

Township of Union Public Schools

**Response to Intervention (RTI)
Handbook**

Curriculum and Instruction

March 2019

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Township of Union Public Schools

Response to Intervention (RTI) Guidelines

The purpose of this Response to Intervention (RTI) guidelines is to help simplify, clarify, and standardize the RTI process in the Township of Union Public Schools. Response to Intervention (RTI) is designed to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS). With the strong school leadership, positive school culture and climate, and family and community engagement, the district will build upon the Intervention and Referral Services (I&RS) and gives schools a structure to meet the academic, behavioral, and social-emotional needs of all students.

RTI is a system which provides all students the instruction they need at the moment needed. It is a continuum of evidence-based practices available to **all** students. Teachers are required to monitor students' progress and employ interventions when students do not improve in response to lesser interventions. If students do not respond to intervention instruction, they are referred to the Intervention and Referral Services committee (I&RS) for a more thorough education problem solving review.

RTI Three Tiers:

- Tier I = Universal core instruction
- Tier II = Targeted strategic intervention/instruction
- Tier III = Intensive intervention/instruction

Tier I is the universal tier and it is provided to **ALL** students every day. This tier includes the adopted curricula and related instructional methods and materials.

- Differentiating instruction, practice, materials to address students' needs
- Scaffold and model assignments
- Utilize benchmarks as indicators of student progress and areas of need
- Gather accurate and reliable data to accurately identify and address specific skill deficiencies
- Increase opportunity for support and guided practice application

Tier II students receive evidence-based interventions that specify instructional procedures, duration and frequency of instruction. There are three distinguishing characteristics of intervention:

- Evidence-based frequent assessment and progress monitoring
- Small group instruction **two to three days a week** by general education teacher or content specialist

- Utilize specific intervention with fidelity; instruction is a complement and supplement to the core instruction

Tier III is the most intensive of the three levels and is individualized to target each student's individual area(s) of need. This level is for students who have not responded to Tier I and Tier II interventions. Tier III intensive intervention is typically **5 days a week**. Use methods and materials that are already familiar to the student have the benefit of fostering a student's ease of recognition and engagement.

- Instruction is consistent by the **support teacher** to meet the student's specific educational needs
- Instruction is a complement and supplement to the core instruction
- Smaller group or class size (3-8) with more frequent sessions
- The teacher must conduct frequent assessment progress monitoring (**weekly**) with each student (student portfolio).

RTI is a systematic way for the Township of Union Schools to address learner variability and engage **all** students in learning the New Jersey Student Learning Standards. Some students may require accommodations to access content and achieve meaningful participation in the instruction. The principal review and authorization noted by signature on the student form is **required**.

An intervention is something that is **measurable**. The RTI process is described in this handbook, and the Intervention and Referral Services (I&RS) committee is devoted to cases that require a number of different professional perspectives to problem solve in challenging cases.

Tier I: High Quality Instruction for All Students in Addition to Formal Support for Students

<u>Descriptor(s)</u>	<u>Person(s) Responsible</u>	<u>Expected Practices for All Students</u>	<u>Documentation/Resources</u>	<u>Timeline</u>
Expected Instructional time for ELA and Math	Principal Schedules Classroom and Support Teachers Follows	ELA: K-5: 90-120 min. (daily) MS:@ 200min. per week, 9th: @ 200min. per week 10-12: ELA period and all content areas MATH: K-5: 60 min. (daily) MS: @ 200 min. per week UHS: 1period as schedule	Schedules Plans Mini-Observations	Daily
Instructional Planning, Delivery, and Check for Understanding	Teachers	<ol style="list-style-type: none"> 1. Planning aligned to curriculum/standards 2. Objectives: specific, relevant, measureable, time bound, and attainable 3. Student actively engagement 4. Frequent checks for understanding are varied and aligned with activities 5. Resources including technology are aligned with the learning objectives 6. PBL activities are designed to reinforce concepts and skills 7. Homework is designed for reinforcement of concepts and skills taught 	<ol style="list-style-type: none"> 1. Curricula 2. Components of balanced literacy framework guided reading 3. Plans 4. Learning Objectives 5. System Gradebook 	Daily
Discuss of curricula, delivery, instructional planning, and assessment	Teachers with common planning and/or PLC	<ol style="list-style-type: none"> 1. Discuss curricula 2. Share outcomes from assessments and share strategies that have been effective 3. Discuss student success and struggles 4. Use student forms when discussing RTI 	<ol style="list-style-type: none"> 1. RTI form 2. Student portfolios 3. Curricula 4. Mini-Observations 	Weekly or as needed

<p>Student is struggling to meet with grade level standards:</p> <p>Teacher begins intervention support within the general classroom setting: provide focused instructional support with pre/post assessment</p>	Classroom Teacher	<ol style="list-style-type: none"> 1. Build a student Intervention Portfolio 2. Report concerns to principal or designee (attendance, limited English, writing, etc.) 3. Conference with parents/guardians <p>Focused Instructional Support:</p> <ol style="list-style-type: none"> 1. Differentiate instruction (strategies, groups, materials, etc.) 2. Provide lots of practice with and without teacher-support and feedback 3. Monitor progress regularly (check for understanding) 4. Adjust and reteach as needed 5. Ongoing communication with parents/guardians 	<ol style="list-style-type: none"> 1. Student Intervention Portfolio 2. Student work samples include assessments 3. Copy of written notice to principal regarding concerns (attendance, limited English, writing, etc.) 4. Copy of written notice to chair regarding immediate CST referral (principal sends this) 	<p>Tier I Classroom Intervention</p> <p>As soon as Teacher Notice student is struggling and needs additional focused instruction</p> <p>Intervention Cycle-marking period</p> <p>Only Principal can authorize a shorter cycle based on evidence</p>
	Principal	<ol style="list-style-type: none"> 1. Follow district attendance policy 2. Notify Director of Special Services in writing if there is evidence that the case should go to immediate CST referral (student moves directly to Tier III while awaiting for CST outcomes) 	<ol style="list-style-type: none"> 1. District attendance policy 2. Copy of notification and email placed on file (I&RS Chair) 	
	Classroom Teacher	<p>Classroom Best Practices</p>	<p>Work samples, and assessments; include sample modifications</p>	<p>Ongoing</p>
Student is Successful				

Request for Support from I&RS Committee (if student does not meet Tier I goal)

Intervention assessment data must be gathered within the first four weeks of school; I&RS meetings continue during RTI intervention cycle to review student progress and fidelity to the intervention plan as needed.

<u>Descriptor(s)</u>	<u>Person(s) Responsible</u>	<u>Expected Practices for All Student</u>	<u>Documentation/Resources</u>	<u>Timeline</u>
Student does not demonstrate growth during Tier I intervention	Classroom Teacher	<ol style="list-style-type: none"> 1. Notify parents/guardians about student's need for additional intervention. Send parents/guardians a letter (see letters) explaining the process 2. Complete RTI form with student work samples 3. Submit RTI form and supporting documentation to I&RS chair 4. Continue tier I interventions while waiting for I&RS meeting 	<ol style="list-style-type: none"> 1. Student Intervention Portfolio must contain: 2. RTI form with student work, assessment samples, and notes 	Daily
Review I&RS documentation Tier II or Tier III interventions continue	I&RS Chair	<ol style="list-style-type: none"> 1. Student and Teacher name is added to agenda 2. Student data is entered on I&RS data collection 3. Meet with teacher(s) (if file is incomplete) 4. Send letter to parents/guardians 5. Principal notify Direct of Special Services if there is evidence the case should go to immediate CST referral (immediate Tier III) 	<ol style="list-style-type: none"> 3. I&RS data collected 4. Parent letters 5. I&RS committee agenda 	Weekly

I&RS Committee Meets with Teacher(s)/Stakeholders to Plan II Interventions

<u>Descriptor(s)</u>	<u>Person(s) Responsible</u>	<u>Expected Practices for All Students</u>	<u>Documentation/Resources</u>	<u>Timeline</u>
<p>I&RS Meeting: PLC, common planning, building level (flexible)</p> <p>Parents are notified about this meeting, and teachers share progress with parents/guardians throughout Tier II cycle</p> <p>Tier II interventions continue pending outcomes of any student who has been referred to CST for possible evaluation</p>	<p>Committee members</p> <p>Classroom teachers</p> <p>Support teachers:</p> <p>ELA and/or Math</p> <p>ESL teacher</p> <p>Others as determined by chair</p>	<ol style="list-style-type: none"> 1. Review and approve: progress monitoring, assessment baseline, post-interventions, goals, strategies and resources 2. Review and approve Tier II intervention Plan 3. Principal notify Direct of Special Services if there is evidence the case should go to immediate CST referral (immediate Tier III) <p>Instructional minutes listed are in addition to core classroom instruction. Students are never to be taken from core instruction or PE for intervention</p> <p>ELA: Elementary 5-6 in a group 90 min per week</p> <p>Math: Elementary 5-5-6 in a group 50 min. per week</p> <p>ELA: Middle 10 in group per scheduled</p> <p>Math: Middle 10 in a group per scheduled</p> <p>ELA: UHS 10 in group per scheduled</p> <p>Math: UHS 10 in a group per scheduled</p> <p>For Elementary, Middle, and UHS Behavior/Social: As per BIP Teacher (s) SAC</p>	<ol style="list-style-type: none"> 1. I&RS Committee Agenda 2. RTI form 3. Tier II intervention Plan 4. I-Ready Diagnostic Assessments 5. Student intervention portfolio 6. Copy of written notice to Director of Special Services on file 	<p>Weekly: Review progress of Tier II and Tier III</p>

<p>End of intervention cycle progress review</p>	<p>Classroom Teacher and Support Teacher</p> <p>I&RS Chair and Principal</p>	<ol style="list-style-type: none"> 1. Provide interventions as determined by student outcomes 2. Continue to update parents/guardians on progress 3. Review student progress with teacher(s); record on agenda and student progress form 	<p>Same as above</p> <p>Parent/Guardian Letters</p>	<p><u>During Cycle:</u></p> <p>Every 2-3 weeks minimally to review progress of all students in Tiers (use form)</p>
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I&RS Committee Meets with Teacher(s)/Stakeholders to Plan III Interventions

<u>Descriptor(s)</u>	<u>Person(s) Responsible</u>	<u>Expected Practices for All Students</u>	<u>Documentation/Resources</u>	<u>Timeline</u>
<p>I&RS Meeting</p> <p>Parents notified about the meeting and may be invited to attend</p>	<p>Committee members</p> <p>Classroom teachers</p> <p>Support teachers:</p> <p>ELA and/or Math</p> <p>ESL teacher</p> <p>Others as determined by chair</p>	<p>Review and approve: progress monitoring, assessment baseline, post-interventions, goals, strategies and resources</p> <p>Review and approve Tier III intervention Plan</p> <p>Principal notify Direct of Special Services in writing if case should go to immediate CST referral</p> <p>Instructional minutes listed are in addition to core classroom instruction Students are never to be taken from core instruction or PE for intervention</p> <p>ELA: Elementary 5-6 in a group 90 min per week</p> <p>Math: Elementary 5-5-6 in a group 50 min. per week</p> <p>ELA: Middle 10 in group per scheduled</p> <p>Math: Middle 10 in a group per scheduled</p> <p>ELA: UHS 10 in group per scheduled</p> <p>Math: UHS 10 in a group per scheduled</p> <p>For Elementary, Middle, and UHS Behavior/Social: As per BIP Teacher(s) SAC</p>	<ol style="list-style-type: none"> 1. I&RS Committee Agenda 2. RTI form 3. Tier II intervention Plan 4. I-Ready Diagnostic Assessments 5. Student intervention portfolio 6. Copy of written notice to Director of Special Services on file 	<p>Weekly: Review progress of Tier II and Tier III</p>

<p>End of intervention cycle progress review</p>	<p>Classroom Teacher and Support Teacher</p> <p>I&RS Chair and Principal</p>	<ol style="list-style-type: none"> 1. Provide interventions as determined by student outcomes 2. Continue to update parents/guardians on progress 3. Review student progress with teacher(s); record on agenda and student progress form 	<p>Same as above</p> <p>Parent/guardian Letters:</p> <p><u>Stay in current Tier, moving down a Tier, referral to CST</u> (principal with director of special services)</p>	<p><u>During Cycle:</u></p> <p>Every 2-3 weeks minimally to review progress of all students in Tiers</p> <p><u>No CST Referrals after March 30</u></p> <p>Unless a student is new to the school as of January 1</p>
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Township of Union Public Schools

RTI Form 1: Initiate Tier II or III Intervention Plan

*Fill out one form for each area of concern (reading, writing, math, behavior);
attach work samples*

Student Name: _____ Grade: _____

School: _____ Teacher: _____

First Request: **Yes** _____ **No** _____ Principal Signature: _____

Date Parent Notified of I&RS Referral: _____ Date Form Submitted: _____

Area of Concern: _____

List assessment evidence to explain concern: _____ *(Attached information)*



Tier I - Classroom teacher maintain a portfolio of documentation which is used to complete this form and provide insight into the student needs at the I&RS meeting.

List Tier Classroom Instructional/Behavioral Strategies Already Used to Address Concern

Description of Strategies Utilized	Conditions (i.e 1:1, small group, whole class lesson, etc.)	Start Date:	End Date (generally will span 6-8 wks.)	Responsible Teacher:	Frequency: Number of sessions per week	Frequency: Minutes per session
1.						
2.						
3.						

(Complete form to this point prior to meeting)

Township of Union

RTI - Monitoring: Progress Intervention Plan

(to be completed by teacher responsible for intervention - ongoing monitoring)

Student Name: _____ Teacher: _____ School: _____ Date: _____

Case Manager: _____ Principal's Initials: _____

General Area of Concern: _____

Assessment Tool	Baseline Date	Baseline Score	3-Week Progress Monitoring Tool/Date	Score	6-Week Progress Monitoring Tool/Date	Score	9-Week Progress Monitoring Tool/Date	Score	12-week Progress Monitoring Tool/Date	Score

Attached copies as needed
Interventions must be measurable
 Notes:

Please choose one of the following plans:
(Check one)

RTI Tier II Plan _____ / RTI Tier III Plan _____

Instructional/Behavioral Intervention Plan to Address Concern(s)

Intervention Description	Intervention Conditions (i.e. 1:1, small group, whole class lesson, etc.)	Start Date:	End Date:	Responsible Teacher:	Frequency: Number of Sessions per Week	Frequency: Minutes per Session
1.						
2.						
3.						

Remember, all interventions must be measurable

Goal Statement for
Concern:

Township of Union Public Schools

Date

Dear (Parents/Guardians),

Our goal is to provide all students with the academic support they need to meet success throughout their educational experience.

We have assessed your (daughter/son) and have determined that (student) will require additional general education support.

(Teacher) will share the intervention plan and partner with you to explain what additional strategies will be used to support (student). Throughout the intervention cycle we will check in on (student's) progress. We will meet again at the end of the intervention cycle to see if (student) has met (her/his) learning goal.

We consider you, to be a member of the team. Your input is important in this process.

If you have any questions, please contact your child's teacher or me.

Sincerely,

(Principal's Name)

Need of Support

Township of Union Public Schools

Date

Dear Parents/Guardians of (student name),

Our goal is to provide all students with the academic support they need to meet success throughout their educational experience. As you know, interventions have been provided for (student) to support (her/him) with (specific concern).

The assessment of (student's) progress indicates (she/he) has demonstrated progress, but will require continued support. We will work with (teacher) to update (student's) Tier (II or III) intervention plan, which will be shared with you. We will also send you updates at the end of the intervention cycle.

We are proud of (student's) successes and hard work. Our work together will continue to benefit (student).

If you have any questions, please reach out to (student's) teacher or me.

Sincerely,

(Principal's Name)

Continue Support

Township of Union Public Schools

Date

Dear Parents/Guardians of (student name),

Our goal is to provide all students with the academic support they need to meet success throughout their educational experience. As you know, interventions have been provided for (student) to support (him/her) with (specific concern).

The assessment of (student's) progress indicates (she/he) will require more intensive support. We will work with (teacher) to update (student's) Tier (II or III) intervention plan, which will be shared with you. We will continue to monitor (student's) progress and send you updates at the end of the intervention cycle.

We look forward to the growth (student) will make. Our partnership with you will continue to benefit (student).

If you have any questions, please reach out to (student's) teacher or me.

Sincerely,

(Principal's Name)

Increase Services

Township of Union Public Schools

Date

Dear Parents/Guardians of (student name),

Our goal is to provide all students with the academic support they need to meet success throughout their educational experience. As you know, interventions have been provided for (student) to support (her/him) with (specific concern).

The assessment of (student's) progress indicates (she/he) has demonstrated significant progress, and will now require less intensive support as a result. We will work with (teacher) to create a Tier (II or III) intervention plan, which will be shared with you. We will continue to monitor (student's) progress and send you updates at the end of the intervention cycle.

We are all so very proud of (student's) successes and hard work. Our work together will continue to benefit (student).

If you have any questions, please reach out to (student's) teacher or me.

Sincerely,

(Principal's Name)