

NJTSS DISTRICT HANDBOOK



F JONES CONSULTING & TEAM

**STUDENT SERVICES DEPARTMENT
OFFICE OF INTERVENTION PROGRAMS**

Please note that the New Jersey Tiered System of Supports Handbook is a living document. It is a manual designed with input from various district stakeholders. It was prepared in consultation with FJones consulting firm. This manual was last updated in January 2022.

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Section 1: Introduction of New Jersey Tiered Systems of Support (NJTSS) in Plainfield Public Schools

The development of New Jersey's multi-tiered support system (NJTSS) is designed to enhance your school district's ability to meet the diverse academic, behavioral, health, enrichment, and social-emotional needs of all students. The model developed for Plainfield is based on a three-tiered framework of supports and [interventions](#), building off of the already established Intervention and Referral Services (I&RS) process within the district. Central to the success of both NJTSS and I&RS are a strong foundation of the district and school leadership, positive school culture and climate, and family and community engagement.

The system outlined in this handbook is based on guidance from NJDOE. For more information please visit the state's NJTSS homepage at <https://www.nj.gov/education/njtss/>.

Summary of Needs Assessment

(based on district assessment conducted March-June 2021)

As part of the NJTSS implementation process, Plainfield's administrative team requested a needs assessment to better inform their program and district practices. Included in this handbook is a summary of the findings by domain.

To review the tool used and the staff input/results, please contact the Office of Intervention Programs for further information about the Needs Assessment.

Program & Processes

Interpretation of the results of this section indicates that stakeholders from the Plainfield Public School District achieved an overall score of **(2)** in the area of **Programs & Processes**. In summary, this means that work has to be done to reach the target level in this domain.

Behavior & SEL

Interpretation of the results of this section indicates that stakeholders from the Plainfield Public School District achieved an overall score of **(2)** in the area of **Behavior & SEL**. In summary, this means that work has to be done to reach the target level in this domain.

Assessment

Interpretation of the results of this section indicate that stakeholders from the Plainfield Public School District achieved an overall score of **(1.5)** in the area of **Assessment**. In summary, this means that work has to be done to reach the target level in areas of this domain.

Staffing & Budget

Interpretation of the results of this section indicate that stakeholders from the Plainfield Public School District achieved an overall score of **(1)** in the area of **Staffing and Budget**. In summary, this means that work has to be done to reach the target level in this domain.

District NJTSS Philosophy Statement

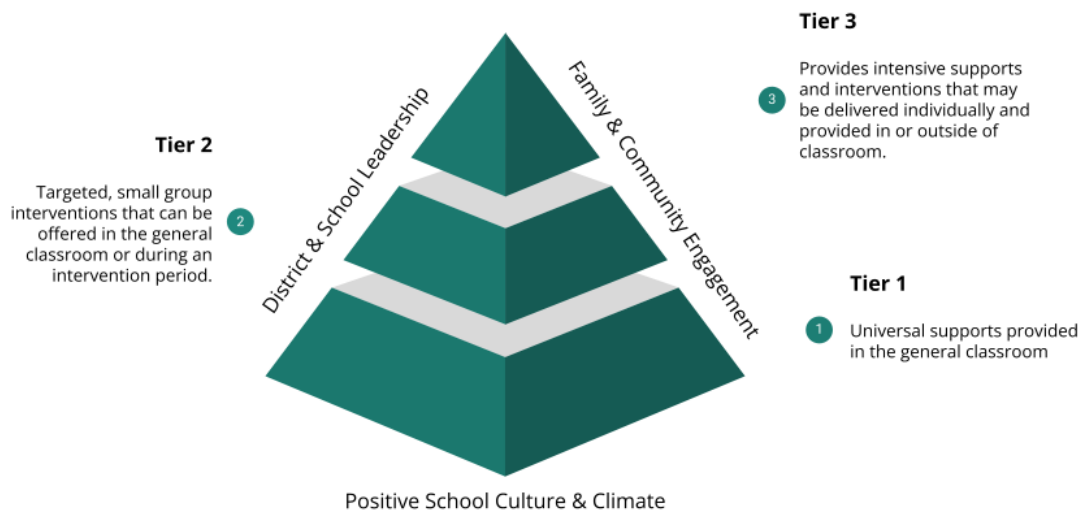
The NJTSS model developed for the Plainfield Public School District is based on four core beliefs:

- 1) We are committed to supporting all of our student's academic, social, and emotional development.
- 2) All students, regardless of individual need, will be provided with high-quality, research-based classroom instruction built upon the rigorous academic standards set forth by the state of New Jersey.
- 3) Every member of the educational community continues to learn and grow in a variety of ways.
- 4) Collaborative-problem solving enables all stakeholders to contribute to the success of all students.

By using NJTSS to identify and support students with learning and behavioral needs, we can ensure their success in the academic arena.

NJTSS Vision Statement

The intent of NJTSS is to provide [interventions](#) as a part of the general education instructional program. Through the use of differentiated, culturally responsive instruction, data-driven decision-making, and the incorporation of need-based interventions, all students will receive the necessary instructional support to be successful in our educational community.



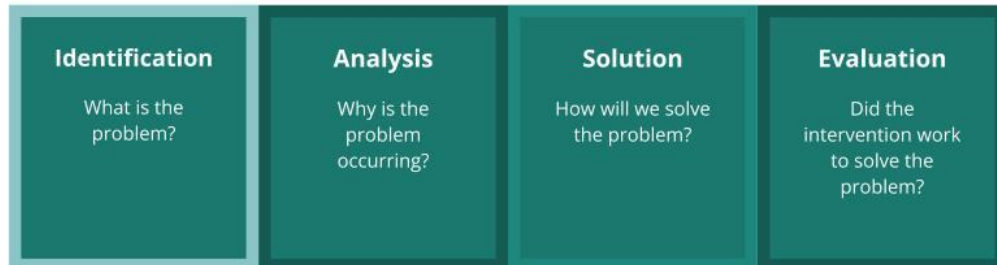
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NJTSS is not an initiative; it is a structure. NJTSS is the vehicle that we can use to achieve the vision and goals set forth in the district's strategic plan. The strategic plan relies on an ongoing analysis of a wide range of data to determine long-range priorities and initiatives for the district, while NJTSS works to support groups and individual students in short-term, measurable increments. A successful NJTSS implementation will ultimately contribute to the success of strategic plan goals over time.

To best achieve these goals, it is important that established processes be put in place. Implementing a successful NJTSS layer will require articulation meetings that engender the support of professional learning committees, staff, school-based, and district-wide committees. This will allow for collaborative problem-solving and goal setting across the Plainfield Public School District.

NJTSS Program Goal and Objectives

NJTSS is a data-based problem-solving process consisting of four components:



To support our overall objectives, the following steps have been outlined:

1. Provide high-quality instruction for all students in the general education classroom.
2. Ensure students participate in universal screening assessments to provide information about each student's learning and achievement.
3. Support educators to understand how to systematically analyze student and programmatic data.
4. Develop and maintain criteria to accurately identify struggling students.
5. Define and sort support programs into tiers based on the intensity of the intervention.
6. Provide targeted support for students for defined periods of time.
7. Monitor student progress to determine effectiveness throughout the school year.
8. Facilitate student movement throughout tiers based on the success or failure of each intervention.

Section 2: Overview of Program & Processes

District Intervention and Referral Services (I&RS) Policy & Procedures

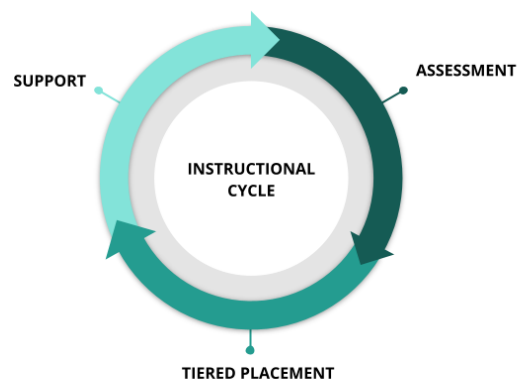
The Plainfield Public School District's Board of Education shall provide a program of [Intervention and Referral Services](#) for general education students experiencing personal, interpersonal, or academic difficulties ([N.J.A.C. 6A:16-8.1](#)). By doing so, we can help them function productively and develop positively in the classroom environment.

The I&RS process consists of a referral by a parent/guardian or school staff member; data collection and analysis by a multi-disciplinary I&RS team; and the creation of an I&RS action plan. The action plan specifies interventions for improvement and outlines the means by which improvement will be measured. A student remains in the I&RS process until marked improvement occurs or a referral is made for Child Study Team evaluation.

NJTSS as a Function of I&RS

Universal assessments are administered at regular intervals consistently at each grade level. These screening tools, along with data from benchmark assessments and teacher observations, provide the necessary information for data teams to systematically identify students in need of support.

Students are placed in tiers, which have been developed based on guidelines provided by the NJDOE and use predetermined criteria. Students placed in Tiers 2 and 3 receive additional support to address their identified need(s). Academic, emotional, and/or behavioral support cycles generally last 6-10 weeks. As these instructional and support cycles reach completion, updated assessment data is collected for data teams to evaluate and update tier placement for the next instructional cycle.



A teacher may request the support of the [I&RS team](#) at any point in an instructional cycle. If a teacher has a concern about a student, they must complete an initial request for assistance form and identify the specific problem area(s): such as fluency, inferential thinking, problem-solving, fact fluency, etc. Teachers must collect and submit a minimum of six weeks of data and work samples to illustrate their concerns. Paperwork must be submitted to the building principal for review prior to scheduling an I&RS meeting. Action plans developed by the I&RS team are scheduled and monitored based on NJTSS criteria.

Students placed in any tier can be brought to the I&RS team for consideration to ensure student needs not identified through analysis of benchmark assessment can be addressed in a timely manner.

NJTSS Process Summary

Students will initially be identified to receive Tier 1, 2, or 3 support based on universal screenings administered by classroom teachers and/or interventionists. Universal screenings are administered three or four times a year, generally at the beginning, the middle, and the end of the school year.

The majority of students, approximately 80%, require Tier 1 support to successfully meet rigorous grade-level standards. The progress of students placed in Tier 1 is monitored and reported through report cards.

However, any teacher concerned about the progress of a student within Tier 1 should use the appropriate progress monitoring tool to record the student's progress for a minimum of six weeks. At that time, the concern may warrant an I&RS meeting to brainstorm the best way to support the student.

Students who score at or below the 20th percentile are designated to receive Tier 2 or Tier 3 interventions by the data team. All students in these tiers will be progress monitored over a 6-10 week period following the progress monitoring guidelines. Progress monitoring data, work samples, and teacher input are reviewed and discussed regularly among all teachers working with the student to address the identified need. Building data team meetings will be held to assess student progress.

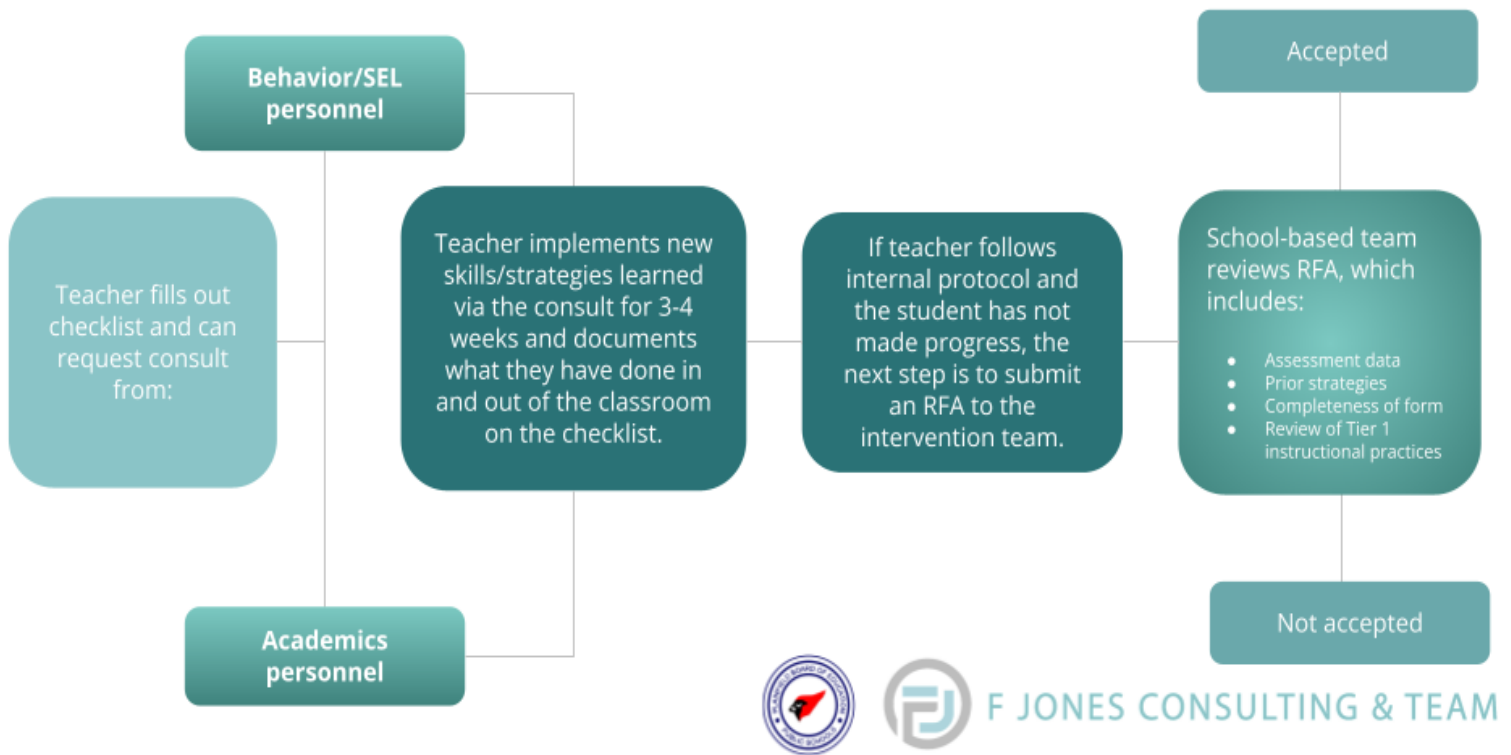
Within each intervention cycle, students can be moved between intervention tiers based on performance. If progress is being made, the student can continue with the current intervention until the end of the cycle. If progress is not being made, the data team can add a more intense level of support to meet the student's need(s). The goal is to provide all students with the appropriate level/intensity of intervention that is most beneficial to them. At the completion of each cycle, all tiered support groups will be reviewed and adjusted accordingly based on universal screening and/or progress monitoring data.

If a student has met their goal in their group, they can receive a lower tiered intervention. If they have not met their goal, they may need a higher tiered intervention. It is possible to have a student receiving a Tier 2 intervention for one area of need and a Tier 1 or 3 intervention for another. If students are holding steady with the current level of support, they can stay in the same tiered intervention for another cycle.

Using a decision-making flowchart can visually demonstrate what rules should trigger what action. It can help staff identify the different elements of a process and understand the interrelationships among the various steps. This “at-a-glance” view promotes collaboration and consensus, while also providing assurance that the system is working effectively.

The flow charts below outline the overall district process as students move through I&RS and the layers of supports.

Request for Assistance



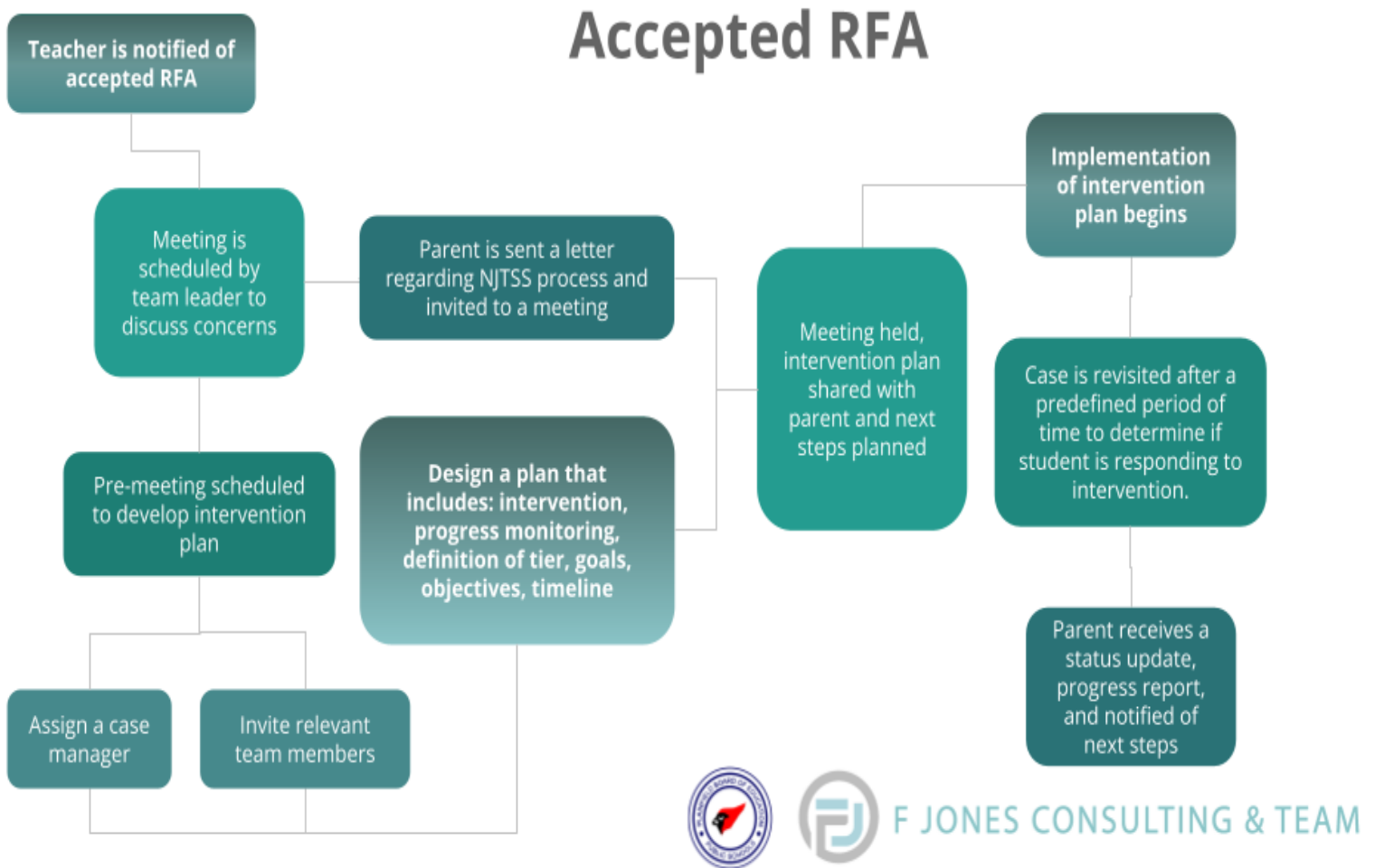
Summary of Identification of Struggling Learners:

When a teacher initially identifies that a student is struggling academically and/or behaviorally, the following steps should be taken:

- Complete a student checklist that includes areas of concern and classroom-based strategies
- Request help from other staff with different areas of expertise
- Implement any new suggested strategies

If no progress is noted, the teacher would next complete a formal Request for Assistance (RFA) for review. The designated team would then:

- Review assessment data, prior strategies, Tier 1 instructional practices, and any relevant work samples and related documents.
- Request additional information from the teacher or schedule a formal meeting.



Summary of Accepted RFA

When an RFA is formally accepted, the teacher is notified of this acceptance and the following actions take place:

- An [I&RS/NJTSS meeting](#) is scheduled by the counselor, who invites appropriate team members and parents.
- Prior to the actual meeting, a case manager is assigned and a comprehensive student action plan is completed.
- At the meeting, the action plan, as well as any, follow-up items are shared with the parent.

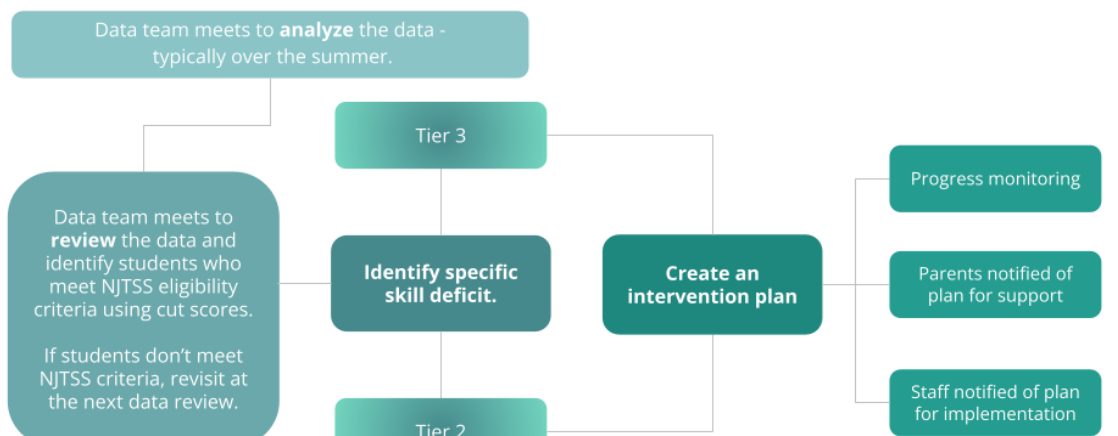
During the implementation of the intervention/plan, the following actions happen:

- Progress is monitored continuously.
- The plan is reviewed after a predefined period of time, usually between 4-8 weeks, to determine how the student is responding to the intervention.
- The plan can be continued or discontinued, the tier can be intensified, or the plan can be modified.
- Parents are notified of the status of the plan and given a progress report.

Data Teams

District and building-based data teams are essential to the day-to-day functioning of NJTSS. Typically, one or more members of the data team will also serve on the I&RS committee, as these complementary structures work to identify and support a wide range of student needs.

Reviewing Universal Screening Data



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School-based data teams meet during the summer and at least three times per school year. Data teams include district and school-based administrators, math and reading interventionists/specialists, literacy/math coaches, learning consultants, grade-level teachers, special education teachers, social workers, school nurses as needed, and child study team representatives (LDTCs, school psychologists, CST social workers and speech therapists).

These teams discuss data received from universal screeners to determine which students qualify for a tiered intervention. Additionally, classroom teachers are notified when their student has qualified for a tiered intervention. A meeting to create the plan will take place, with parents/guardians invited so all relevant stakeholders have a say in the plan.

[Please click here for sample data team planning sheets.](#)

Social Workers and Professional School Counselors will lead the effort to review SEL data with the school team. These teams make recommendations to the NJTSS committee regarding students that qualify for a tiered SEL intervention. SEL data teams may be involved with the school's original data team or may be their own separate entity. SEL data teams convene after each cycle of interventions to analyze new progress monitoring data and to adjust, extend, or end current intervention plans.

Summary of Family Communication & Involvement Regarding NJTSS

- Our district NJTSS process is posted on the district website.
- If age-appropriate, students are provided with their screening results, with an explanation of what their score means.
- Parents/guardians are informed of interventions being delivered at Tier 2 and 3 and invited to join any relevant meetings.
- Parents/guardians are notified of student progress on interventions at regular intervals.
- If age-appropriate, students are a part of monitoring their own progress.
- Parents/guardians/students are provided ways in which to support student intervention needs at home.

Summary of District NJTSS Tiers

Tier 1

All students receive high-quality, research-based instruction provided by qualified personnel and are screened at minimum, three times a year. This data is used to establish a baseline that can identify students who may benefit from additional academic or behavioral support. Typically, Tier 1 instruction meets the needs of 80% of students in the class, and Tier 1 interventions are provided in the regular classroom.

- Students identified as being **at-risk** through universal screenings, district-wide assessments, and/or state-wide assessments are provided supplemental instruction in their regular classroom during the school day.
 - Targeted supplemental instruction is provided for 6-10 weeks
- At-risk student progress is closely monitored by the designated staff member using a validated screening process.
- Teachers, interventionists, and data team members periodically review progress monitoring information.

Students showing meaningful progress remain in the regular classroom; at-risk students who do not show significant progress may be recommended to receive additional Tier 2 support

Academic Systems

Intensive, individual interventions

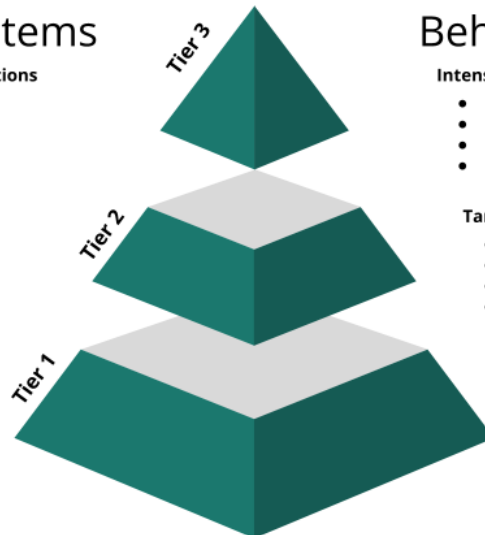
- Individual students
- Assessment-based
- High intensity
- **1-5%** of all students

Targeted group interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- **5-10%** of all students

Universal interventions

- All students
- Preventive, proactive
- 80-90% of all students



Behavioral Systems

Intensive, individual interventions

- Individual students
- Assessment-based
- High intensity
- **1-5%** of all students

Targeted group interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- **5-10%** of all students

Universal interventions

- All students, all settings
- Preventive, proactive
- 80-90% of all students



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Tier 2

Tier 2 interventions are in addition to ongoing Tier 1 support already in place. Students are provided increasingly intensive instruction matched to their needs relative to their progress toward expected grade-level performance 2-3 times a week on a rolling six-day cycle. Intervention times vary, based on student need/content. Each intervention session ranges from 5 - 40 minutes based on student need/content and intensity varies across group size, frequency, and duration of the intervention. On the whole, each intervention lasts between six to ten weeks.

- This support is provided in small group settings in addition to instruction in the general curriculum at Tier 1, following an individualized Student Intervention Plan (SIP).
- Tier 2 interventions may be provided by the designated staff member and/or an intervention teacher, in the regular classroom (push-in) or in another instructional classroom (pull-out).
- Tier 2 interventions are skill-based to address an identified deficit/learning gap, **not** to support ongoing classwork.
- Students who show minimal or no progress at this level of intervention are considered for more intense Tier 3 interventions
- The Tier 2 cycle does not need to be completed if it is determined that a Tier 3 intervention would better suit the student at this time.

Tier 3

Students not making adequate progress in the regular classroom with Tier 2 support are recommended to receive more intense, Tier 3 support. Tier 3 intervention plans are in addition to ongoing Tier 1 instruction provided in the regular classroom. Progress monitoring continues on a weekly basis, at minimum.

- Data team meets to review all applicable artifacts (Tier 2 SIP, previous progress monitoring documents, assessment data, student work)
- Data team develops a new SIP, providing daily pull-out support with a teacher to student ratio no higher than 4:1. In some circumstances, individualized instruction may be provided with approval from the principal/superintendent.
- Data team reconvenes after 6-10 weeks to review progress, make recommendations and/or plans for the next 6-10 week timeframe. Options include:
 - Continue with Tier 3 intervention
 - Move to less intense, Tier 2 intervention
 - Refer student for Child Study Team evaluation
 - Refer student for 504 evaluation
 - If a student is referred for CST or 504 evaluation, the intervention will continue until the completion of the process

Section 3: Curriculum, Intervention, and Assessment

Overview of District Curriculum Approach

The focus of all curriculum and instructional plans is to achieve the goals set by the district's strategic plan. Each content area's curriculum is aligned to and reflects the New Jersey Student Learning Standards, which is based on research about how children learn. Learning targets in each content area provide all students with the knowledge, skills, and academic experiences needed to meet or exceed the rigorous expectations. Teachers strive to learn about students' unique cultural experiences and employ teaching strategies that match the diverse learning styles of their students.

A variety of programs, resources, and instructional approaches are deployed to support the diverse needs of all students. Language arts literacy is essential for academic success and is the principal focus of instruction in the primary grades, providing a strong foundation to build upon in subsequent years. To that end, intervention programs and student support is a priority for our youngest learners. We strive to ensure all students are able to read a wide variety of grade-appropriate texts fluently before the beginning of third grade.

The district collects and analyzes student data to identify strengths and weaknesses of programs, our students, and our teachers at all levels. The cycle of data analysis, curriculum revision, and professional development to prepare staff to meet student needs is ongoing.

Assessment

To identify strengths and weaknesses of curriculum, programs, students, and teachers at all levels, the district collects and analyzes student data on an ongoing basis. Universal screening tools, standardized tests, and curriculum-based measures work in tandem to evaluate student success and teacher effectiveness in supporting these goals. Interventionists use additional assessment tools when necessary to identify learning gaps and foundational skill needs.

[Link to Plainfield's Assessments](#)

The Role of Special Education in NJTSS

As noted by the NJDOE in the NJTSS manual, the relationship between NJTSS and special education can be an area of confusion. As noted by NJTSS guidelines, students do not need to be eligible for special education services in order to receive general education interventions. As a result of this implementation the following benefits will be realized:

- Data-based interventions are provided within the general education classroom with tiered supports
- An increase in the inclusion of students with disabilities in general education classrooms, general education interventions, and all other school and community environments for as much of their school day as possible. (NJTSS guidelines, pg 41)
- Reductions in the following:
 - Excessive referrals to special education
 - Disproportionality in special education
 - Disciplinary referrals to the office that lead to significant loss of instructional time
 - In-school and out-of-school suspensions

Child Study Team (CST) referrals are received throughout the year from a number of sources. These sources include, but are not limited to: Early Intervention (EI) services; Intervention & Referral Services (I&RS); related service providers; a student's previous home school, or the student's parent/guardian. Prior to a CST referral, it is important to determine whether NJTSS has been implemented with frequency, duration, and fidelity within the general education classroom.

If the NJTSS process is in place and Tier 3 interventions have proven to be insufficient to meet the student's needs, then it is appropriate for referrals for special education and related services to take place. The NJTSS process ensures the student has been afforded every opportunity for success within the general education setting and the data demonstrates the need for the referral to the Child Study Team.

It is important to note that NJTSS does not replace special education and related services and is not a way to delay referral for special education. When it is suspected that a child has a disability, a referral should be made to the CST as [per NJTSS guidelines \(page 43\)](#).

To best inform our practices in NJTSS and special education, we need to analyze the referral data holistically. We want to identify the strengths and weaknesses of the special education and NJTSS systems individually, as well as as part of a whole. Our goal is to ultimately reduce the number of referrals from I&RS, especially when it comes to students with specific learning disabilities who likely can succeed with tiered interventions.

English Language Learners and NJTSS

It is important to consider the specific needs of English Language Learners when assessing and designing interventions. When possible, universal screeners should be administered in both languages that the student speaks. This will help staff members identify whether a student has academic or language-based difficulties. Additionally, other sources of data can be used to make intervention decisions, including previous schooling information, classroom data and anecdotal notes, home interviews, ACCESS for ELLs scores, and school records. Any language programs and services that ELLs receive are part of the student's core Tier 1 instruction. Bilingual/ESL staff members will be included during collaborative conversations regarding ELLs.

Intervention

Our philosophy focuses on providing student intervention based on student needs. As outlined previously in this manual, the district offers three tiers of support based on the results of a variety of district assessments. Interventions are provided individually or in small groups in the specific area of need (academic, behavioral, social-emotional) of the student identified. The district reexamines data each year to evaluate offered interventions and how they are provided to students. All interventions are data-based and provided by trained teachers and intervention professionals as deemed necessary.

[Link to Plainfield's Interventions](#)

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. It also compares the efficacy of different forms of intervention or supports put in place. Plainfield's progress monitoring will be housed within the LinkIt! Intervention Manager.

Assessment data is collected frequently and is used to inform the building-level NJTSS team when 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 student support plan.

According to [RTI 4 Success](#), 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 experiments with instructional components (frequency, duration, and intensity of interventions) in an attempt to improve the rate of learning.

In the Plainfield Public School District, progress is monitored as outlined in the student support plan by members of the building-level NJTSS team, including but not limited to the following:

- Building facilitator
- NJTSS coordinator
- General Education teacher
- Special Education teacher
- Instructional Intervention teacher
- Guidance counselor

Frequency

As part of our district progress monitoring practices, students are typically assessed at regular intervals (weekly, biweekly, monthly). However, for students identified for support services, progress monitoring intervals are determined by the needs indicated in the intervention plan and based on the tier of intervention or support the student receives.

Data Management System

Plainfield Public Schools District will utilize an online data management system that will house all universal screening data, benchmark assessment data, and student information. Staff members will have access and be trained to use the data management system to input and access student data, and make decisions regarding grouping and tiering students for interventions. The workflow established in the system formalizes the process for creating intervention plans while allowing collaboration between involved staff members. Additionally, this system will ensure that interventionists are progress monitoring students regularly during intervention cycles, entering that data into the system, and tracking student progress toward meeting individualized goals. These steps are a crucial component of the NJTSS process. Administrators, teachers, and staff members will be able to see student intervention plans from prior years, making relevant information easily accessible. This system will streamline the workflow between data input, analysis, and decision-making, and provide uniformity to these processes district-wide.

Section 4: Staffing, Resources, and Scheduling

Plainfield recognizes that staffing, resources, and scheduling are essential to effectively implementing NJTSS. Though these aspects are budget-dependent, they will be evaluated on an annual basis to determine the needs of the program. A key component to making these determinations will be using a research-based [district capacity assessment](#), as recommended by the NJDOE, to determine the effectiveness and efficiency of the implemented program.

Staffing

In order to run an effective NJTSS program, staffing levels must be evaluated annually to identify the number of staff required to implement NJTSS effectively. NJTSS staffing includes teachers who will deliver Tier 1 and Tier 2 interventions. Designated interventionists will deliver Tier 2 & 3 instruction. Instructional coaches will support teachers and interventionists with curriculum and implementing instructional strategies.

The district is committed to implementing NJTSS with a focus on the early childhood grades (K-2) and will designate the majority of NJTSS professionals for intervention in those grade levels. Additional support will be provided at the upper elementary and secondary levels based on data and specified areas of need.

[District Roles and Responsibilities](#)

Scheduling

Incorporating a daily intervention period into each elementary school's master schedule is a key component of NJTSS. During this period, classroom teachers and interventionists will work collaboratively to support the needs of students across all tiers. Additional support for Tier 2 and 3 needs will be scheduled throughout the day. Expansion of an intervention period for upper elementary students will be considered during the NJTSS' annual evaluation.

At the secondary level, Tier 2 and 3 support courses are embedded into the school day, providing students the opportunity to seamlessly transition in and out of these courses as needed. Additional wrap-around services and supplementary academic supports can also be scheduled before and after school, offering more flexibility for middle and high school students to fulfill core academic and extracurricular goals.

[Click here for Sample Schedules that include a WIN period.](#)

Section 5: Professional Development

Professional development is key to supporting student success through NJTSS. The Office of Intervention Program/ Student Services Department should take the lead in developing and articulating a shared understanding of the NJTSS framework. All professional development should meet the [guidelines](#) provided by the NJ Department of Education.

Included in this handbook is a sample process to help create and implement a district-wide NJTSS framework. The NJTSS vision and goals are achieved through an ongoing cycle of assessment, data analysis, goal setting, evaluation, and collaborative problem-solving.

Accordingly, the district's annual professional development plan should incorporate all aspects of the NJTSS process to support student needs effectively.

References and Resources

Resources used to help create this manual

- [RTI Action Network](#)
- [RTI Success](#)
- [New Jersey Department of Education NJTSS Model](#)

Examples of possible Intervention Resources for Parents/Guardians and Staff Literacy

- [Headstrong Nation](#)
- [International Dyslexia Association](#)
- [STAR Reading](#)
- [Teachers College Reading and Writing Project](#)
- [Tumblebooks](#)

Multidisciplinary

- [IXL](#)
- [Pearson: The world's learning company](#)
- [Raz-Kids](#)

Speech and Language

- [American Speech-Language-Hearing Association](#)

General Information

- [RTI Action Network](#)
- [RTI Network](#)

Appendix A: Expectations for Staff and Service Providers

Central Office Administrators

The role of Central Office Administrators is to facilitate all NJTSS processes within the district. First and foremost, the central office will plan and coordinate all NJTSS training, and prioritize professional development. The second core role of the central office is to ensure that data teams are formed and running smoothly at all buildings. Representatives from building data teams will meet as a Central Office Data Team to share out information on their buildings, and to plan forward for the district.

Classroom Teachers

The role of classroom teachers in the NJTSS process includes making curricular decisions that support the needs of all students while meeting the New Jersey Learning Standards. Teachers will analyze data from universal Screeners, benchmark assessments, and classroom curriculum to determine whether students require additional instruction in specific areas. Teachers monitor student progress and if students are not meeting expectations, begin altering the curriculum with modifications and accommodations. Additionally, teachers document the changes they are making using the Tier 1 Student Checklist and share their records with the data team or pertinent individuals.

If the data team determines that a student will benefit from a Tier 2 intervention, the classroom teacher may be responsible for providing that intervention within the general education classroom. The team will determine which goals, strategies, intervention procedures, and progress monitoring tools the teacher will use to provide Tier 2 intervention to the student. The teacher will keep intervention logs up to date and share them with parents/guardians and data team members.

Interventionists

The role of Interventionists will be determined by the data team. Typically, staff members in these roles will support students at the Tier 1 level, as well as meet with students for Tier 2 and Tier 3 interventions. Interventions will take place in the general education classroom or in a separate location, either in a small group or individually. The interventionists are responsible for providing agreed-upon interventions with fidelity, while progress monitoring regularly and updating intervention logs shared with all stakeholders, including parents/guardians when appropriate. Interventionists participate in regular meetings to discuss the child's progress and make decisions about the next steps.

Most importantly, interventionists regularly communicate with the classroom teacher regarding the child's progress in the intervention, skills, and strategies being used, and how the teacher can support the child's progress in the classroom. This ensures that all adults with whom the child works have the same goals in mind.

Principals

The role of principals in the NJTSS process is crucial. The principal ensures that all stakeholders follow the processes outlined within the NJTSS manual. With input from interventionists, teachers, and counselors, the principal develops a schedule that allows for dedicated intervention time in the general education classroom (in addition to all Tier 1 instruction). Principals act as the NJTSS lead, outlining NJTSS expectations and responsibilities in the meetings. Principals attend all data meetings and are invested in the work that staff members and students are doing. They also participate in conversations with families and answer questions that anyone may have about the NJTSS process.

Social Workers and Professional School Counselors

The role of counselors will be determined by the data team, however, counselors are typically responsible for scheduling data and NJTSS meetings. Counselors begin and maintain student NJTSS records in the warehousing system, send out meeting invitations to stakeholders and family members, and track that teachers are keeping intervention records up to date. Social workers and professional school counselors will also be responsible for administering Tier 2 and Tier 3 behavioral interventions, and providing teachers with strategies to support students with behavioral and social-emotional health in the Tier 1 classroom.

Child Study Team (CST) Members

CST members act as consultants within the NJTSS process. They will participate in data team meetings. Psychologists, CST social workers, speech and language therapists support classroom teachers and interventionists as they have questions pertaining to students. CST members also collaborate with other staff members to meet the needs of all students in the building.

Appendix B: Key Terminology

21st Century Skills

Skills students will need to be successful in the 21st-century workplace. The 21st-century skills are critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, curiosity, and imagination.

Accommodation

Manipulations in a student's environment will remove or counter a barrier to their learning.

Balanced Assessment System

A comprehensive system of assessing students' ability and needs at the state, school, classroom, and individual level.

Culturally-Responsive Instruction

Inclusive content covered in the curriculum, reflecting the diversity of society that is based on how students from diverse backgrounds see themselves and their experiences in the curriculum, their prior knowledge, including their culture and language, and on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

Data points

Refers to the assessment results gathered using an identified progress monitoring tool.

Differentiation

Additional or extended instruction based on an assessment of the essential learning outcomes. Instruction considers learning style, intelligence, interest, goal setting, cultural responsiveness, and multiple approaches to teaching and assessing.

Duration

In NJTSS, this is used in terms of the number of weeks an intervention will continue.

Essential Outcome

An essential outcome is a measurable learning target that is essential for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; they are considered an essential part of student learning.

Fidelity

Refers to the extent to which a process and/or instruction are implemented as intended to maximize effectiveness. When checking for fidelity we ask if each identified component of the

process and/or instruction is evident in the process or instruction, implemented in the manner specified, and implemented to the degree specified.

Formative Assessment

Refers to assessments used before or during learning to inform instruction.

Frequency

In NJTSS, this is used in terms of intervention delivery in regard to the number of days in a week and time in a day that the intervention is delivered.

Instructional Teams

Teams of staff members who collaboratively use data to analyze student academic, social-emotional, and behavioral needs, initiate intervention options, and monitor student progress.

Intensive Intervention

Refers to systematic use of a technique, program, or practice designed to improve learning or performance in specific areas of student need, focusing on single or small numbers of discrete skills with substantial numbers of instructional minutes in addition to those provided to all students.

Intervention

Teach a new skill or never acquired skill or challenge a student through critical thinking and problem-solving. Interventions include direct instruction as well as application and practice.

Interventionist

A licensed educator who can implement scientific, research-based, or evidence-based, intensive interventions with the referred student.

Modification

Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities.

Normed Data

Refers to national norms that indicate grade-level expectations, ranges or growth expectancies.

Progress Monitoring

A scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Tier 1 Progress Monitoring

Universal screening in reading, writing, math, and behavior. Administered and analyzed three times a year.

Tier 2 Progress Monitoring

Measures that indicate progress a student is making based on intervention delivery. Data is collected regularly during intervention delivery and up to a month after the conclusion of the intervention.

Tier 3 Progress Monitoring

Measures that indicate progress a student is making based on intervention delivery. Data is collected at least weekly using a valid assessment tool.

New Jersey Tiered Systems of Support (NJTSS)

NJTSS is a process for achieving higher levels of academic and behavioral success for all students through high-quality instructional practice, continuous review of student progress (multiple measures), and collaboration

Strategies

In NJTSS, these are considered teacher approaches to instruction or the techniques we use to address attendance or behavioral needs. These typically support intervention delivery.

Tier 1

High-quality instruction and standardized behavioral expectations that are provided to all students in the general education setting through the Common Core Curriculum. Tier 1 is also used to differentiate instruction through a culturally responsive lens, taking individual and/or group needs into account. Tier 1 includes the curriculum, programs, and services that are used with all students with the expectation that 80% of all students will make adequate progress according to screening benchmark expectations.

Tier 2

Based on screening data, instructional team discussions, and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs. and interventions are then delivered in small group settings for 8-10 weeks.

Tier 3

A problem-solving, team approach through which students with significant needs are identified and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is no more than 1:4 and interventions are typically delivered daily.