problems:* Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.

- ***Risk for Academic Behavior Problems:*** Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- ***Risk for Emotional Behavior Problems:*** Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

## Administration of SAEBRS

The SAEBRS is quick to administer, predictive of risk, and provides teachers with data to inform instruction. Screening will be conducted three times per year with individual students, or across a classroom, grade level and schools. Screening is completed in approximately one to three minutes per student using an iPad, Chromebook, desktop or laptop style device.

- ***Individual Screening:*** By evaluating in which of the three specific domains (i.e., academic, social, or emotional) a student may be at risk, educators may determine what type of supports are most appropriate and which problem behaviors should be prioritized through intervention. For instance, if a student is only at risk for emotional problems, then a school may decide to target the student's emotional behaviors via the application of social-emotional learning programs.
- ***Student Self-Screening:*** The mySAEBRS tool allows students to self-assess their social, academic, and emotional behavior with a simple, brief, online interface.

## Frequency of Administration SAEBRS

- Administered 3 times per year
  - Fall: September/October (dependent on grade)
 

Grades 3-12: Students will complete the self-screener tool. The first administration will be within the first month of school.

Grades K-2: Students will complete the self-screener tool. The first administration of this will be 6-8 weeks into the school year.
  - Winter: December (prior winter break)
  - Spring: April/May (6 weeks prior to the end of the school year)

# Social Emotional & Behavioral Supports Tier I Support (SEB)

## What is Tier I Support?

Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior to prevent disruptive behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before disruptive behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

Before schools start implementing Tier 2 and Tier 3 practices, Tier 1 practices must be in place. These include:

## School-wide Positive Expectations and Behaviors are Defined and Taught

Schools define and teach the behaviors and expectations they expect. Ideally, schools should identify 3-5 positively stated, easy to remember expectations. These should align with creating the kind of positive school climate the school wants to create. Student expectation for academics and social behaviors must be explicitly taught and reinforced.

## Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations

Students spend the majority of their day within classroom settings. It's critical the expectations in the classroom align with the broader school-wide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the school-wide expectations look like in their classrooms during specific classroom-level routines.

## Continuum of Procedures for Encouraging Expected Behavior

A school's Tier 1 team determines how to acknowledge students positively for doing appropriate behaviors. Schools adopt a system in addition to offering specific praise when students do what's expected. No matter the system, it should be:

- Linked to school-wide expectations
- Used across settings and within classrooms

- Used by 90% or more of all school personnel
- Available to all students within the school

## Continuum of Procedures for Discouraging Problem Behavior

All discipline policies should include definitions for behaviors interfering with academic and social success. They offer clear policies and procedures for addressing office-managed versus classroom-managed problems. Defining both the behaviors and the procedures promote consistent application of Tier 1 across all students and school personnel.

## Use of Restorative Practices

Restorative Practices promotes strengthening connections between stakeholders in school. This could include staff to student, student to staff or student to student. Restorative practices support both prevention and response. This, in turn, contributes to a positive school climate.

## Procedures for Encouraging School-Family Partnerships

Teams should solicit stakeholders, including families, for input on Tier 1 foundations. Opportunities to provide ongoing feedback and direction should happen at least once a year, if not more regularly. This input ensures Tier 1 is culturally responsive and reflects the values of the local community.

## Tier II Support (SEB)

Tier 2 behavioral practices provide targeted support for students who are not successful with Tier 1 supports. The focus is on supporting students who are at risk for developing more serious problem behavior.

Tier 2 supports may involve individual interventions such as incentive-based behavior contracts/plans or group interventions such as social skills groups, self-management, and academic supports, mentors, regular check-ins with counselors. Tier 2 practices include one or more of the following:

### Increased Instruction and Practice with Self-Regulation and Social Skills

Regardless of the intervention, Tier 2 supports include additional instruction/support for key social, emotional, and/or behavioral skills, with the goal of self regulation.

## Increased Adult Supervision

Tier 2 supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs, or provide mentorship.

## Increased Opportunity for Positive Reinforcement

Tier 2 supports target expected behavior by providing positive reinforcement often. Students participating in a Check-in Check-out intervention may engage in short support sessions with a teacher, counselor, nurse, administrator, mentor or other adult multiple times throughout the day. The goal of increased, positive adult attention is to encourage and celebrate expected positive behaviors for continued success.

## Tier III Support (SEB)

### What is Tier 3 Support?

At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. This could be in small group or individual sessions.

## Social Emotional Behavioral Supports for Tier II/III Interventions

The following is a general list of social emotional interventions to consider when needed for students.

### Counseling Supports

- Individual Counseling
- Group Counseling (anger, friendship, social skills, grief, newcomers, bullying, family addiction, dealing with health issues, etc.)
- Referral for family Counseling
- Academic Counseling
- MindUp programming

### Psychological Services

- Diagnostic Testing
- Referral Services
- Counseling
- Consultation
- Possible referral to outside agencies

## Attendance Improvement Strategies

- Home Visits
- Parent Phone Calls
- Parent Letters
- Parent Teacher Conferences
- Truancy charges

## Referrals

- RTI/CST/504
- Free/Reduced Lunch Programs
- Mental Health Services
- Social Services
- Juvenile Justice
- Homeless Student Interventions
- Employment, Job Coaching

## Mentoring

- SEL Mentors
- Informal (teacher/student)
- Peer relationships
- Trauma-Informed Coordinators

## Art Based Education

- Student Musicals & Showcases
- Music Education
- Art Education
- Art Clubs and Service Projects

## Health Services

- Consignment Shop (HS)
- Free/Reduced Lunch
- Dental Screening/Access to Fluoride Rinses
- Vision/Hearing Screening

## Behavioral Management Plans

- Informal Consultation with the BCBA
- SCM Training
- Civility/Conduct Contracts

- Functional Behavior Assessment

#### Extracurricular Activities

- [Link for Clubs/Activities VTHS,](#)
- GMMS:
  - [After school activities list](#)
  - [21st Century Community Learning Center After school program](#)
- Summer Acceleration Camps
- After-School Reading/Math Acceleration/Enrichment Programs/CCLC 21st Century after school program 6-8
- Sports in VTSD

#### Opportunities for Leadership and Service

- Student awards
- After School programs
- Committees and Clubs
- Sports Teams
- Variety of Honor Societies (MS, HS)
  - National Honor Society
  - National Junior Honor Society
  - International Thespian
  - Art
  - English
  - French
  - Italian
  - Mathematics
  - Science
  - Social Studies
  - Spanish
  - Tri-M Music

Consistent with N.J.A.C. 6A:8-5.1(a) 1.ii, as well as the district's Rtl and Rtl programs, high school students are afforded the opportunity to earn credits beyond the traditional classroom setting. Currently there are four alternate credit pathways:

- **VSA, Viking Success Academy** - Vernon Success Academy (formally PROJECT PLUS) is a parallel program at Vernon Township High School that offers students the chance to complete high school in four years and graduate with their class. VSA is a great opportunity for students to be aligned with graduation requirements for his /her intended year. With teacher support and encouragement, students will be able to get back on track, retrieve credits, and/or receive the individual attention they may need to be successful. A Personal Learning Plan (PLP) will be developed to support this transition and will determine which courses must be taken during the school year.
- **Summer acceleration for credit recovery** is for students who have failed a course and/or are in loss of credit due to attendance. Students can remediate credits via the high school's summer APEX academic recovery program. Students may initiate the credit recovery process on their own, in consultation with their school counselor or credit recovery may be a recommended Rtl intervention by the district Rtl Team.
- **VSA Viking Success Academy Credit Recovery** - An APEX credit recovery program is available throughout the school year to students in this program. They are given academic support with a teacher to recover academic credit using the APEX curriculum.
- **Independent Study** provides students with the opportunity to remediate a course the student failed, take a course not already offered at the high school, reconcile a schedule conflict, or advance to a higher level class the following year. These courses are approved by the advisory committee and are usually taken at a college, university or through Educere for Financial Literacy class.

## Alternate Pathways and Credit Recovery (HS)

As per N.J.A.C. 6A:16-9.1, Tier II and Tier III Interventions for

- dropout prevention
- credit recovery
- alternative program pursuant to IEP/504
- Instructional models
- face to face (summer, twilight, weekend)
- hybrid



- online
- Open to students as per RtI program and/or BoE approved contract with another district

## Function-based assessments

Students who present with behavioral difficulties that do not resolve with Tier 1, 2, or 3 interventions may be referred for a function-based assessment:

Functional behavior assessment (FBA) is the formal process for ensuring a student's plan centers on why a student behaves the way they do. FBA allows teams to identify which interventions are most likely to be useful for an individual student. Plans resulting from a formal FBA process will include strategies for:

- Preventing unwanted behavior
- Teaching appropriate behavior
- Positively reinforcing appropriate behavior
- Reducing rewards for unwanted behavior
- Ensuring student safety

## Professional Development

- Instructional intervention teachers will meet at least quarterly to discuss curriculum development, to coordinate activities, to analyze student growth data, and to review program implementation to establish consistency across the district.
- In addition to the district's professional development requirement, the instructional intervention teachers are encouraged to attend a minimum of one professional development opportunity per school year that is specific to their role as an intervention teacher. The following are recommendations for professional development opportunities, however, teachers may submit for approval of other professional development opportunities to their program supervisor.
  - NJTSS-ER Grant Participation
  - NJPSA/FEA workshops
  - Rutgers Literacy Workshops and Annual Conference
  - Dyslexia Conferences: [IDA](#),
  - [National board certification](#)
  - [RTI Action Network National Online Forum Series](#)
  - [National Center on Intensive Intervention](#)
  - [Orton Gillingham Academy](#)
  - [Wilson Language Training](#)
  - [Intervention Central](#)
  - [National Council of Teachers of Mathematics](#)
  - [National Council of Teachers of English](#)
  - [National Science Teaching Association](#)
  - [National Council for the Social Studies](#)

- Science of Reading Training
    - NJDOE Rapid, Rapid+
    - Shifting the Balance
- Intervention teachers, teacher leaders, coordinators and supervisors may also provide professional development for teachers during lunch'n'learns, staff meetings, and other district-approved professional development time
- District staff development time such as the days prior to school as well as in-service days will offer a variety of professional development opportunities that focus on improving student achievement and growth. Topics include:
  - Differentiation
  - Using Data to guide instruction
  - How to analyze benchmark, universal screener data
  - Working with struggling students
  - Best practices for intervention time within Tier 1
  - Small group instruction
- Teachers will record professional development hours.

# Stakeholder Engagement and Communication

## Students and Families

Working collaboratively for the benefit of students is a main focus of engagement in the Instructional Intervention Program. It is important to maintain open and honest communication with parents/guardians and students (as appropriate) throughout the process.

Prior to referral to RTI, it is our district's expectation that classroom teachers communicate with parents/guardians via email, phone and/or in person conferences to relay information regarding concerns around academic, behavioral, and/or social emotional issues. Teachers and parents brainstorm ideas and supports to put in place in the classroom and at home in order to facilitate progress with specific areas of concern. Often, these meetings will include the student (when appropriate), and input from the student is sought out and valued. Teachers maintain communication with parent/guardian and, if needed, may decide to initiate a referral to the RTI team. Teachers, parents, and the RTI team work collaboratively to engage students and family members in the process as valued contributors to the development of a plan to support identified needs.

Once a student begins receiving support, the interventionist will coordinate with the classroom teacher and begin communicating with parents/guardians as well. This communication will include the results of formal and informal assessment data during progress monitoring. Conferences are held as needed/optional when a child is making adequate progress. When a child is not meeting the anticipated goals, it is required that parents/guardians attend a conference to continue the problem-solving process. Parents/guardians may also be provided with suggestions to support learning at home.

## Program and Policy Review

Our district Response to Intervention Committee will meet annually to review the Instructional Intervention Program Handbook, and the components of the district's tiered systems of support process.

The building-level RTI teams will meet quarterly (at minimum) to review student data and evaluate the effectiveness of core instruction and interventions for individuals and groups of students.

District and building level data teams will review universal screening data to identify Tier 1 patterns in need of curricular alignment and equitable access to tier 2 and tier 3 interventions.

The RTI Administrative Team will meet monthly to assess needs, develop action steps, and monitor fidelity of implementation across the district.

# Reporting

Instructional Intervention teachers report data at various points during the school year to parents/guardians. Parents are also kept up-to-date of their child's progress in the classroom and performance on assessments by the classroom teacher(s).

# Program Opt Out Process

For eligible students, a parent/guardian may request in writing to their child's building principal to opt out of the Instructional Intervention program at any time.