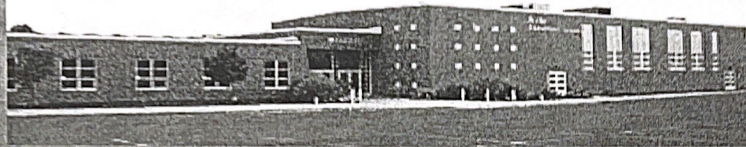
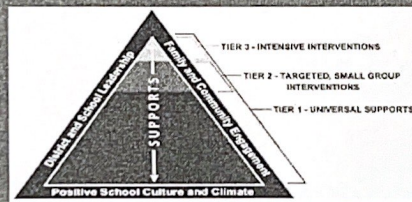


BRIELLE ELEMENTARY SCHOOL
605 UNION LANE, BRIELLE, NJ 08739
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Brielle Elementary School

Intervention & Referral Services/Response To
Intervention/Multi-Tiered System of Supports



INTERVENTION & REFERRAL SERVICES

N.J.A.C. 6A:16-8.1

District Boards of Education shall establish and implement 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.



INTERVENTION & REFERRAL SERVICES

N.J.A.C. 6A:16-8.2

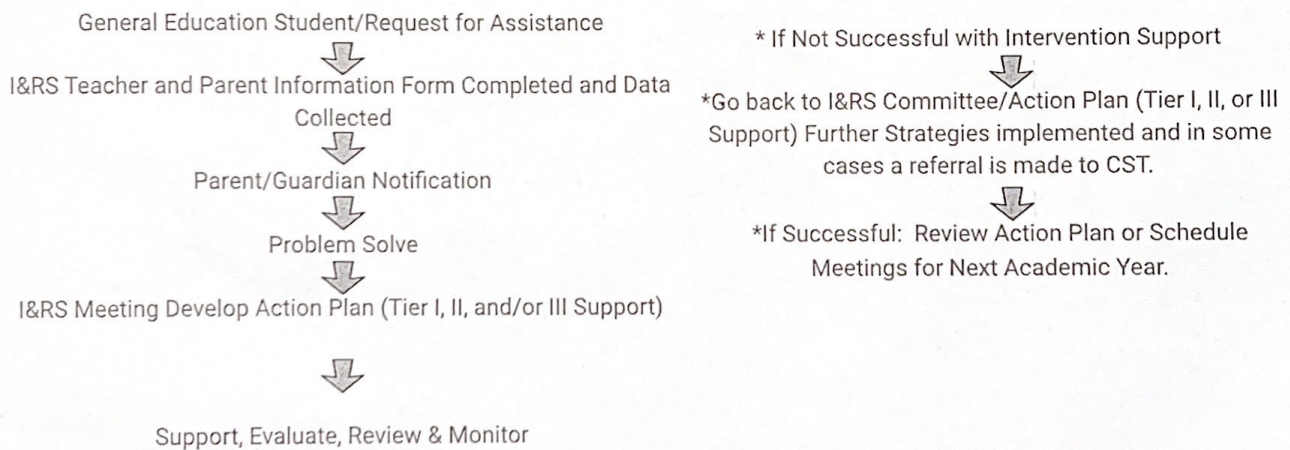
(A) The functions of the system of Intervention and Referral Services in each school building shall be to:

***IDENTIFY** Learning, Behavior and Health difficulties of students

***COLLECT INFORMATION** on the identified Learning, Behavior, and Health difficulties;

***DEVELOP AND IMPLEMENT ACTION PLANS** that provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the IDENTIFIED Learning, Behavior, and Health difficulties;

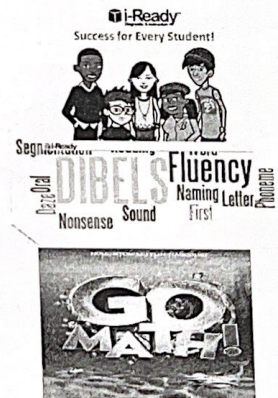
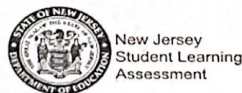
Brielle Elementary I&RS/RTI Flow Chart



Data Collected and Analyzed

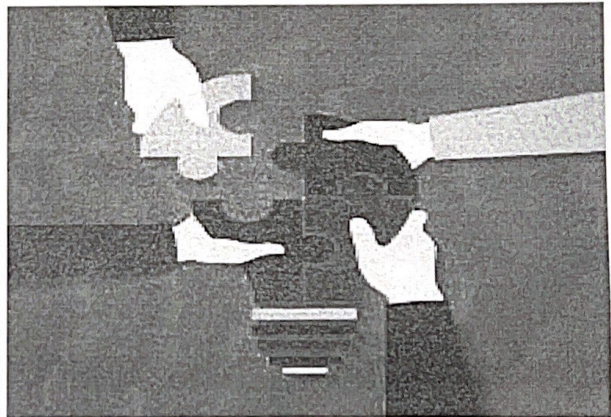
The following data is collected and analyzed by the I&RS Committee including the classroom teacher, interventionist, special education teacher, member of CST, Guidance and Administration.

- ★ Anecdotal notes and observations
- ★ End of Unit Foundations and Math tests
- ★ DIBELS=Dynamic Indicators of Basic Literacy Skills
- ★ I-Ready
- ★ CogAT
- ★ Standardized State Testing
- ★ Report Card grades both current and prior
- ★ Work Samples



Parent Involvement

- ★ Referring teacher and/or counselor communicate with parent or guardian regarding concern.
- ★ Parental Input Form is requested to be filled out by parent prior to meeting.
- ★ I&RS Committee and Parents meet to develop an action plan.
- ★ Follow-up with parent and committee occurs usually 6-8 weeks after each meeting.



Brielle Elementary School I&RS Committee Members

- ★ Classroom Teacher
- ★ Special Education Teacher
- ★ General Education
Teacher/Interventionist
- ★ Guidance Counselor
- ★ Member of Child Study Team
- ★ Administrator

Roles: Team Leader, Case Coordinator,
Recorder and Time Keeper



WHAT IS RTI?

RESPONSE TO INTERVENTION (RTI): Is a Multi-Tiered approach to the early identification and support of students with learning and behavioral needs. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

*THIS IS REQUIRED BY CODE *PROVIDE ALL STUDENTS WITH INSTRUCTIONAL SUPPORT TO PREVENT CLASSIFICATION

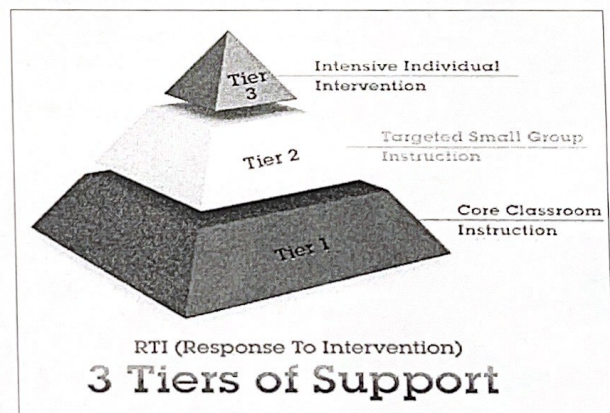
Interventions To Help Students

TIERED APPROACH

Tier 1: Teachers provide classroom Instruction using a variety of strategies, differentiated instruction, and accommodations.

Tier 2: Students receive Pull-Out/Push-In Targeted Small Group Instruction learning strategies with content area.

Tier 3: Intensive Instruction based on the students needs.



Examples of Tier 1 Levels of Support

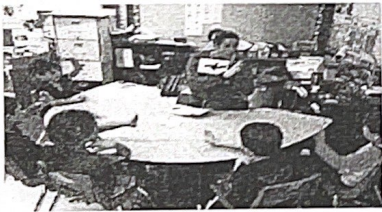
- ★ Reteaching of material in small group
- ★ Breaking instruction in chunks
- ★ Visual Cues, model expectations, close proximity to teacher
- ★ Use of anchor charts, word sorts, phoneme drills
- ★ Flashcard practice, provide number lines, addition tables, multiplication table
- ★ Use of manipulatives, timers, games, word wall, text read aloud, calculators
- ★ Behavior Charts/Incentives
- ★ Access to counselor

Tier 1

All students receive high-quality, scientifically based instruction provided by the classroom teacher to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support (DIBELS and I-Ready). Students identified as being "at risk" through DIBELS, I-Ready or results on state- or district wide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated progress monitor screening system or curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Examples of Tier 2 Levels of Support

- ★ Use of assessment data to plan instruction and group students
- ★ Teach in targeted small groups
- ★ Instructional material match students needs
- ★ Tailor instruction based on student(s)
- ★ Pull-out or push-in small group instruction by classroom teacher or interventionist or BEST Program
- ★ Behavior Contract, Goal Setting



Tier 2

Students not making adequate progress in the regular classroom in Tier 1 are referred to I&RS and provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency, and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings by a classroom teacher or interventionist in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a two marking periods. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Examples of Tier 3 Levels of Support

- ★ This can be done in small groups or can be individual lessons depending on the students needs.
- ★ Counseling services- Individual or small group.

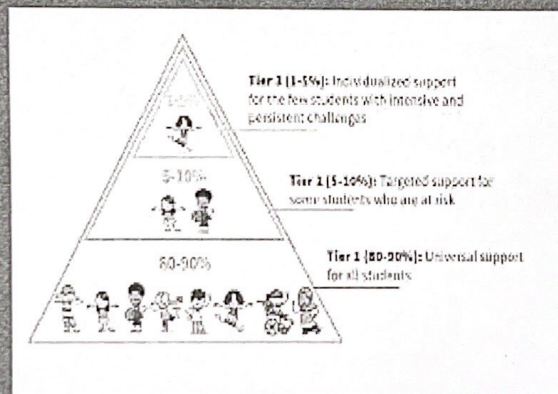


Tier 3

At this level, students receive small group or individualized interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then considered for a referral to the Child Study Team for a comprehensive evaluation to determine eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Breakdown of Students in Tiers:

Tier 1: 80%, Tier 2: 10-20%, Tier 3: 5-10%

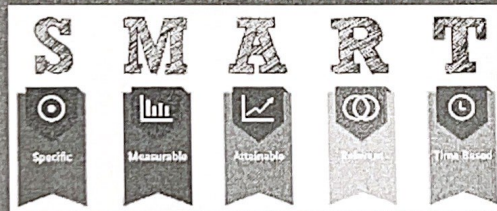


Student Intervention and Duration:

- ★ The I&RS Committee determines that a student receives intervention from one of our interventionist if they score well below the benchmark on state testing, I-Ready or the DIBELS assessments as well as teacher recommendations, below grade level classroom performance/grades or parental concerns.
- ★ Intervention occurs during 6-8 week cycles. Throughout the cycle, students are progress monitored to see if improvements are being made. Progress is communicated to parents at I&RS Follow Up meetings.
- ★ The I&RS Committee and Parents mutually develop action plans together so that all parties agree what will work best to improve student outcomes.

Sample SMART Goals for Students in the Area of Decoding, Word Problems and Behavior: Specific-Measurable-Achievable- Realistic-Timely

- ★ Maria will improve her score from "Below Benchmark" to "At Benchmark" in the area of phonemic awareness on the progress monitoring assessment by the end of the cycle. She will score at least 80% on Foundations Assessments.
- ★ Lisa will improve X% or 20 points in the area of word problems from the Fall to Winter benchmark.
- ★ Colin will sit at his desk for 60% of the 4th period.
- ★ Colin will follow classroom rules 80% of the time in the next 8 weeks.



INTERVENTION & REFERRAL SERVICES

N.J.A.C. 6A:16-8.2

(A) The functions of the system of Intervention and Referral Services in each building shall be to:

*Review and **ASSESS THE EFFECTIVENESS OF EACH INTERVENTION** and Referral Services Action Plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate; and

*At a minimum, **ANNUALLY REVIEW INTERVENTION** and Referral Services Action Plans and the actions taken as a result of the building's system of Intervention and Referral Services, and make recommendations to the Principal for improving school programs and services, as appropriate.

*This process is overseen by Brielle Elementary School Administration.

SPECIAL EDUCATION CODE INTERVENTIONS 6A:14-3.3



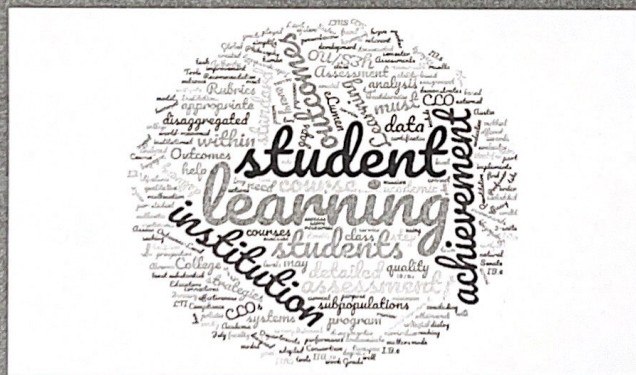
Interventions in the General Education Setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation of eligibility for Special Education and Related Services [3.3(B)].

This refers to an RTI or I&RS Process. The staff of the General Education Program shall maintain written documentation, including data setting forth the TYPE of interventions utilized, the FREQUENCY and DURATION of each intervention, and the EFFECTIVENESS of each intervention [3.3]

I&RS Committee Mission Statement

The Brielle Elementary School District is committed to supporting a culture of high expectations for individual achievement of all students through open and collaborative communication among students, staff, parents, and the community. It is the mission of the Intervention and Referral Services (I&RS) team to ensure that students' needs are addressed through a coordinated effort by a multidisciplinary team dedicated to assisting students with learning, behavioral, and/or health difficulties. By evaluating and meeting individual students' needs, we aim to: optimize student growth, develop the whole child, create enduring understandings and instill a love of learning.

“Personalized Learning is a progressively student-driven model in which students deeply engage in meaningful, authentic and rigorous challenges to demonstrate desired learning outcomes”



Thanks!

Questions:

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