



NEW JERSEY TIERED SYSTEM OF
SUPPORTS (NJTSS)

HAWTHORNE PUBLIC SCHOOLS

Hawthorne Public Schools is committed to educating all students for success. One key strategy to meeting our mission is a multi-tiered system of support. It is expected that all schools within the district will utilize this framework to ensure the needs of all students are met.

New Jersey Tiered System of Supports Hawthorne Public Schools

The Hawthorne Public Schools is implementing a Tiered System of Supports in accordance with the New Jersey Tiered System of Supports (NJTSS). NJTSS is a framework of academic and behavioral supports and interventions to improve student achievement, based on the core components of multi-tiered systems of supports (MTSS) and the three-tier prevention logic of Response to Intervention (RTI). With a foundation of strong district and school leadership, a positive school culture and climate, and family and community engagement, NJTSS builds upon intervention and referral service (I&RS) and gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students. NJTSS maximizes the efficient use of resources to improve support for all classroom teachers and targets interventions to students based on their needs. Through regular monitoring of student progress, along with data-based decision making by District problem solving teams and providing a continuum of supports and interventions based on student performance, NJTSS will help the District improve achievement and promote positive student outcomes. The teaching staff and administrators continue to work collaboratively to successfully adopt and implement the NJTSS model.

The tiered system involves the systematic development of nine essential components in schools for the effective implementation of the framework with fidelity and sustainability. Those components include:

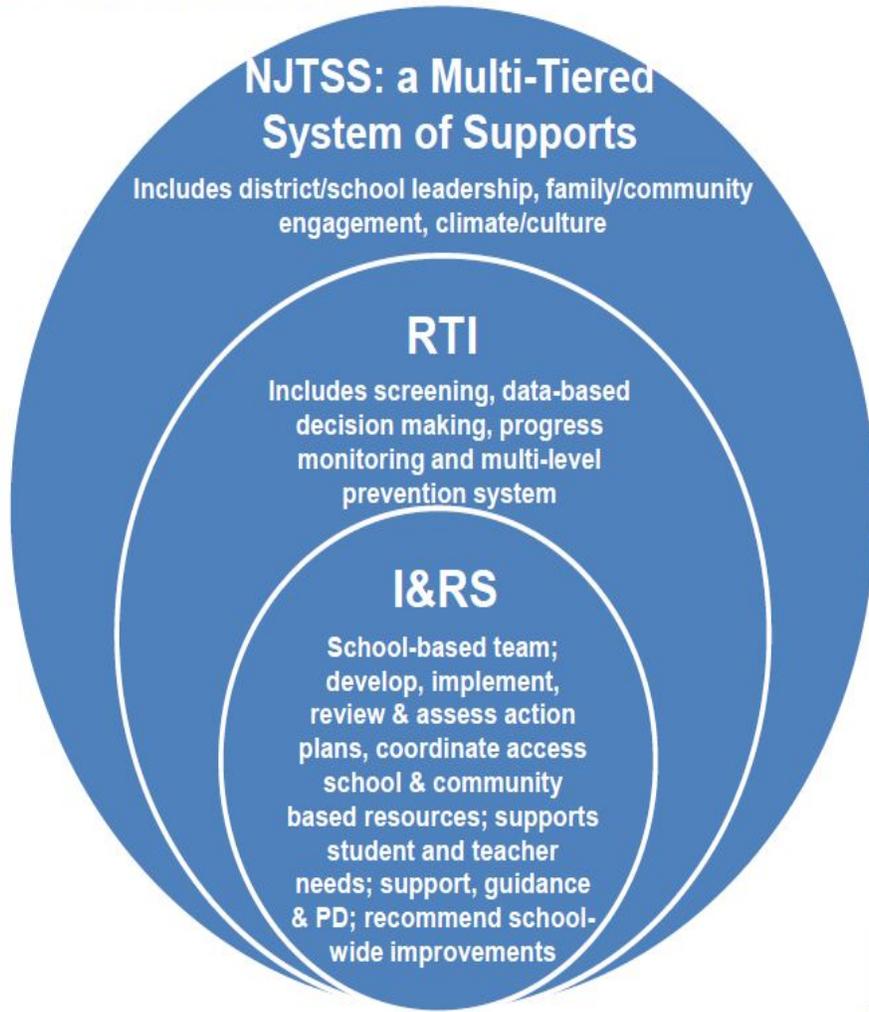
1. Effective district and school leadership;
2. Family and community engagement;
3. Positive school culture and climate;
4. High-quality learning environments, curricula and instructional practices;
5. Universal screening;
6. Data-based decision making;
7. Collaborative problem-solving teams;
8. Progress monitoring; and
9. Staff professional development.

For more information about NJTSS, please visit <http://www.state.nj.us/education/njtss/>

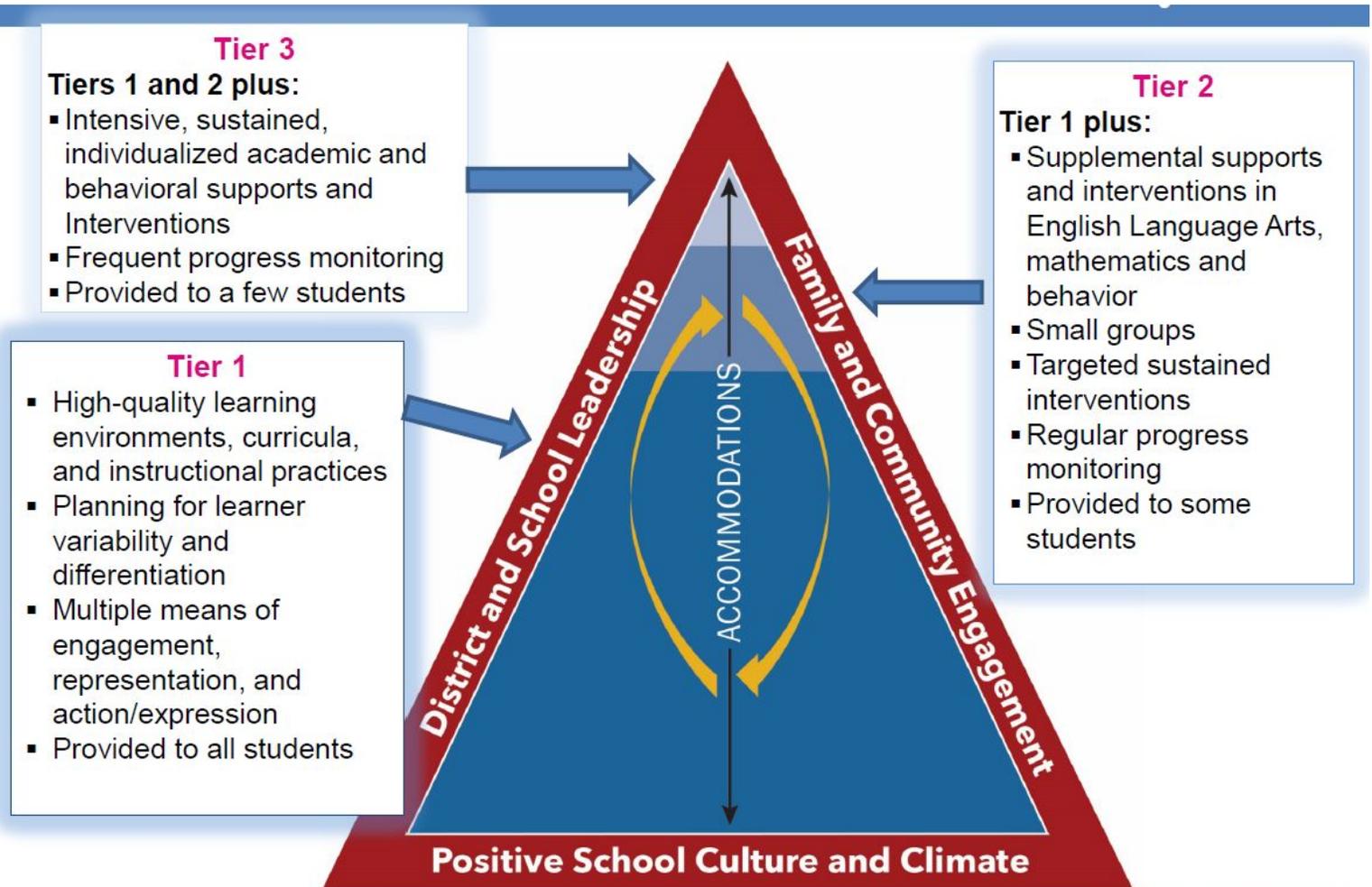
District NJTSS Organizational Chart

Director of Education <i>Kristen Trabona</i>					
District Wide Data Team <i>Kristen Trabona, Joe Brislin, Cheryl Pasquale, Art Mazzacca, Rob Bertolini, Meghan Robbie, Jackie Passero</i>					
Elementary Principals <i>Steve Droske, Joe Pisacane, Sue Spinelli</i>		Middle School Principal <i>Erin Devor</i>		High School Principal <i>Billy Cunningham</i>	
Instructional Team <i>(per school)</i> <i>Led by</i> Instructional Coach <i>Meghan Robbie</i>	Non Instructional Team	Instructional Team	Non Instructional Team	Instructional Team	Non Instructional Team
Meghan Robbie	Principal <i>(at each school)</i>	Erin Devor	Rob Bertolini	Billy Cunningham	Craig Jandoli Art Mazzacca
Academic Coor. (If applicable) K-2 Teacher 3-5 Teacher BSI	Counselor Teacher Nurse Academic Coor. (If applicable)	Math Teacher ELA Teacher Counselor	Teacher Guidance Nurse	Math Teacher ELA Teacher Counselor	Teacher Guidance Nurse

NJTSS is a Multi-Tiered System of Support – Building on Intervention and Referral Services and Response to Intervention



Three Tiered System of Support



- Flexibility in movement between the tiers
- Necessary accommodations through all tiers



NJTSS KEY TERMS

Tier I or Core Instruction: Instruction provided to 100% of students. This should allow at least 80-85% of students to meet educational benchmarks.

Tier II or Supplemental Instruction: Instruction/intervention provided to 10-15% of students who are at-risk for not meeting educational benchmarks. Students receiving this level of instruction should meet educational benchmarks.

Tier III or Targeted Instruction: Instruction/intervention provided to 1-5% of students who are not making enough progress at Tier 2 to meet educational benchmarks.

Screening: a quick and simple assessment of key indicators of performance in a particular area (i.e. reading) considered to be predictive of more complex performance in that area. In other words: Quick assessment of one small piece of an area that, research has shown, is a solid predictor of overall performance in that area. (Universal screening = for all students.)

Progress monitoring: an assessment of the rate of improvement compared to benchmarks. It is frequent comparison of current performance to desired performance over a specified period of time, used to analyze response to an intervention; sensitive to small changes in student performance; and, relatively quick and simple to carry out.

Intervention: the systematic use of a technique, program, or practice that is designed to improve learning or performance in specific areas of student need. It must be research-based and implemented with fidelity and integrity (meaning that we use the intervention in the way it was designed to be used, including delivery and length of intervention).

Formative Assessment: a range of formal and informal assessment procedures employed by teachers during the learning process, to modify teaching and learning activities to improve student achievement. It typically involves qualitative feedback (rather than scores) for both the student and teacher, which focuses on the details of content and performance.

Summative Assessment: refers to the assessment of the learning; and summarizes the development of learners at a particular time

NJTSS Instructional & Non Instructional Team: A local, school team that is designed to determine targeted skill deficits and interventions at Tier 3. Teams assist in handling Problem-Solving at Tier 1 and Tier 2

NJTSS FREQUENTLY ASKED QUESTIONS

1. Is Tier I different from what I teach daily?

Tier I is the same as daily classroom instruction. Tier I assumes that differentiated instruction is occurring in your class and that flexible grouping is practiced in your instruction on a regular basis. ALL students in the classroom participate in universal screening to identify students who may be at risk academically or behaviorally. There should be multiple formative assessments, multiple means for students to demonstrate their learning, and multiple means of delivering instruction to the child.

2. How do I determine which students receive Tier II or Tier III intervention?

If students are not responding to intensive, supplemental instruction, the student should be discussed among the NJTSS Team to determine if the student is making progress toward closing the academic and/or behavioral gap. At that point the team should collectively determine if the student moves from Tier II to Tier III. Note: The proper documentation must be in place before a student can be moved from Tier to Tier. See Appendices for forms and protocol.

3. Is NJTSS the evaluation for determining eligibility for special education?

No. There must still be a comprehensive evaluation to determine eligibility for special education. RTI data is an important part of the eligibility evaluation but is not the determining factor.

4. Is Tier 3 special education?

No. Tier III is still general education with intense interventions, individually focused on the child. These interventions are more frequent and intense than in Tier II.

What is an Intervention?

An intervention is a specific academic and / or behavioral research based plan or program that is different from the **regularly** occurring activities in the general education classroom – with evidence of implementation. Interventions are designed to provide skills for at-risk students that need to **accelerate** academic learning and / or improve behavior traits to achieve grade-level expectations.

An intervention is not

1. An assessment, such as a Functional Behavior Assessment (FBA), KBIT-II, classroom observation, or psycho-educational evaluation
2. A preferential or change of seating
3. Parent / guardian contact
4. Instruction that reviews previously taught materials not targeted to the student's identified area of concern, nor includes frequent ongoing progress monitoring
5. Extra homework or peer buddies
6. Retention
7. Suspension (in or out of school)
8. Detention

What is Tier I?

Instructional Intervention

Tier I Instructional Intervention

- Tier I interventions take place in the regular classroom and offer the earliest support. It is Core Classroom Curriculum.
- Utilizes differentiation of instruction and universal screening, formative assessment, and progress monitoring tools to make necessary decisions about student progress.
- Ongoing assessments are used to determine the success of instruction.

What is the protocol?

- Provide and implement effective, differentiated academic instruction and classroom management.
- Keep accurate records of student history, background, performance and current academic status.
- Implement point-in-time interventions based on observation and formative assessment process.
- If student is not showing progress, begin discussion with grade-level or content instructional-level team for alternate interventions and update the student's classroom intervention progress plan.

Behavioral Intervention

Tier I interventions Behavior Intervention

- Classroom management that promotes positive individual reinforcement, a safe and orderly learning environment, offers the earliest support.
- School-wide rules and expectations, school wide positive reinforcement systems, school wide social skills, school wide positive behavioral support system, etc.
- Emphasizes respectful and responsible behavior strategies by all students and supported by guidance counseling lessons that focus on social success and classroom social skills instruction.

What is the protocol?

- Provide and implement effective, differentiated academic instruction and classroom management.
- School wide and classroom expectations posted and reinforced (playground, cafeteria, transitioning in the hall, etc.).
- Implement and review school-wide discipline and/or classrooms expectations.
- If a student is not showing progress, begin discussion with grade-level or content instructional-level team for alternative interventions.

What is Tier II?

Instructional Intervention

Tier II Instructional Intervention

- Tier II is additional support to Tier I instruction. Group size should be smaller
- Target support around a specific need determined by diagnostic, formative assessment results and work samples.
- Must use **progress monitoring assessments** to determine intervention effectiveness.

What is the protocol?

- Students not showing progress with Tier I intervention receive Tier II interventions in addition to core instruction.
- Conduct a Problem-solving meeting with grade-level or content instructional-level teachers to determine student progress; after that is done, intervention plan is developed and implemented. (See attached forms in appendices).
- Implement and review the student's intervention plan frequently.
- Tier II is a minimum of 6 weeks to 12 weeks of intense, supplemental instruction in small groups. This can occur within centers or push in the regular classroom.

Behavioral Intervention

Tier II Behavior Intervention

- Tier II is implemented when a student is non-responsive to the regular classroom rules or school-wide rules.
- Additional support around a specific behavioral need determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use **progress monitoring** to determine intervention effectiveness.

What is the protocol?

- Students identified as non-responsive to Tier I interventions, receive Tier II behavior interventions in addition to what is provided in the classroom.
- Parent(s), school counselor, and grade-level or content instructional level NJTSS team should be notified.
- Consult with the counselor and/or mental health provider for additional interventions that can be implemented at the classroom level.
- Tier II is a minimum of 6 weeks to 12 weeks of intense, supplemental instruction targeting the social skills deficit with a positive replacement behavior in small groups of no more than five (5) students. The supplemental instruction is provided to students with similar social and/or behavioral needs.

What is Tier III?

Instructional Intervention

Tier III Instructional Intervention

- Tier III is additional support to Tier II instruction. Group size should be no more than 3-5 students.
- Stakeholders must use **progress monitoring assessments** to determine intervention effectiveness.
- It must identify a different method of intervention than what was provided in Tier II. Documentation of assessment results and work samples are required to determine specific areas of need.
- Tier III is in addition and should not be scheduled during core reading or math.

What is the protocol?

- Students identified as non-responsive to Tier II interventions, may receive Tier III interventions.
- The building level NJTSS team decides whether to assign additional support for more intensive interventions at Tier III or review and make necessary changes to the student's Tier II intervention plan.
- The supplemental instruction is provided to students with a more intense protocol than Tier II.
- If students do not show progress, the building level NJTSS team reconsiders the case and assigns additional support for more intensive intervention. The building level NJTSS team may implement an I&RS plan.
- If that does not show progress, the team will make a referral to have a student evaluated to determine if the student has a disability (Section 504 or Special Education eligibility). If interventions are successful, the case is formally exited. Student continues with Tier I Interventions

Behavioral Intervention

Tier II Behavior Intervention

- Tier III is implemented when a student is non-responsive to Tier II and Tier I and/or present harm to self and/or others.
- Additional support given to students showing a consistent behavioral and/or social skills deficit determined by discipline data, classroom observations, and/or teacher referral or request for support.
- Must use **progress monitoring** to determine intervention effectiveness.

What is the protocol?

- Students identified as non-responsive to Tier I and II interventions, receive Tier III (more intensive) behavior interventions in addition to what is provided in the classroom.
- Create a behavior plan that is individualized based on the behaviors observed. The plan must be followed for a reasonable length of time 6-12 weeks of intense intervention for data collection and progress monitoring.
- Involve the counselor and/or on-site mental health provider in creating the behavior plan and assisting in targeting the social skill deficit with a positive replacement behavior.
- Review and/or modify the current behavior plan within the 6-12 week program. If a student does not show progress, additional options may be considered.

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

1-5%



Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%



Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%



Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%



Universal Interventions

- All students
- Preventive, proactive

80-90%



Universal Interventions

- All students, all settings
- Preventive, proactive

80-90%

