

# The Shrewsbury Borough



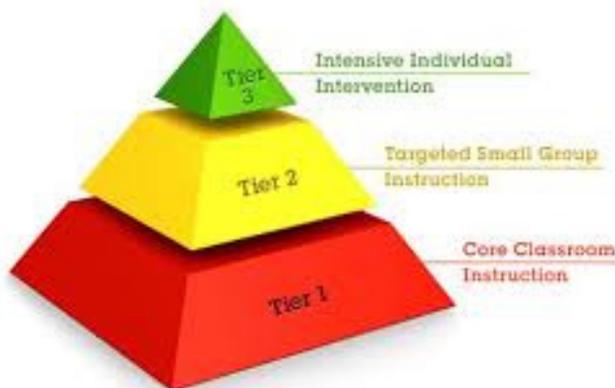
## School District

# RTI/I&RS

## Manual/Process: A Guide for Parents

2025-2026

***“The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence...”***



RTI (Response To Intervention)  
**3 Tiers of Support**

### 2025-2026 Response to Intervention (RTI) Committee Members:

Learning Disabilities Teaching Consultant

School Nurse

Reading Interventionist

School Counselor

Reading Specialist

Superintendent/Principal

Supervisor of Special Services

RTI Coordinator, Assistant Principal, Supervisor of Curriculum and Instruction

*\*SBS Board of Education approved August 20, 2025, item 7.4*

# RTI at SBSB: A NJDOE Approved Model



## Why create a Response to Intervention (RTI) model based on NJTSS?

"NJTSS is an evidence-based framework..based on core components of the three-tier prevention logic of Response to Intervention (RTI)" \*Page 3, NJTSS Power Point Presentation

Long-standing scholarly research shows that the earlier intervention occurs, the quicker students are able to progress towards grade level expectations. The below findings are from the NJ School Boards Association Task Force on Special Education 2014 Report and the NJ Special Education Task Force on Improving Special Education for Public School Students 2015 Report.

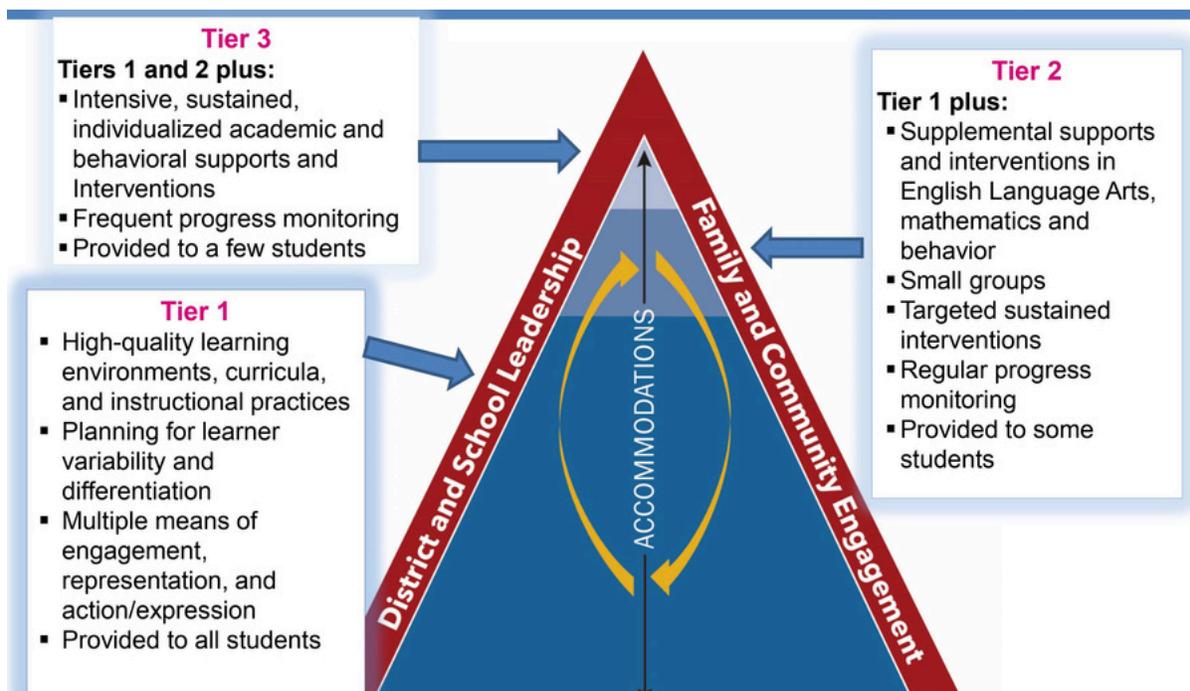
## Research Based

### Scholarly Research

- Tier 2 and 3 interventions improved achievement in mathematics (Powell and Fuchs, 2015)
- The right supports to the right students at the right time help every student on the path to college and career readiness
  - Four Pillars identified to achieve this including: teaching teams and small learning communities, specialized curriculum and coaching, tiered system of supports and a can-do climate
  - <http://new.every1graduates.org/talent-development-secondary/>
- Students' academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3<sup>rd</sup> or 4<sup>th</sup> grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3<sup>rd</sup> grade do not graduate from high school on time (Hernandez, 2011)
- NJ district data: reduction in incidents of violence and vandalism, office conduct referrals and referrals to special education reported



*\*Page 8, New Jersey Tiered System of Supports Power Point Presentation*



*\*Page 9, New Jersey Tiered System of Supports Power Point Presentation*

# RTI at SBSB: A NJDOE Approved Model



The Shrewsbury Borough School District's Response to Intervention/Intervention & Referral Services (RTI/I&RS) is modeled after the New Jersey Tiered System of Supports (NJTSS). NJTSS is an evidence-based framework for implementing academic & behavioral supports and interventions to improve achievement for ALL students that aligns with N.J.A.C 6A:16-8.1, 8.2 "Functions of Intervention and Referral Services" and SBSB District Policy 2417. Members of the RTI committee work collaboratively with classroom teachers and interventionists to identify individual strengths and set goals for students using data.

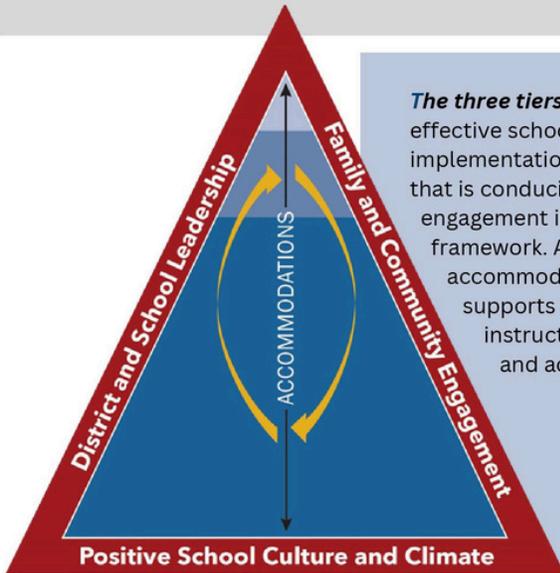
*\*The terms Response to Intervention (RTI) and Intervention & Referral Services (I&RS) are used interchangeably.*

NEW JERSEY DEPARTMENT OF EDUCATION (NJDOE)

## 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 services (I&RS) and gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students.



**The three tiers of supports and interventions** are bolstered by effective school and district leadership committed to the implementation of the system, a positive school culture and climate that is conducive for learning, and family and community engagement in the development and implementation of the framework. Across all tiers, some students may require accommodations that provide access to instruction. These supports are not contingent upon a student's level of instructional support but are necessary to access content and achieve meaningful participation in the instruction.

Find more information about NJTSS online.  
[nj.gov/education/njtss](http://nj.gov/education/njtss)

### TIER 1

Tier 1 provides **high-quality learning environments, evidence-based curricular and instructional practices, and a continuum of supports and interventions** in general education classrooms, including bilingual classrooms, delivered with fidelity by trained teachers with the support of other professionals. **A vast majority of effort and resources are allocated to providing high-quality Tier 1 supports.**

### TIER 2

Tier 2 provides **supplemental supports and interventions** that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. Interventions include evidence-based instructional practices and interventions that increase in intensity, frequency and duration based upon the review of data during regular progress monitoring intervals.

### TIER 3

Tier 3 provides **intensive supports and interventions** that may be delivered individually and provided in or outside of the classroom after the delivery of core instruction. There may be **adaptations** of supports and interventions based on an individual student's performance using data that are reviewed during frequent progress monitoring intervals.

**For more detailed information on the New Jersey Tiered System of Supports (NJTSS), please see the New Jersey Department of Education webpage dedicated to NJTSS.**



# The Shrewsbury Borough School District's Response to Intervention (RTI) Processes: Pathways That Lead to Student Success

## The “Flowchart”

### *The Role of LinkIt! Intervention Manager*

Teachers in the Shrewsbury Borough School District use Data to make informed Decisions, Deliver specific & targeted instruction/intervention, and Document student progress. That progress is communicated to parents, SBS administration, and the RTI Committee.

After reviewing previous year assessments (NJSLA, EOY iReady, F & P) and administering beginning of the year assessments-including iReady and/or Fountas & Pinnell reading benchmarks along with teacher observation & general classroom assessments—classroom teachers will utilize LinkIt! Intervention Manager to document Tier 1 supports provided to students. It is expected that teachers make contact with parents before they begin logging Tier 1 interventions on LinkIt! Intervention Manager. Teachers are expected to inform parents about the interventions they using in the classroom and provide them with at-home supports available through the Shrewsbury Borough School District.

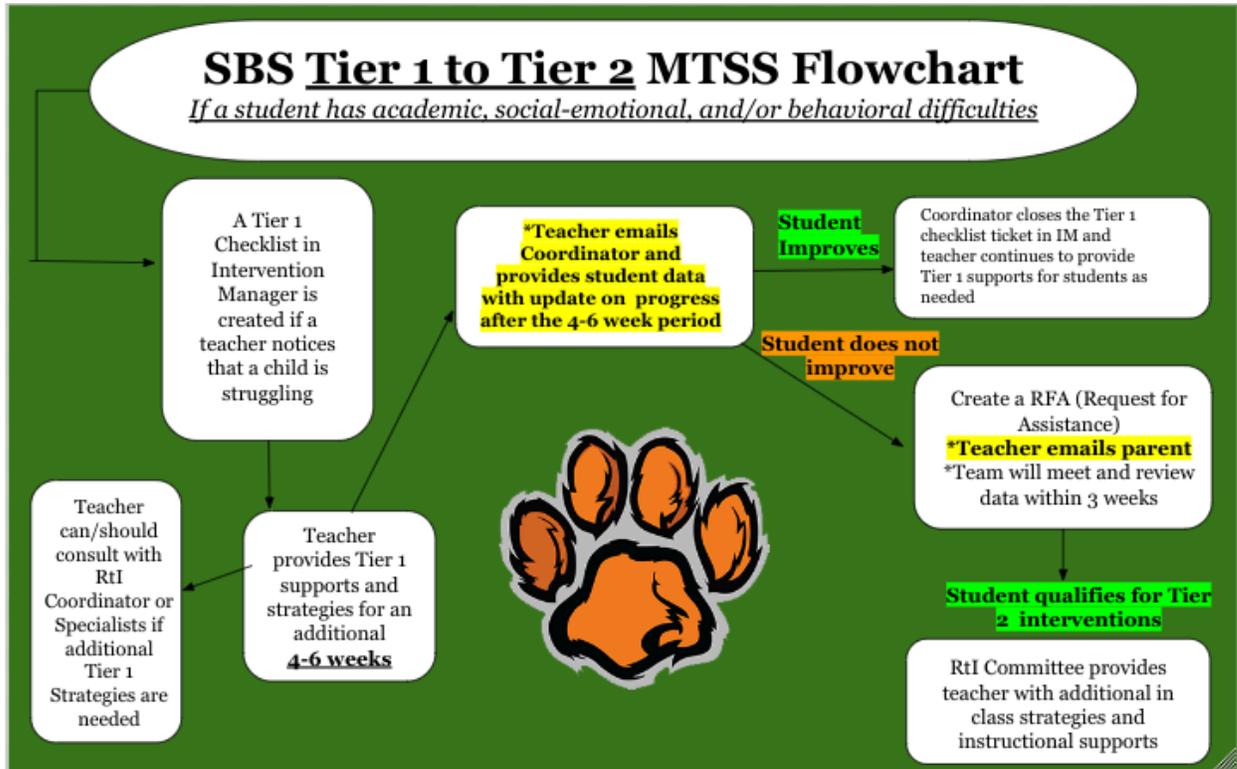
When Tier 1 supports are not showing student progress through data, a teacher is expected to complete a Request for Assistance (RFA) on LinkIt! Intervention Manager, and is expected to Email all members of the RTI Committee who will convene to determine Tier 2 interventions. The RTI Committee will reconvene in 6 to 8 weeks to examine data and monitor progress for students in Tier 2 intervention supports and determine if Tier 3 interventions are needed.

*Is there a data “cutoff” for when teachers should contact parents and begin utilizing Tier 1 Interventions?*

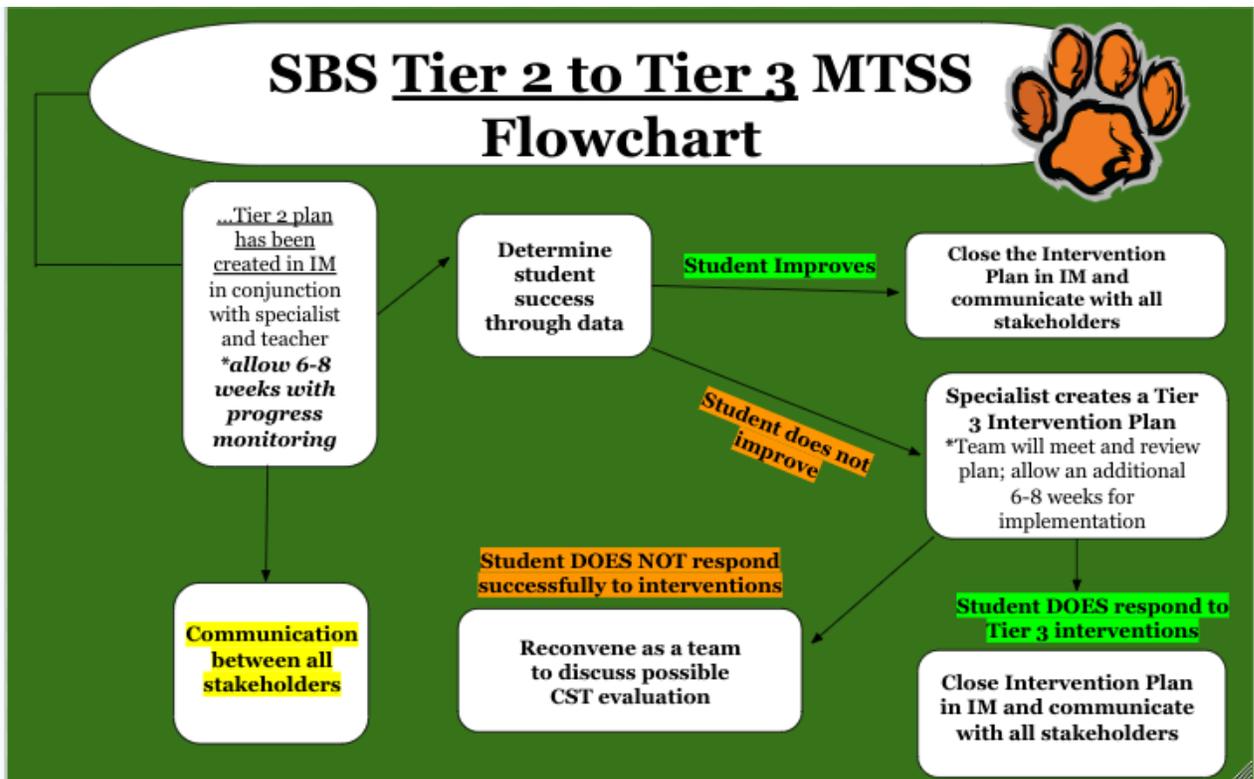
While teachers always utilize their professional discretion, particularly when determining to implement behavior supports, teachers will implement Tier 1 supports at the start of the school year when students are showing they are a grade level behind in math or reading and/or after marking period 2/middle of the school year.

Parents are always encouraged to review their children’s data on LinkIt! & Genesis Parent Portal and review their classroom work & assessments on Google Classroom and work sent home by the teacher.

# Tier 1 to Tier 2 SBS RTI Flowchart



# Tier 2 to Tier 3 SBS RTI Flowchart



## Tier 1 Modifications and Accommodations: Universal Supports for All Students



*Tier 1 interventions are delivered by the classroom teacher who may seek out assistance from the interventionist and/or school counselor. The following supports are included in LinkIt! Intervention Manager, but not limited to classroom teacher discretion, which can be manually added to LinkIt! IM.*

- Regular contact with parent/guardian
- Students seated away from distractions
- Reduce assignments or problems
- Instructions explained 1:1
- Give one step directions
- Student restates directions to the teacher
- Write directions down for the student
- Allow wait time
- Alternative ways to complete assignments (example: computer)
- Manipulatives & hands on activities
- Break tasks into smaller chunks; check work after each chunk is completed
- Use highlighter to emphasize key features on assignments
- Check in with the student frequently to see progress in the lesson
- Positive reinforcement when successful, even on small tasks
- Sit or stand close to the student throughout the lesson
- Work individually with student
- Work in small group with student
- Scribe or hand-over-hand help
- Word banks and/or use of a word wall
- Timer with assignments
- Time Extensions
- Use of lower level text as an alternative material
- Use of graphic organizers
- Sensory aids (i.e. wiggle seat, yoga ball, weighted pet, thinking putty, fidget tools)
- Frequent breaks/errands to run
- Allowed to stand/move around at work area
- Calm Down Area
- Personal behavior incentives/plans
- Classroom behavior incentives/plans
- Classroom job(s)
- Reduction of distracting stimuli
- Provide organizational tools
- Pull out service(s)-Counseling, Speech, etc.
- Teacher models and helps student with first few problems
- Repetition or rewording of directions/instruction
- Notify student in advance when they will answer a question or read orally
- Instructional materials modified



## Tier 2 Modifications and Accommodations: Small Group Instruction Inside or Outside the Classroom

When Tier 2 Interventions are necessary, teachers will follow the guidelines on the [SBS RTI Flowchart](#) and fill out a Request for Assistance (RFA) form on LinkIt!. Directions for doing so are location [here](#).

Tier 2 supports take place either in the classroom or outside the classroom with an additional teacher delivering small group or one-on-one instruction. Tier 2 supports occur after a student is referred to the Response to Intervention (RTI) committee (through LinkIt! IM RFA) and when delivery of Tier 1 supports are not showing student progress in identified areas. It is expected that teachers and interventionists who provide Tier 2 support utilize LinkIt! Intervention Manager to log all supports and monitor progress in the form of multiple data measures. Tier 2 intervention supports are identified to specific student skill needs and progress monitoring is expected to be shared with classroom teachers, the RTI Committee, and most importantly, parents.

### Possible Tier 2 Accommodations and Modifications

In Addition to Continual Delivery of Tier 1 Accommodations & Modifications examples of Tier 2 Interventions:

- Push-in Classroom small group instruction 1-2 times in 6 day cycle
- Pull-out small group instruction during designated periods 1-2 times in 6 day cycle
- Participation in Title I-funded programs (High Impact Tutoring (HIT), After School Homework Club, Lunch Study, etc.)

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## Tier 3 Modifications and Accommodations: Frequent and Intensive Individualized Instruction

### Possible Tier 3 Accommodations and Modifications

In Addition to Continual Delivery of Tier 1 and Tier 2 Accommodations: & Modifications:

- Intensive one-on-one with Interventionist 3-4 times in 6 day cycle

# What is the relationship between Response to Intervention (RTI) and Special Education/Medical Accommodations?



**The Shrewsbury Borough School District’s Response to Intervention (RTI) model provides pathways for early diagnosis and intervention of students’ academic, behavioral, and social-emotional needs. Whether a child is referred to Child Study Team/504 Team, the RTI process is continuous and ongoing. Throughout the RTI process teachers are responsible for implementing and providing all RTI interventions, accommodations, and modifications.**

## The Relationship between NJTSS and Special Education

A common area of confusion for schools implementing NJTSS is the relationship between this multi-tiered system of support and special education. Implementation of the NJTSS framework is compatible with, and well-aligned to, the requirements of the Individuals with Disabilities Education Act (2004). NJTSS is designed to provide a continuum of both academic and behavioral supports to all students ranging from schoolwide prevention practices to intensive individualized interventions.

NJTSS is designed for prevention, intervention and enrichment in the areas of learning, social-emotional, behavioral and health needs. NJTSS, New Jersey’s MTSS, includes the foundation principles of Universal Design for Learning which is an instructional design framework that is based on a notion that all students are varied in their learning needs and therefore instruction must be flexible to ensure learning of all (Meyer, Rose, & Gordon, 2014). Some of the potential benefits of NJTSS, when implemented with fidelity, are the following:

- Prevention of inappropriate and excessive referral to special education;
- Reduction of disproportionality in special education;
- Avoidance of excessive loss of instructional time due to frequent disciplinary referrals to the office as well as a potential reduction in both in-school and out-of-school suspensions;
- 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.





# Points of Contact for Parents

## **Who do I reach out to if I am concerned that my child needs additional support?**

Shrewsbury parents are encouraged to engage in ongoing contact with the classroom teacher. When an area of concern arises, parents should always first contact the classroom teacher.

Additionally, parents should utilize the [LinkIt! Parent Portal](#) to view their child(ren)'s recent and historical data.

When parents have health-related/medical concerns they should contact our School Nurse, Allison Hillen at [hillena@sbs-nj.org](mailto:hillena@sbs-nj.org).

When parents have social/emotional & behavioral concerns they should contact our School Counselor, Darianne Mastricola at [mastricolad@sbs-nj.org](mailto:mastricolad@sbs-nj.org).