



# Hillside Township Public Schools

*Roadmap to Success for Struggling Learners:*  
**A Guide to Intervention and Referral Services (I&RS)**  
**Through**  
**Response to Intervention (RTI)**

## 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 assist staff who have difficulties 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 problems 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 who play a role in the student's school day.

The Hillside School District shall adopt an appropriate multidisciplinary team approach for planning and delivering the services necessary to help students meet academic, behavioral, health, or social-emotional needs. This team will be designated the I&RS Team. In many instances, the action plan developed by the I&RS Team will include the use of the Response to Intervention, or RTI model.

## The mission 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, finally, 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 General Education 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 regular education program for 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, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or correctionist 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.



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

**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 districtwide 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. A longer period of time may be required for this tier, but it should generally not exceed a grading period. 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.

### The Core Principles of RTI in Hillside Public Schools:

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

### The RTI Process in Hillside Public Schools will consist of:

1. The screening of all students
2. Identification of students that may be at-risk
3. Determination of deficit skills and problem area

4. Selection and implementation of intervention strategies
5. Progress monitoring to evaluate the student's response to intervention

Key Components of the Hillside Public Schools' RTI Process:

1. 24 hour turn-around time for I&RS Interventions
2. Reading Specialist (K-9)
3. Two-year Algebra 1 Sequence (HHS)
4. 7-10 Math Lab (WOK and HHS)
5. Responsive Web 2.0 Math System
6. Virtual Academy for remediation and credit recovery (HHS)
7. Academic Support (K-6)
8. Literacy Coaches (7-12)

I&RS Process-Request for Assistance

I&RS will be done electronically. All requests for assistance will be submitted with a google I&RS intake form.

The google form will include a checklist of steps teachers must do BEFORE going to I&RS. This form will alert I&RS when teachers have exhausted all Tier 1 options.

There will be a 24 hour turn-around time for I&RS Interventions. A meeting is not required to begin implementing interventions. The I&RS Team will meet on a monthly basis to review and monitor progress. The teacher will contact parents and not the I&RS Team. Once students are placed in the program, parents will receive a notification letter from the I&RS Team. Interventions will commence immediately and the I&RS process will be building specific.

Students will be provided with intensive, systematic instruction in small groups. 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.

The progress of Tier 2 students will be monitored at least once per month. Teachers are responsible for completing the I&RS Update Form and submitting it every 30 days. The data collected will be used to determine whether students still require intervention. Students that have shown improvement may continue, expand or conclude interventions. For those students still making insufficient progress, a Tier 3 intervention plan will be initiated.

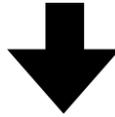
**Request for Assistance:**

Teacher contacts parent by phone  
Submit google I&RS Intake form  
Complete checklist of steps that indicates teacher has exhausted all Tier 1 options.



**Notification**

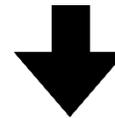
I&RS Team will send notification letter to parents



**Problem Solving Process**

Identify “gap” by comparing typical achievement or behavior to observed achievement or behavior  
Teacher identifies one or two behavior or academic skills that need attention.

RTI interventions within 24 hours



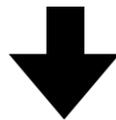
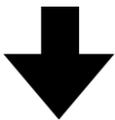
Progress monitoring and follow-up evaluation every month

**Interventions Successful?**

**NO**

**Yes**

Additional I&RS team member conducts observation of student	Continue,expand or conclude intervention
Collect additional information/data, as needed	Identify any other targeted academic or behavioral gaps and repeat process for one additional target gap
Increase interventions in RTI Process	Monitor Periodically



Referral to School and/or Community Resources

**OR**

Referral for evaluation by Child Study Team

Close I&RS case **OR** Identify additional gaps/repeat

ESL

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. 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.

### K-2 Screening Indicators

<b>Indicator</b>	<b>Timeframe</b>	<b>Threshold</b>
Mathematics	Per Marking Period	Approaching Standards or below 50%
Reading	Per Marking Period	DRA Below Grade Level
Behavior	Per Semester	2 incidents of HIB or 1 Suspension
Attendance	Per Marking Period	10% missed instructional time
Mobility	Per Year	One or moves in past two years
Course Performance	Per Semester	Not meeting standards in any course
EOY	End of Year	Failed one or more courses

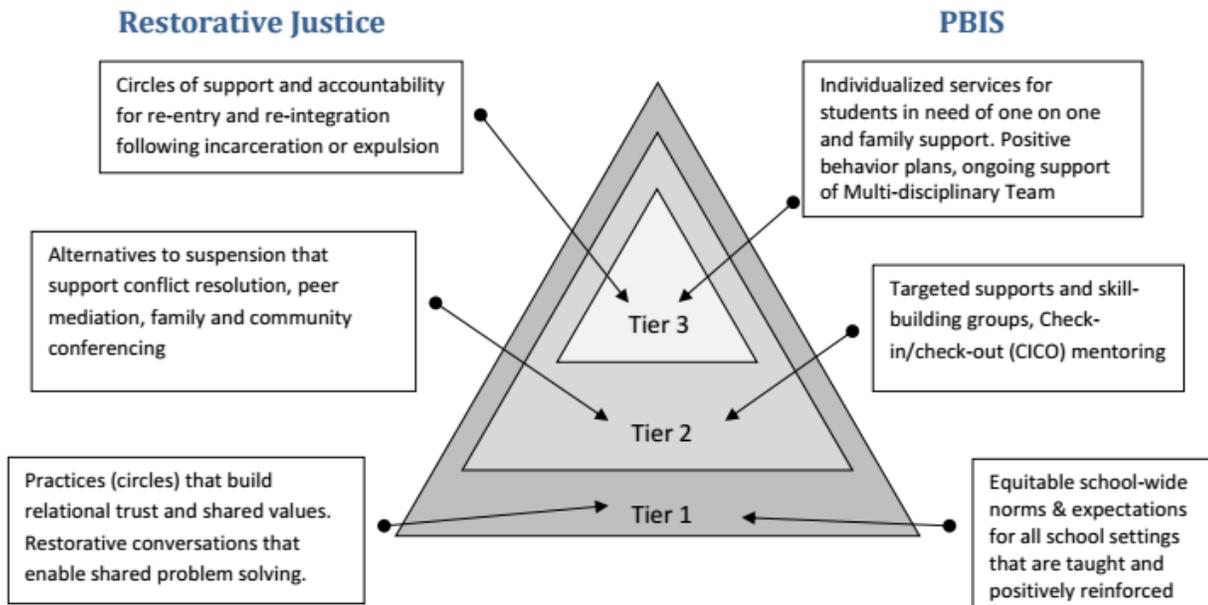
### 3-6 Screening and Indicators

<b>Indicator</b>	<b>Timeframe</b>	<b>Threshold</b>
Mathematics	Per Marking Period	C or below
Reading	Per Marking Period	DRA Below Grade Level
Behavior	Per Semester	2 incidents of HIB or 1 Suspension
Attendance	Per Marking Period	10% missed instructional time
Mobility	Per Year	One or moves in past two years
Course Performance	Per Semester	D, F, or not meeting standards in any course
EOY	End of Year	Failed one or more courses

### 7-12 Drop-out Screening and Indicators

<b>Risk Indicator</b>	<b>Timeframe</b>	<b>National Threshold</b>	<b>Hillside Threshold</b>
Math	8 <sup>th</sup> grade	Failing/not completing Algebra 1 at the end of 9 <sup>th</sup> grade	Placement in math concepts and applications at the end of 8 <sup>th</sup> grade
Reading	8 <sup>th</sup> grade	Failing/not completing English 9	Below benchmark on Achieve3000 assessments
Attendance	Per marking period and end of year	Missed 10% or more of instructional time (excused and/or unexcused)	Missed 5% or more of instructional time (excused and/or unexcused)
Behavior	Per marking period	1 or more days of suspension	At least 1 day of suspension and/or 2 days of detention
Mobility	Per year	1 or more moves	1 or more moves in the past two years
Course Performance	Per marking period and end of the year	Failed 1 or more courses	C or D in any subject
GPA	Per marking period	2.0 or lower on a 4 point scale	Achieved a 2.5 or lower on a 4 point scale
EOY Indicator	End of the year	Failed 2 or more core courses or accumulated fewer credits than the number required for promotion to the next grade	Failed 1 or more courses or accumulated fewer credits than the number required for promotion to the next grade

**Response to Intervention (RtI) Framework**



Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the needs of each school.

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

1. Establishment commitment and maintain team
2. Establishment schoolwide behavior expectations

3. Establish an ongoing system of reward
4. Establish a site-specific discipline system
5. Establish a data system to monitor progress and aid in decision-making

### Behavior Instruction

Some educators do not believe it is their responsibility to teach the behaviors that students must display while at school, or to teach the behaviors that will enable them to learn how to learn. Our belief would then be: If not us, then who? If we are not satisfied with student behavior and we believe that behavior is impacting student learning, then what are our options? Do nothing? Doing the same things we have always done? Rather, we must collectively assume responsibility for improving behavior and collaboratively support students and one another. Improving student behavior is not easy, but it is possible. It's not a lack of skill that will prevent success in this arena, but a lack of will.

Student motivation, or more accurately, a lack of student motivation and engagement, is commonly mentioned as the reason for student difficulties, and as the reason for the failure of improvement efforts. However, educators can have an enormous impact on student motivation.

### Alternate Pathways and Credit Recovery

Consistent with N.J.A.C. 6A:8-5.1(a) 1.ii , as well as, the district's I&RS and RtI programs, Hillside students are afforded the opportunity to earn credits beyond the traditional classroom setting. The Hillside Virtual Academy provides online and blended learning opportunities for students to pursue original credit via Option II and credit recovery classes. There are three alternate credit pathways:

1) *Option II* provides students with the opportunity to take courses for original credit. It is recommended that students take these course via the Hillside Virtual Academy, but other providers/institution may be approved by the Director of Curriculum & Instruction. All Option II courses must be aligned to and meet the proficiencies and content enumerated in the NJCCCS and CCSS. Additionally, to receive credit on their transcript student must demonstrate proficiency in the subject area via the departmental final exam or the equivalent with approval from the Director of Curriculum & Instruction.

2) 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 Hillside Virtual Academy. Students may initiate the credit recovery process on their own, in consultation, with their school counselor or credit recovery may be a recommended RtI intervention by the district I&RS Team. See here for more information.

3) *Independent Study* can be an academically enriching experience for both the student, as well as, the cooperating teacher or partnering organization. Independent study provides students with the opportunity to master an academic area through his/her own initiative, self-discipline, and self-reliance.

## RTI Review

### Tier 1

- Engaging, differentiated instruction for *all* students
- Multiple opportunities to respond to instruction
- Immediate corrective feedback
- Scaffolded practice of new skills
- Cumulative review of previously taught skills
- Daily 10- to 15- small-group supports to more homogenous groups of student based on need

### Tier 2

- More time and differentiated supports for students who have not mastered the essentials, as measured by regular common formative assessments
- May be provided during daily 30-minute flex times or during “buffer” days
- Students grouped more homogeneously during these flex times
- Students who have not yet mastered essentials receive support in smaller groups
- Other staff may join the grade-level teachers to reduce teacher-student ratio during flex time
- To make optimal use of additional staff, schools may choose to stagger times during which each grade level has flex time
- Purpose of Tier 2 is for students to master prioritized grade-level or course content

### Tier 3

- For students who have not responded to Tier 1 and Tier 2 supports
- For students who have been screened to be multiple grade levels behind their peers in foundational skills
- Intensive supports provided in addition to Tier 1 and Tier 2 supports
- Supports are targeted as possible; e.g., on phonemic awareness, single-syllable phonics, or multisyllabic phonics
- Given the constraints of the school’s schedule and the immediacy and severity of student needs, Tier 3 supports may need to be provided, temporarily, in place of other important content
  - Schools can creatively schedule these supports:
    - Providing them when students would otherwise be working independently, such as during workshop, center, or “daily five” time
    - Alternating what content that the student misses from week to week
    - Providing these supports when students are not receiving instruction in the essentials of the grade level
- The support should be adjusted to match student needs and revised until the student is adequately responding to intervention.

## References

What is RTI?

<http://www.rtinetwork.org/learn/what/whatisrti>

Effective Approaches to RTI (2012). International Center for Leadership in Education, Inc.

Weber, Chris. RTI Roadmap for School Leaders. Lead +Learn Press. (2014)

Positive Behavior Interventions and Support (PBIS) What is PBIS?

<http://www.sjUSD.org/student-services/pbis/what-is-pbis/>

Brown, Julia and Sanford, Amanda. RTI for English Language Learners: Appropriately Using Screening and Monitoring Tools to Improve Instructional Outcomes. (2012)

<http://www.rti4success.org/sites/default/files/rtiforells.pdf>

Creating an RTI Model for ELL's Academic Success

NYC Department of Education

<http://schools.nyc.gov/NR/ronlyres/4F75733C-5E47-42CC-8B22-13F17B3D124D/0/maindocumentfinal.pdf>