MTSS:
Multi-Tiered System of Support
Manual

Fort Lee Public Schools

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Introduction

As per Fort Lee Board of Education Policy 2417 - Student Intervention and Referral Services,

> *"The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model for planning and delivering the services required under N.J.A.C. 6A:16-8"*

The Fort Lee Public Schools have adopted the Multi-Tiered System of Support (MTSS) model to provide academic,behavioral, and social-emotional support in the general education classroom with the goal of preventing students from falling behind through early intervention. The purpose of this manual is to guide the process by which MTSS is implemented in each school building.

Due to Fort Lee's diversity in student populations, resources, and geographic areas, it is expected that no two school buildings will implement MTSS in precisely the same way. With that in mind, this manual has been designed to propose a framework for schools to implement MTSS.

MTSS Champions

This manual was developed by the MTSS Champions, in consultation with the Rutgers University Center for Effective Practices. The MTSS Champions are a multidisciplinary team of Fort Lee Public Schools' educators who are members of each school's MTSS Team.

The MTSS Champions are:

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What is a Multi-Tiered System of Support (MTSS)?

A multi-tiered system of support (MTSS) model is a framework that provides targeted and tiered interventions to meet the academic, behavioral, and or social-emotional needs of students. MTSS is a preventive measure for all students at all levels from early childhood through high school. It is not a pre-referral process for special education.

The National Research Center on Learning Disabilities (NRCLD, 2006) defines Response to Intervention/MTSS as:

> *"...an assessment and intervention process for systematically monitoring student progress and making decisions about the need for instructional modifications or increasingly intensified services using progress monitoring data."*
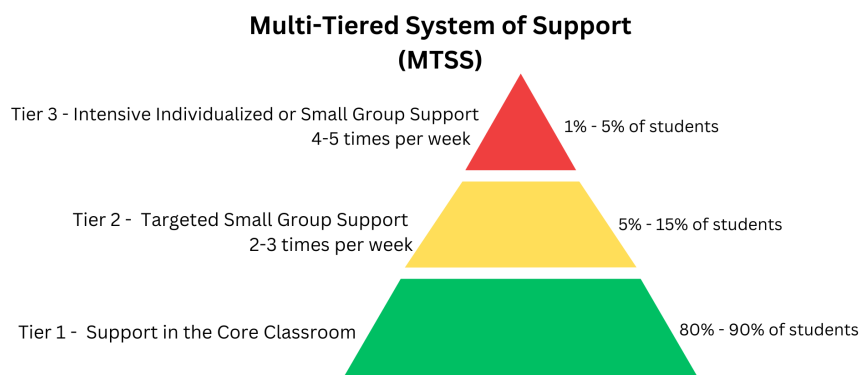
The core principles of MTSS are:
- The belief that we can effectively teach ALL children.
- The knowledge that we must intervene early using a multi-tiered approach that supports ALL students.
- The use of research-based interventions and instructional strategies is essential.
- The process of continual monitoring of student progress to inform our instruction.
- The gathering of information necessary to make informed, data-driven decisions.

MTSS is an approach that addresses student learning by integrating the following:
- Academic Intervention
- Behavioral Intervention
- Schoolwide Enrichment
- Social-Emotional Support and Collaboration

MTSS is the practice of : (1) providing high quality instruction/intervention matched to all students' needs, (2) monitoring progress over time using high quality assessments, and (3) making important educational data-informed decisions to guide instruction.

There are three levels, or tiers, of support used in the MTSS model. Support may include interventions and/or services. The frequency and intensity of interventions increase across each tier of support. Below is a graphic representation of the multiple tiers of support students may receive.

Multi-Tiered System of Support (MTSS)

Tier 3 - Intensive Individualized or Small Group Support
4-5 times per week — 1% - 5% of students

Tier 2 - Targeted Small Group Support
2-3 times per week — 5% - 15% of students

Tier 1 - Support in the Core Classroom — 80% - 90% of students

For MTSS implementation to work well, the following essential components must be implemented with fidelity:

- ***High-quality, scientifically based classroom instruction***
  The basis for all MTSS work is a research-based core curriculum delivered with fidelity. The curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are meeting grade level expectations and do not require interventions.

- ***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. Ongoing assessment is key in order to examine student achievement and gauge the effectiveness of the curriculum and instruction.

- ***Tiered instruction***
  Tiered instruction will be provided based on student needs. Various points of data will be utilized to determine the appropriate tier of support needed for the student to make the most progress. Students may move from tier to tier depending on their progress.

- ***Professional development***
  Professional development supports educators in providing the high quality instruction, research-based interventions and progress monitoring required of a successful MTSS model. Professional development will be tailored to the needs of each school, MTSS Team and teaching staff.

- ***Parent involvement***
  Parents are essential partners in a student's education. Throughout the MTSS process, schools will provide parents information about their child's progress, the instruction and interventions used, and the academic or behavioral goals for their child.

What is the MTSS Process?

MTSS is designed for use when making decisions in creating a well-integrated system of instruction and intervention guided by multiple data sources of student progress.

The MTSS process begins with high-quality instruction and universal screening of student learning. The basis for all MTSS work is a research-based core curriculum delivered with fidelity. The curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are meeting grade level expectations and do not require interventions.

The MTSS process has four essential components:
1. To screen and identify students needing additional academic and/or behavioral supports.
2. To plan, implement multi-tiered supports for these students.
3. To monitor progress over time.
4. To use data-based decision making to modify supports.

Universal Screening

Universal school-wide screening is the first level of data collected in the MTSS process. Benchmark assessments will be administered three times a year, fall, winter and spring. Alternative assessments may be utilized for students with Individualized Education Plans (IEPs), depending on their classification. Additional assessments will be used in addition to benchmark assessments to complete the universal screening process. Data from these assessments will help to not only determine supports students will need, but also to guide instruction through the three tiers of support.

As a result of universal screening, students may be identified as being in need of intervention services. Students in need of assistance are provided with tiered interventions at increasing levels of intensity to accelerate their rate of learning. Educational decisions about the intensity and duration of these tiered interventions are based on individual student response to instruction.

Planning, Implementing Multi-Tiered Supports

Students who are at-risk for academic and/or behavioral challenges will require more support than a student who is on-track for success. Students whose skills fall below benchmark will be considered for interventions in addition to the core program. 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.

A comprehensive MTSS model utilizes a solution-based framework to identify and address academic, behavioral and/or social emotional challenges students may have. The Fort Lee Public Schools will use the following problem solving framework when making data informed educational decisions to determine students' needs:
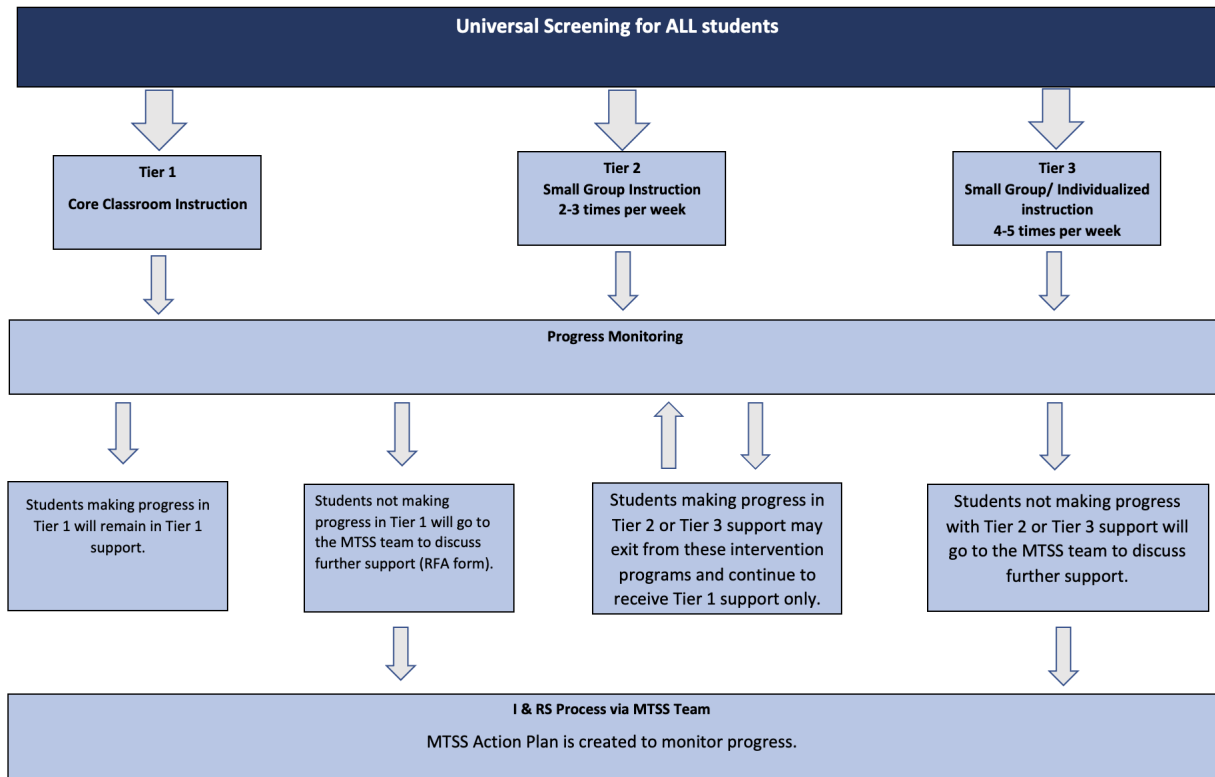
- **Identification**: "What is the area of concern?"
- **Analysis**: "Why is it occurring?"
- **Intervention**: "How will we address the concern?"
- **Evaluation**: "Did the intervention address the concern?"

Progress Monitoring

Student progress is monitored periodically, within each tier of support.   Benchmark assessments will be administered to all students three times a year, during the fall, winter and spring. During an intervention cycle, progress monitoring will take place every six - eight weeks. At that point, determinations will be made about the success of the intervention and whether a student needs more or less support. All decisions made about a student's progress will be data driven.

The image below illustrates the MTSS Process.

MTSS PROCESS FLOWCHART

Universal Screening for ALL students

Tier 1	Tier 2	Tier 3
Core Classroom Instruction	Small Group Instruction 2-3 times per week	Small Group/ Individualized instruction 4-5 times per week

Progress Monitoring

Students making progress in Tier 1 will remain in Tier 1 support.	Students not making progress in Tier 1 will go to the MTSS team to discuss further support (RFA form).	Students making progress in Tier 2 or Tier 3 support may exit from these intervention programs and continue to receive Tier 1 support only.	Students not making progress with Tier 2 or Tier 3 support will go to the MTSS team to discuss further support.

I & RS Process via MTSS Team

MTSS Action Plan is created to monitor progress.

Academic Intervention

Tier 1 ~ Support in the Core Classroom/Program

All students in Tier 1 receive high-quality, scientifically based instruction provided by qualified personnel. All students are assessed three times a year (beginning, middle and end of the school year) using the District's benchmark assessments to establish an academic baseline and identify learners who need additional support. 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 1, 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 district-wide assessments receive supplemental instruction during the school day in the general education classroom. During that time, student progress is closely monitored. If a student demonstrates a need for further support beyond Tier 1, the teacher or parent may submit a Request for Assistance (RFA) to the MTSS Team. Students will be monitored by the MTSS Team through the intervention and referral services process and may receive interventions that include Tier 1, Tier 2, and/ or Tier 3 support.

The Fort Lee Public Schools will use the following assessments to monitor student progress in Tier 1:

1. STAR 360 Mathematics and Reading (Grades 2-12)
2. Fountas and Pinnell Benchmark Assessment System (K-4)
3. STAR Early Literacy Assessment (Kindergarten and First Grade)
4. STAR Phonics (Kindergarten - Second Grade)
5. Other District approved assessments
6. Common classroom/grade level assessments

In Tier 1 instruction, the teachers ensure that ALL students receive a high quality core curriculum by providing many, if not all of the following:

- 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 them set learning goals;
- Daily reflection on lesson effectiveness;
- Collaborating with colleagues in professional learning communities to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and differentiated instructional practices;
- Weekly or daily 10 to 15 minute small-group sessions based on need

- Collection of progress monitoring data

*Some of the practices mentioned above may be adjusted based on the age/grade level of the students as well as the course and unit goals.

Tier 2 ~Targeted Small Group Support

Tier 2 interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5 – 15%) of students who are not making adequate progress with Tier 1 support. Students who receive Tier 2 interventions will continue to receive Tier 1 instruction in their regular instructional program. Tier 2 interventions are designed to address the specific learning or behavioral challenges a student may be facing. These services and interventions are supplemental. They are provided in small-group settings in addition to instruction in the classroom setting by a variety of personnel including general and special education teachers as well as interventionists.

Student progress is closely monitored every 6-8 weeks to assess both the learning rate and level of performance of individual students. The data collected will be used to determine whether students still require intervention. Teachers will calculate the fidelity of the intervention to determine if the student was present for at least 80% of the sessions. If the percentage is less than 80%, the student will continue for an additional 4 weeks. Students that have shown improvement may continue, expand or conclude interventions. For those students still making insufficient progress, Tier 3 supports may be considered.

Parents will be notified of their child's progress and informed of additional support that will be provided.

In Tier 2 instruction, we will ensure the above by employing Tier 2 intervention practices, which may include:

- Administering additional assessments;
- Collaborative planning by the student's teachers, support staff, and interventionists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from interventionists;
- Highly focused supplemental instruction and learning opportunities 6-8 weeks
- Ongoing progress monitoring and analysis of student learning

Tier 3~Intensive Intervention

Students who have not demonstrated adequate progress with Tier 1 or Tier 2 support may require Tier 3 interventions. The primary difference between Tier 2 and Tier 3 interventions involves the intensity, frequency, and/or individualization of an intervention. At this level, students receive individualized, intensive interventions that target the students' academic needs for the remediation of existing challenges and the prevention of more severe challenges. Tier 3 interventions are implemented with a smaller student-teacher ratio and at an increased frequency, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier 2, students who receive Tier 3 interventions continue to remain in their Tier I, core program, unless the student's Individualized Education Plan calls for a specialized placement.

Parents will be notified of their child's progress and informed of additional support that will be provided.

Students who do not achieve the expected level of progress in response to these targeted interventions in general education Tier 3 programs may then 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). It should be noted that at any point in an MTSS process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education services. The MTSS process cannot be used to deny or delay a formal evaluation for special education.

In Tier 3 instruction we will ensure the above by employing the following

- Administering additional assessments;
- Collaborative planning by the student's teachers, support staff, and interventionists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from interventionists and other educational service providers;
- Highly focused and supplemental instruction and learning opportunities for 6-8 weeks;
- Ongoing progress monitoring and analysis of student learning

English Language Learners

In implementing MTSS approaches with ELLs, 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 may not be as strong in their second language (i.e., English). 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 ELLs with rigorous, culturally responsive instruction, a strong MTSS 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. Tier 2 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

Fort Lee Academic MTSS Overview

The chart below outlines how the three tiers are implemented in the Fort Lee School District.

	Setting	**Person(s) Responsible**	**Students**	**Instruction**	**Assessments/Data Collection**	**Timeline**
Tier 1	Regular Classroom	General education teacher	ALL Students	Research based instruction Core classroom curriculum for all students Variety of grouping formats Differentiated instruction	Ongoing classroom curriculum assessments Universal Screening assessments & benchmarks Observations by teacher, school psychologist, social worker, or guidance counselors	Throughout the year
Tier 2	Regular classroom and/or academic interventionists	General education teacher Support personnel (i.e., specialists or other trained interventionists)	Students who did not respond to Tier 1 instruction and who are not making adequate progress	Homogenous small group(3-5) Supplemental Instruction Differentiation	Frequent progress monitoring Pre and Post baseline assessments	Additional support for 2-3 times per week for approximately 6-8 weeks Tier 1 occurs in conjunction with Tier 2
Tier 3	Regular classroom and/or support service environment	General education teacher Specialized teacher Support personnel (i.e., specialists or other trained interventionists)	Students who did not respond to Tier 1 & Tier 2 instruction and who are not making adequate progress	Homogenous small group(1-3) Supplemental Instruction Differentiation	Frequent progress monitoring Pre and Post baseline assessments	Additional support for 4-5 times per week for approximately 6-8 weeks Tier 1 occurs in conjunction with Tier 2 & Tier 3

Intervention and Referral Services (I&RS) Overview

Not all students may be identified as being in need of support after the universal screening process (5% - 15%). Furthermore, students that are already receiving support, regardless of Tier, may not make adequate progress during the school year. In these cases, FLPS will not wait for another universal screening period to make determinations about additional support a child may need. Students not making progress in any Tier during the school year will be referred to the MTSS Team for further discussion via the intervention and referral services process. The teacher or interventionist will submit a request for assistance. This will initiate the intervention and referral services process.

During this process, the MTSS Team assists school staff by providing strategies and interventions to resolve an array of academic and/or behavioral challenges students may be exhibiting.

The MTSS Team process is not an automatic precursor to a Child Study Team evaluation. It represents a separate and distinct team effort to provide help via classroom activities. However, some students may be referred to the Child Study Team for further evaluation after an MTSS Team intervention is unsuccessful.

In September, the MTSS Team is to announce the dates and times of the MTSS meetings for the year. There are to be two meetings per month. September meetings may be used to discuss cases carried over from the year prior. Action plans from the previous year should be distributed to current year teachers. The entire I&RS process is tracked through the Hibstervention Software System. All forms are electronically stored, viewed and signed off within this system.

I&RS Process

Step 1: The referring person (teacher, parent, or staff member) must complete a pre-referral and use best practices and interventions for a minimum of three weeks prior to making a referral to the MTSS Team. This pre-referral is a request for assistance by the referring teacher. Three weeks is best practice but not mandatory for all cases. The pre-referral and the pre-referral form must be completed in its entirety prior to the referral being accepted.

Step 2: The MTSS Team will review the pre-referral and decide whether or not the case will be accepted. Parental contact will be made to inform parents of the meeting date. The purpose of the pre-referral is to request assistance from the MTSS Team in the event that the interventions being used in Tiers 1, 2, or 3 are unsuccessful. The following data will be gathered to discuss at the meeting-- benchmark assessment data, standardized test data, course/class grades, attendance information, discipline data, social-emotional referrals, prior referrals and teacher observation forms. The nurse must complete their forms as well and then upload them back into the Document tab. All data must be in Hibstervention or uploaded into the Document tab of Hibstervention. Hard paper copies will no longer be kept.

Step 3: Develop a formal action plan at an MTSS Team meeting. The action plan should be completed at the meeting and is a tool to assist teachers in providing the student with supports that address the area of concern.   Parents will be provided with an opportunity to participate in the development of the action plan. The action plan must consist of a SMART goal for the

student and strategies for the teacher to use in the classroom, but can also include outside assistance. The strategies and interventions used must address the area of concern. Each action plan should include a multitude of interventions/best practices and be assigned to all teachers (including elective teachers), specialists, and/or interventions from whom the student receives services. The educator responsible for providing the intervention must evaluate and rate the effectiveness of each intervention. The frequency and duration of each intervention/ strategy used must be indicated in the action plan.

An MTSS Team member is assigned to be the case manager and monitor the plan as well as the strategies that will be implemented. The School Counselor can also serve as a case manager. The School Counselor determines a follow-up meeting date/time to review the action plan. Cases should be reviewed between forty and ninety days. It is best practice to set up a rotating schedule to ensure students are actively reviewed multiple times a year. Meeting minutes are to be recorded at each meeting in the Case Notes tab of Hibstervention.

Step 4: Once the MTSS Team finalizes the action plan it must be shared with all teachers and parents of the student. The case manager is to ensure all staff signatures are obtained via the Staff Signature tab in Hibstervention in a timely manner. Parent participation in the development of the action plan must be noted in the Notes section of Hibstervention.

Step 5: Support, Evaluate and Continue the Process: Teachers must rate the effectiveness of the interventions/best practices in the action plan every four weeks via Hibstervention. Student work samples should be collected multiple times a year and stored in the Documents tab of Hibstervention. All teachers must complete a Hibstervention Observation prior to each meeting.

Step 5: *Support, Evaluate and Continue the Process:* Teachers must rate the effectiveness of the interventions/best practices in the action plan every four weeks via Hibstervention. Student work samples should be collected multiple times a year and stored in the Documents tab of Hibstervention. All teachers must complete a Hibstervention Observation prior to each meeting.

Step 6: The School Counselor notifies the teacher(s) and all individuals with plan of the follow-up meeting date and time. The School Counselor notifies the family of a follow-up meeting with the appropriate date and time to the student's home. The MTSS Team, family, teacher(s) and individuals with responsibilities for the action plan, meet and review the student's progress at another MTSS meeting within forty to ninety days. If the student is successful with implemented interventions in the regular education classroom, the team will discontinue the I&RS process. Follow up becomes the responsibility of the School Counselor.

Step 7: The MTSS Team continues to meet at regular intervals to monitor progress and/or to amend the action plan. All stakeholders are notified of the meeting dates/times via Hibstervention. If the student is not successful with the implemented Interventions after an extended period of time, the MTSS Team or parent decides whether referral to the Child Study Team is warranted. However, additional interventions may be implemented first. A referral to the Child Study Team can be submitted electronically via Hibstervention.

Participants in the MTSS Process

The school's MTSS Team is an ancillary student support service with the goal of assisting school staff and parents to address the spectrum of students' learning, behavior and health problems encountered in the general education program. The emphasis is on early identification and intervention to counter problems at the classroom and school level.

The intent of the MTSS Team is to address the full range of issues, academic, behavior and health, that may interfere with a student's ability to learn and adjust properly in a school environment.

The structure of the MTSS Team should be a collaborative team approach featuring structured and collegial planning, decision making and problem solving for students that may be in need of additional support beyond their core classroom program. Parents are to be actively involved in the process but parental permission to provide services is not required.

MTSS Team Participants

1. Principal or Designee (Required)
2. School Counselor (Required)
3. One Consistent General Education Teacher (Required)
4. One Special Education Teacher (Required)
5. One Consistent Child Study Team Member (Required)

Depending on the needs of the student, additional team participants may include:
- School Nurse (as needed)
- Additional CST Support (as needed)
- Additional Staff (as needed)
- SAC Counselor (as needed)

Role of MTSS Team Members

- Chairperson (Administrator)
- Facilitator (School Counselor)
- Recorder: Keeps record of meeting minutes at each meeting.
- Time Keeper: Keeps all team members on task during each meeting. Meetings should not exceed sixty to ninety minutes and individual student meetings should not exceed fifteen minutes.

Criteria for Team Members

- Knowledge of intervention software
- Knowledge of curriculum and materials
- Interest and ability to assess learning, health and behavioral problems
- Knowledge of techniques for individualizing instruction
- Specialized skills
- Input from individuals of the same culture, language, and background as the student being discussed
- Strong interpersonal skills, allowing team members to communicate well

- with colleagues, students and parents
- Knowledgeable about the pre-referral process and interested in assisting teachers

<u>Functions of Team Members</u>

- To define and clarify the nature of a student's learning, health and/or behavioral problem; gather information, generate recommendations, evaluate the results and provide follow-up

- To determine building level needs and develop an annual plan that includes short and long- term goals for dealing with those needs

- To implement a process for self-evaluation that assures the continuing professional growth of the member

Data Used to Determine Academic Supports

All work samples and data points presented must correspond to the area of concern being addressed and be completed in the classroom setting **within two weeks of submitting the referral**.

Along with the referral, the following documentation is required to make determinations about tiered supports students may need:
- STAR 360 Reading Assessment (Grades 2 - 12)
- STAR 360 Math Assessment (Grades 1 - 12)
- STAR Early Literacy Assessment (Grades K & 1)
- Fountas and Pinnell (F&P) Reading Assessment (1-4)
- Fountas and Pinnell (F&P) High Frequency Word Lists (K-2)
- Fountas and Pinnell (F&P) Letter Identification (K)
- ACCESS Testing (for ESL students)
- Writing Samples
- Course Performance and Teacher Narrative
- Attendance

Additional documentation may include:
- Anecdotal notes
- Behavior logs
- Communication logs with parent/guardian
- Common assessments
- In class formative assignments
- Any other information that the classroom teacher believes is relevant
- For students new to the district: Historical Data/ Background Information

The following chart shows the student work samples and data points that must accompany a referral during the intervention and referral services process. All work samples and data points presented must correspond to the area of concern being addressed and be completed in the classroom setting **within two weeks of submitting the referral**. Additional historical data/documentation may be presented to show comparison.

	Occupational Therapy (OT) Concerns ONLY	**Math Concern**	**Writing Concern**	**Reading Concern**	**Behavioral Concern**
	Data/Documents: Kindergarten - Grade 4 The following chart reflects the student data and documentation that will be discussed at an Intervention and Referral Services meeting. All assessments and work samples must be completed within two weeks of the referral.				
Required Documentation		☐ STAR 360 Reading (2-4) OR Star 360 Early Literacy (K-1) ☐ STAR 360 Phonics (1) ☐ STAR 360 Math ☐ F&P Reading (K-4)			
	☐ Handwriting sample ☐ Writing Sample ☐ Cutting Sample ☐ Coloring Sample ☐ Teacher Narrative (should consist of any other concerns not represented by current data) ☐ Other documentation as per OT request/consult ☐ Parent referral, if received	☐ Basic Math Facts ☐ Two Most Recent Unit Assessments ☐ Attendance Concerns Related to Subject ☐ Teacher Narrative (should consist of any other concerns not represented by current data) ☐ Parent referral, if received	☐ Two Different Types of Writing Sample (examples: On Demand, Do Now, Journal entry, Writing during ESL) ☐ ACCESS, if applicable ☐ Attendance Concerns Related to Subject ☐ Teacher Narrative (should consist of any other concerns not represented by current data) ☐ Parent referral, if received	☐ F&P Letter ID (K) ☐ ACCESS, if applicable ☐ Attendance Concerns Related to Subject ☐ Teacher Narrative (should consist of any other concerns not represented by current data) ☐ Parent referral, if received	☐ Behavior Logs/ Systems ☐ Parent/Teacher Communication Log ☐ Attendance Concerns Related to Subject ☐ Teacher Narrative (should consist of any other concerns not represented by current data) ☐ Parent referral, if received
Optional Documentation as Needed				☐ Sound Identification ☐ F & P High Frequency Words List (K-2)	

Data/Documents: Grades 5 - 12

The following chart reflects the student data and documentation that will be discussed at an Intervention and Referral Services meeting.
All assessments and work samples must be completed within two weeks of the referral.

	Math Concern	Reading Concern	Writing Concern	Attendance	Behavioral Concern
Required Documentation	☐ Star 360 Math & Reading, including Lexile Level	☐ Star 360 Reading and Lexile Level	☐ Writing Samples *Formative (classwork) and Summative (first drafts and graphic organizers) ☐ Star 360 Reading and Lexile Level	☐ Attendance Reports by class period ☐ Parent referral, if received	☐ Discipline Reports ☐ Attendance Report
	☐ Course Performance ☐ Teacher Narrative (Should consist of any other concerns not represented by current data) ☐ Parent referral, if received	☐ Course Performance ☐ Teacher Narrative (Should consist of any other concerns not represented by current data) ☐ F&P Reading (Grades 5 & 6 ONLY) ☐ Parent referral, if received	☐ Course Performance ☐ Teacher Narrative (Should consist of any other concerns not represented by current data) ☐ F&P Reading (Grades 5 & 6 ONLY) ☐ Parent referral, if received		☐ Course Performance ☐ Teacher Narrative (Should consist of any other concerns not represented by current data) ☐ Parent referral, if received
Additional Documentation as Needed	☐ Anecdotal notes ☐ Common assessments ☐ In class formative assignments	☐ Anecdotal notes ☐ Common assessments ☐ In class formative assignments	☐ Anecdotal notes ☐ Common assessments ☐ In class formative assignments	☐ Communication logs with parent/guardian	☐ Anecdotal notes ☐ Behavior logs ☐ Communication logs with parent/guardian

Description of Work Samples and Documents:

1. Handwriting sample:
   a. Text copied from the board
   b. Handwriting worksheet - tracing and copying

2. Writing sample (For OT Concerns):
   a. Handwritten narrative completed independently

3. Writing sample (For Writing Concerns):
   a. Constructed responses without assistance (journal entries, on demand, rough draft, reading response, or any other writing assignment completed independently in the classroom)

4. Cutting sample:
   a. Cutting along lines

5. Coloring sample:
   a. Coloring within lines

6. Basic Math Facts:
   a. Worksheet completed in class, maybe in a timed setting, that demonstrates ability to complete computation examples, i.e. 3+4, 4-3, 4x3, etc. without assistance. Teacher may record the amount of time the student needed to complete the assignment if it was timed?

7. Behavior log:
   a. Logs should include the description of the behavior, frequency and duration of the behavior, and strategies that have been implemented to address the behavior
   b. Should be documented in the "Notes" module of Genesis

Pathways to High School Completion

As per N.J.A.C. 6A:16-9.1, Tier 2 and Tier 3 Interventions for high school students
- credit recovery
- alternative program pursuant to IEP/504
- Development of graduation planner

Alternate Pathways and Credit Recovery

Consistent with N.J.A.C. 6A:8-5.1(a) 1.ii , as well as the District's MTSS programs, students may be afforded the opportunity to earn credits beyond the traditional classroom setting. Alternate credit pathways can include:

1) *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 credit recovery sessions offered outside of the school day. Students may initiate the credit recovery process on their own, in consultation with their school counselor or credit recovery may be a recommended MTSS intervention by the MTSS Team.

2) *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 their own initiative, self-discipline, and self-reliance.

Sample Tier 1 Differentiated Math Strategies

Skill	Strategies
Overall skills are lower than grade level	- Assess for level of instruction - Provide small group instruction on needed skills - Reduce the amount of new skills and content - Math specific vocabulary - Use of manipulatives - Using visuals (number lines, charts, pictures to reinforce topics) - IXL - Peer tutor/Heterogeneous grouping - Small Group instruction - Extended time - Restate/Clarify questions/directions - Less questions (evens or odds only) - Student corrections on own
Difficulty remembering math facts	- Separate facts into sets of fact families - Provide extra opportunities for practice - Use of calculator - Use of manipulatives - Teach fact family and build fluency with games and challenges - Small Group instruction
Difficulty reading text for word problems	- Align material with students reading level - Highlight key words in math problem - Use picture problems - Require the student to restate word problems in their own words - Check work immediately before giving more - Have students create word problems for classmates to solve - Highlight operations in math problems to improve attention to details and minimize errors in calculation. - Small Group instruction
Difficulty sequencing for computation or problem solving	- Consistent review of steps - Reference sheet kept at student desk - Use acronyms to remember steps - Color coding of steps - Use of manipulative objects - Small Group instruction
Difficulty with organizing	- Provide notes ahead of time - Model what it means to be prepared for class - Provide a checklist - Provide graphic organizers for outlines - When demonstrating problems, use colored chalk or pens to color code place value - Small Group instruction - Simplify directions - Verbal cues
Difficulty with engagement	- Reduction of distractions - Highlight operational signs/keywords - Reduce the number of problems per page

	● Send positive emails home or phone calls ● Use simple, direct language ● Provide a peer helper ● Use anchor charts ● Use earphones or earbuds to reduce classroom distractions ● Allow for students to move about the room when appropriate ● Hands-on activities ● Follow a routine/schedule ● Repeat directions, then have the student explain the directions to you ● Use visual presentation of material, such as manipulatives ● Work or take tests in a different setting or different time of day ● Set short term achievable goals and celebrate them ● Use praise carefully; avoid antagonizing language ● Assign student a responsibility inducing job and recognizing them for doing a good job in the end ● Small Group instruction ● Peer tutor/Heterogeneous grouping ● Studying short terms goal that work organization

Sample Tier 1 Differentiated Reading Strategies

Skill	Strategies
Overall skills are lower than grade level	- Teacher reads the text aloud using a guided reading procedure - Focus on the pictures to encourage students to rely on visual clues – have students - Perform an online search for illustrations to develop more interest in the content. - Collect high interest low vocabulary books - When you read aloud to the class, record the story. Allow students to reread the book with the recording. - Have students read their favorite books aloud and upload them to the computer. Students can create YouTube videos acting out the books. - Provide multisensory reading instruction - Provide varied texts or supplementary materials at different levels of reading difficulty - Small group instruction - Student will utilize Reading A to Z (RAZ Kids) for ELA - Provide intensive and targeted instruction in phonics and comprehension skills through the guided reading/conferring sessions.
Difficulty recalling	- Use repeated reading—teacher to student, student to teacher, etc - Small group instruction - Have student follow text while listening to books on tape - List new/difficult words in categories to check comprehension through: - story strip - Highlight text evidence to support comprehension
Difficulty reading text	- Place colored acetate sheets over text to enhance the contrast and darken the print - Focus on the pictures to encourage students to rely on visual clues – have students - Perform an online search for illustrations to develop more interest in the content. - Provide a "Picture Frame" so a student will see only several lines of print at a time - Encourage fluency by timing students reading at independent reading level. - Listen to the audio or expert reader while student is reading.
Difficulty sequencing for	- Have students use online story starters to begin the writing process Scholastic Story Starters - http://www.scholastic.com/teachers/story-starters/ - Use of graphic organizers
Difficulty with organizing thoughts in written expression	- Use RACES - Story Map - Use of graphic organizers
Difficulty with engagement	- Have students read their favorite books aloud and upload to the computer. - Students can create YouTube videos acting out the books. - Schooltube.com/storyline – celebrities read common stories aloud to create more interest.

Sample Tier 2 and Tier 3 Academic Interventions and Programs

Skill	Interventions
Reading	- Guided Reading - English language arts/ literacy Interventionist - Basic Skills (Grades 1- 4) - SMART Readers (Grades 1&2) - Essentials (MIddle School) - Strategies (High School) - Reading Partners - Freckle - IXL - Fundations - Pathways Academy (HIgh School)
Writing	- Guided Writing - English language arts/ literacy Interventionist - Reading Partners - Fundations
Math	- Math interventionist - Basic Skills (Grades 1- 4) - SMART Readers (Grades 1&2) - Essentials (MIddle School) - Strategies (High School) - Sample Success Academy - ALEKS - IXL - Freckle - Pathways Academy(High School) - Guided Math/ Math Centers
Behavioral	- Check-In, Check-Out - Lunch Bunch - Pathways Academy (FLHS) - Restorative Practices

Sample Strategies to Address Personal and Social Behaviors

General Strategies:
- Provide opportunities for recognition
- Offer positive reinforcement for appropriate actions/choices
- Establish a behavior contract with specific objectives/outcomes
- Ignore inappropriate behavior that does not warrant immediate attention
- Conference with family about student's immediate attention
- Conference with family about student's behavior/negative and positive
- Provide positive feedback to indicate success; importance; respect

Provide Counseling to Address:
- Support/Self-esteem/Awareness
- Social Skills
- Conflict Resolution
- Decision Making Skills
- Anger Management
- Self-Management
- Other:

Fights with other students:
- Be mobile to be frequently near the student
- Maintain visibility away from the student
- Provide the student with preferential seating
- Speak with the student about positive/negative actions and the consequences
- Reduce emphasis on competition
- Try various groupings to assist the student socially
- Communicate with the family about the student's progress/concerns

Is easily angered, annoyed, or upset:
- Provide the student with positive feedback
- Provide opportunities for the student to ask for assistance
- Reduce emphasis on competition
- Provide positive reinforcement for appropriate responses to anger, etc.
- Provide the student with preferential seating away from peers who stimulate the student to become angry, annoyed or upset
- Provide a quiet place for the student to work

- Try various groupings to determine the situation in which the student is most successful
- Do not force the student to interact with peers if they are likely to become angered, annoyed or upset
- Provide the student with a selection of activities to perform if they become angered, annoyed or upset
- Maintain consistency in expectations
- Remove the student from an activity until they can demonstrate self-control
- Provide an area for cool down

Has little or no interaction with peers:
- Assign a peer helper
- Encourage others to interact with the students
- Give the student the responsibility of tutoring a peer
- Provide the student with opportunities to interact positively with peers
- Create situations in which the student must work with a peer
- Try various groupings to determine in which situation the student is most comfortable
- Have a student run errands with a peers to facilitate interaction
- Provide preferential seating next to the peers that the students interacts with most
- Encourage the student to interact with others
- Communicate with the family to share information about the student's progress
- Have the student act as group leader in an activity

Disrupts other students:
- Provide preferential seating
- Interact frequently with the student in order to maintain their involvement in the activity
- Remove the student from the activity until they can demonstrate self-control
- Teach the student appropriate methods to communicate needs to others
- Seat the student away from the students they is most likely to bother
- Identify a peer to act as a role model
- Provide the student with a full schedule of activities
- Maintain visibility away from the student
- Encourage the student to ask the teacher for assistance
- Establish classroom rules/provide the student with a copy
- Provide positive reinforcement to the student for appropriate choices/actions
- Provide positive reinforcement to students who demonstrate appropriate choices/actions

Makes unnecessary or inappropriate comments or noises:
- Remove the student from the activity until they can demonstrate self-control
- Communicate with the family to share information about the student's progress

- Maintain visibility to and from the students/make eye contact with the student
- Reinforce the student for raising their hand in order to be recognized
- Call on the student when they are most likely to be able to respond correctly
- Give the student responsibilities in the classroom
- Interact frequently with the student to reduce their unnecessary noises
- Have the student work in small groups to provide frequent opportunities to speak
- Consider the student's feelings when dealing with their behaviors
- Make the student aware of the number of times they make inappropriate comments/noises
- Planned ignoring

Does not stay in assigned areas for specified time:
- Provide the student with positive reinforcement/feedback when in compliance
- Provide the student with preferential seating so that the student's needs are close to their desk
- Have the student question any directions/instructions they do not understand
- Establish class rules, be consistent in the enforcement
- Provide positive reinforcement to students who comply with remaining in the assigned area
- Make sure that the student has what they need to complete assignments/requirements
- Make sure that the student is told where they need to be at all times
- Require time spent away from an assigned area to be made up at recess, lunch, etc.
- Communicate with the family about the expectations of the student and their progress/concerns
- Remind the student before each activity where they should be and for how long

Ignores the consequences of their behavior:
- Reinforce the student for engaging in appropriate behavior
- Establish class rules/reiterate rules often
- Provide positive reinforcement to students who engage in appropriate behavior
- Provide the student with social and academic successes
- Communicate with family about expectations and student's compliance/non compliance
- Have the student write about the choice they made and the consequence of that choice
- Remove the student from the group until they can demonstrate appropriate behavior and self-control
- Provide the student with a list of clearly identified expected behaviors and consequences
- Point out consequences or situations as they occur
- Avoid placing the student in competitive situations
- Provide the student with forced choices
- Allow the student to voice their opinion in an appropriate manner

- Be careful to avoid embarrassing the student

Needs immediate reward/reinforcement to demonstrate appropriate behavior:
- Have the student maintain a chart of their own appropriate behavior
- Provide the student with positive reinforcement for appropriate behavior; do not criticize
- Greet and acknowledge the student as often as possible rather than providing recognition only as a reinforcement
- Communicate with family about the student's progress/concerns
- Speak with the student to explain the student's inappropriate behavior and what behavior the student needs to do

Behaves Impulsively:
- Maintain visibility away from the student
- Be mobile to be frequently near the student
- Provide preferential seating to limit the student's mobility
- Assign additional responsibilities to the student (e.g., chores, errands, etc.)
- Provide the student with clear, simple directions/instructions
- Provide student with a routine to be followed in classroom/other areas of building
- Establish classroom rules and consequences and be consistent in enforcing rules
- Have the student practice counting to ten silently before beginning an activity
- Deliver a predetermined signal (e.g., hand signal, verbal cue) when the student begins to demonstrate impulsive behavior.
- Provide the student with positive reinforcement for appropriate behavior/self-control
- Communicate with the family about the student's progress/concerns
- Provide the student with written/verbal clues such as "Stop, Think, Go" when they begin to act impulsively

Has difficulty accepting changes in an established routine:
- Have the student work near a peer in order to follow changes in an established routine
- Provide the student with a revised routine
- Have the student rely on a predetermined signal (e.g., lights off, hand signal, etc) of impending change
- Provide positive reinforcement to the student for accepting changes
- Explain the change in the routine to the student personally
- If possible, inform student in advance when a substitute teacher will be in the classroom

Has difficulty working independently:
- Establish classroom rules/enforce classroom rules
- Provide preferential seating to limit distractions

- Provide positive reinforcement to the student for completing assignments independently.
- Make certain that the student understands the directions/instructions/assignments
- Have the student complete work not done in class at home
- Assign the student parts of tasks at a time rather than the entire task
- Work a few problems with the student to serve as a model

Glossary and Terms

baseline: the student's current level of performance in his or her focus area for improvement prior to the implementation of an intervention.

benchmark: important student outcomes or goals for a grade within a particular domain (e.g. reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year.

benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

core classroom/practices/program: general education curriculums, instruction and social/behavioral supports for all students; this is Tier 1.

differentiated instruction: an approach to teaching that emphasizes ways to meet the differing needs of a group of students within the general education setting, for example, through the use of flexible small groups, varied instructional materials, or different ways of presenting the same content; differentiation of instruction is an integral part of Tier 1.

formative assessments: assessments conducted during the process of student learning that are used primarily to inform instruction.

progress monitoring: using data to track students' progress toward a goal.

RFA (Request for Assistance): a form a person (teacher, specialist, interventionist, parent) completes to refer a student to the MTSS team for intervention services**.**

Tier 1: the general education core curriculums, instruction and social/behavioral supports for all students, with differentiation of instruction as a norm.

Tier 2: short-term interventions for students who have not responded to the general education core curriculums and differentiation of instruction; it is part of the general education system.

Tier 3: more intensive or individualized short-term interventions for students who fail to respond adequately to Tier 1 and/or Tier 2 interventions; it is also part of the general education system.

common assessments: a term for assessments that are given routinely to all students in a grade and they are the same for all students in a grade within a school or district; common assessments may be summative or formative and include, but are not limited to, benchmark assessments.