



BAYONNE PUBLIC SCHOOL DISTRICT NJTSS HANDBOOK

NEW JERSEY
TIERED SYSTEM OF SUPPORTS
NJTSS





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District NJTSS Team

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Section 1: **Introduction of Multi-Tiered Systems of Support**

The Bayonne Public Schools implementation of a multi-tiered support system is in accordance with the New Jersey Tiered System of Supports (NJTSS). NJTSS is a framework designed to enhance our school district's ability to meet the diverse academic, behavioral, health, enrichment, and social-emotional needs of ALL students. The model for the Bayonne School District is based on a three-tiered framework of support and interventions. Central to the success of the NJTSS is a strong foundation of district and school leadership, a positive school culture and climate, and family and community engagement. The most effective NJTSS implementations are led by district and building leaders who provide their teachers with the systems and resources they need.

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/>

District NJTSS Philosophy Statement

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

- 1) We are committed to supporting all of our students' 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.

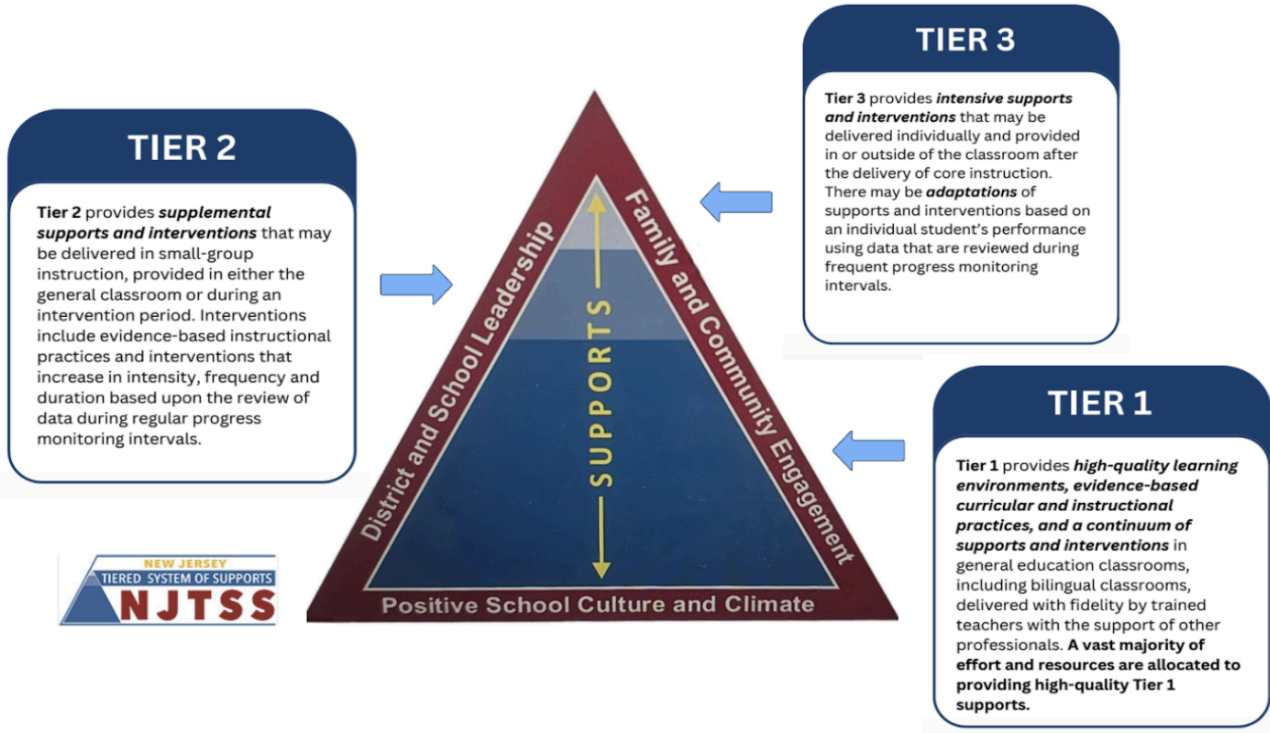
By using NJTSS to identify and support students with learning and behavioral needs, we can ensure their success in the academic arena.

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.



NEW JERSEY TIERED SYSTEM OF SUPPORTS



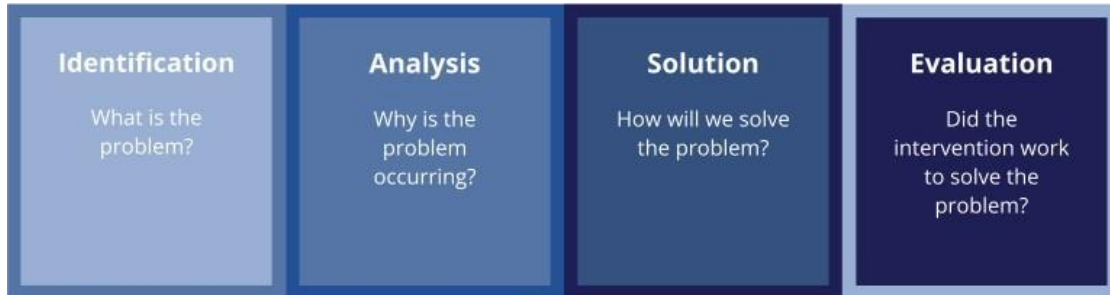
NJTSS is not an initiative; it is a structure. NJTSS is the vehicle we can use to achieve the vision and goals set forth in the district’s strategic plan. The strategic plan relies on an ongoing analysis of a wide range of data to determine long-range priorities and initiatives for the district, while 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 Bayonne 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

New Jersey Tiered Systems of Support

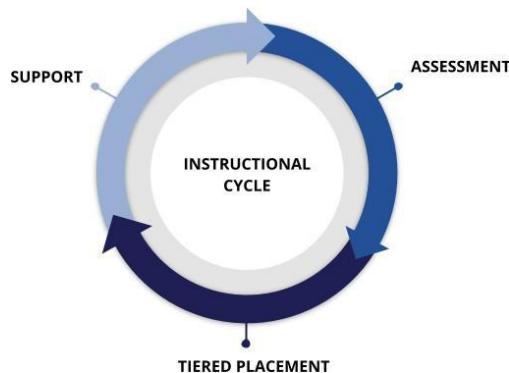
The Bayonne School District Board of Education shall provide a program of **New Jersey Tiered Systems of Support** for general education students experiencing personal, interpersonal, or academic difficulties. By doing so, we can help them function productively and develop positively in the classroom environment.

The NJTSS process consists of identification through multi-measures; data collection and analysis by a multi-disciplinary NJTSS team; and the creation of an NJTSS action plan. The action plan specifies interventions for improvement and outlines the means by which improvement will be measured. A student remains in the NJTSS process until marked improvement occurs or a referral is made for Child Study Team evaluation.

The NJTSS Process

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. Student reports generated from universal screeners include percentile ranks and grade-level placements to provide a profile of student needs that includes specific information about what matters most.

Students are placed in tiers, based on data and predetermined criteria. Students placed in Tiers 2 and 3 receive additional support to address their identified need(s). Academic, emotional, and behavioral support will be provided in cycles. As these instructional and support cycles reach completion, updated assessment data is collected for evaluation and updated tier placement for the next instructional cycle.



Students placed in any tier can be brought to the NJTSS team for consideration to ensure student needs not identified through analysis of benchmark assessment can be addressed in a timely manner. A teacher may request the support of the NJTSS 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, demonstrate



accuracy and efficiency for math facts, etc. Teachers must collect and submit a minimum of six weeks of data and work samples to illustrate their concerns. Action plans developed by the NJTSS team are scheduled and monitored based on NJTSS criteria.

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 times per 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 NJTSS 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. All students in these tiers will be progress monitored over the designated cycle 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 team meetings will be held to assess student progress.

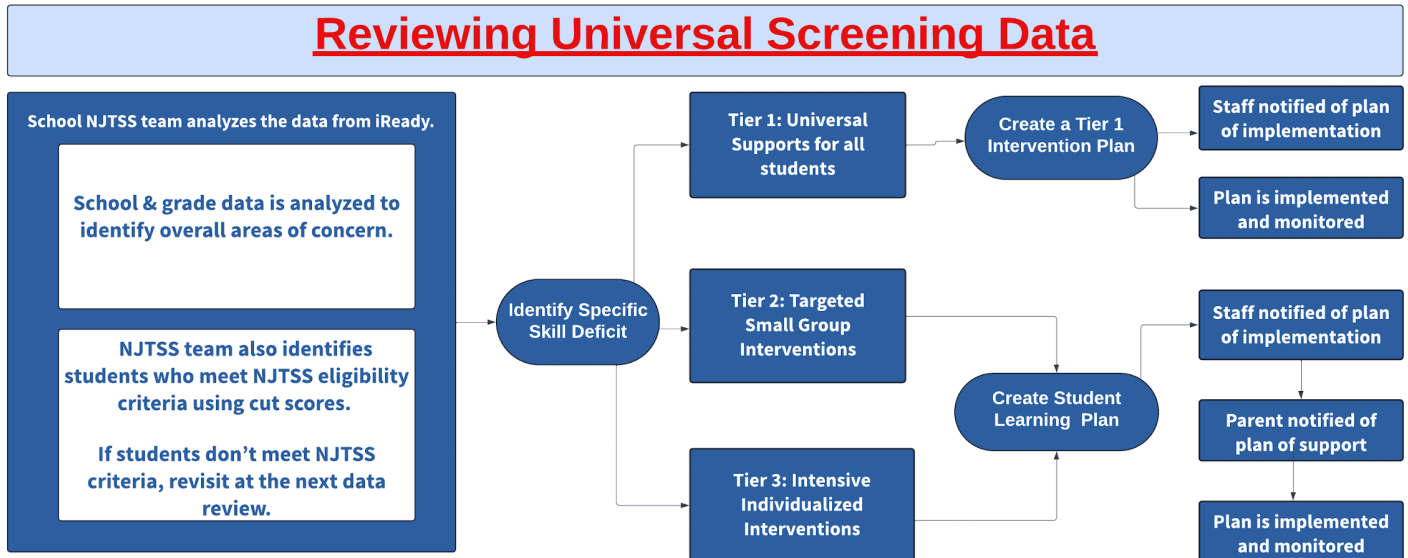
Within each intervention cycle, students can be moved between intervention tiers based on performance. If progress is being made, the student can continue with the current intervention until the end of the cycle. If progress is not being made, a more intense level of support to meet the student's need(s) can be added. 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.



NJTSS Teams

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



NJTSS School-Based Team

School-based NJTSS teams meet at least three times per school year. NJTSS teams may include district and school-based administrators, math and reading interventionists/specialists, learning consultants, grade-level teachers, special education teachers, social emotional counselors, school counselors, social workers, and school nurses.

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.



Social-Emotional Learning (SEL) NJTSS Team

The New Jersey Tiered System of Supports (NJTSS) for Social Emotional Learning (SEL) is a comprehensive framework designed to promote the emotional and social well-being of students. By integrating evidence-based practices and data-driven decision-making, NJTSS aims to create supportive learning environments where all students can thrive.

Central to this initiative is the SEL team, which plays a crucial role in interpreting LinkIt survey data to identify students in need of additional support. This team collaborates closely with the NJTSS team, making informed recommendations for tiered SEL interventions to ensure that each student receives the appropriate level of assistance tailored to their unique needs. SEL teams convene after each cycle of interventions to analyze new progress monitoring data and to either adjust, extend or end current intervention plans.

As the importance of Social and Emotional Learning (SEL) continues to grow, its integration within schools is expanding accordingly. SEL is an educational approach designed to promote equitable learning environments that actively engage all students in developing and applying critical social and emotional skills.

In New Jersey, SEL standards are aligned with the five core competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

To support this initiative, a Social Emotional Learning survey will be administered to students in grades 3-9 via the LinkIt platform three times during the academic year—in October, March and May. The assessment will consist of 25 items measuring various dimensions of social-emotional development, including emotional regulation, positive and challenging emotions, self-efficacy, self-management, learning strategies, and the quality of supportive relationships.

Survey results will be utilized to inform data-driven discussions and guide targeted tier 3 interventions, with the goal of promoting students' ongoing well-being and personal growth.



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

NEW JERSEY TIERED SYSTEM OF SUPPORTS SUMMARY

Academic Systems

Intensive, individual interventions

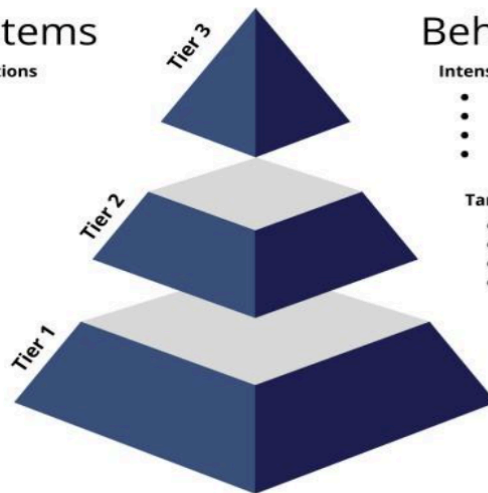
- Individual students
- Assessment-based
- High intensity
- **1-5%** of all students

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



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 about 80% of the 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 in cycles.
- 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 classroom; at-risk students who do not show significant progress may be recommended to receive additional Tier 2 support.

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. 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 for one complete cycle.

- This support is provided in small group settings in addition to instruction in the general curriculum at Tier 1, following an Intervention Plan (IP).
- Tier 2 interventions may be provided by the designated staff member and/or an intervention teacher, in the general education 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 classroom while receiving 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.

- The I&RS team meets to review all applicable artifacts (Tier 2 IP), previous progress monitoring documents, assessment data, and student work).
- The I&RS team develops a new IP, providing 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/director.
- The I&RS team reconvenes after the completion of the cycle to review progress and make recommendations and/or plans for the next cycle 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.

NJTSS Teams vs. I&RS Teams

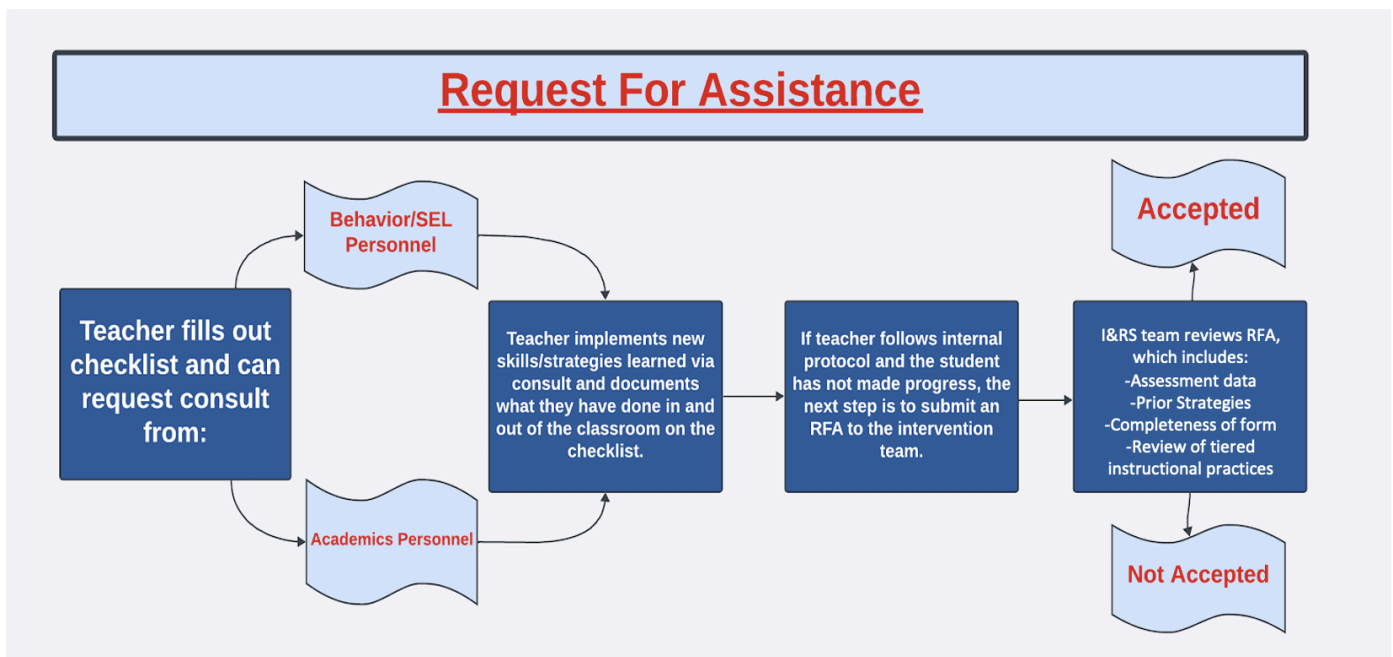
- ***NJTSS** school teams consist of a variety of teachers, including but not limited to, classroom teachers, inclusion teachers, interventionists, special service teachers, school data team members, and administration. This team works to analyze i-Ready data and tier students. They are responsible for creating tiered plans and goals in LinkIt. NJTSS teams meet after each cycle to reanalyze i-Ready data and update tiered student lists and intervention plans with goals.*
- *The **I&RS** teams consist of select NJTSS members as well as school counselors, nurses, data team members, and other teachers who may not be on the NJTSS teams. The I&RS team evaluates RFAs and meets with classroom teachers to discuss intervention plans, tiered checklists, and further tiered support as detailed in the district NJTSS manual.*



The NJTSS Process & Summary for Request for Assistance RFA

For students not identified during the initial tiering process, teachers may follow the Request for Assistance (RFA) process. Students in any tier may be referred to the I&RS team for consideration to ensure needs not identified by benchmark assessments are addressed in a timely manner. A teacher may request support from the I&RS team at any point in the 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, or accuracy and efficiency with math facts, etc. Teachers must collect and submit at least six weeks of data and work samples to document their concerns. Action plans developed by the I&RS team are scheduled and monitored according to NJTSS criteria.



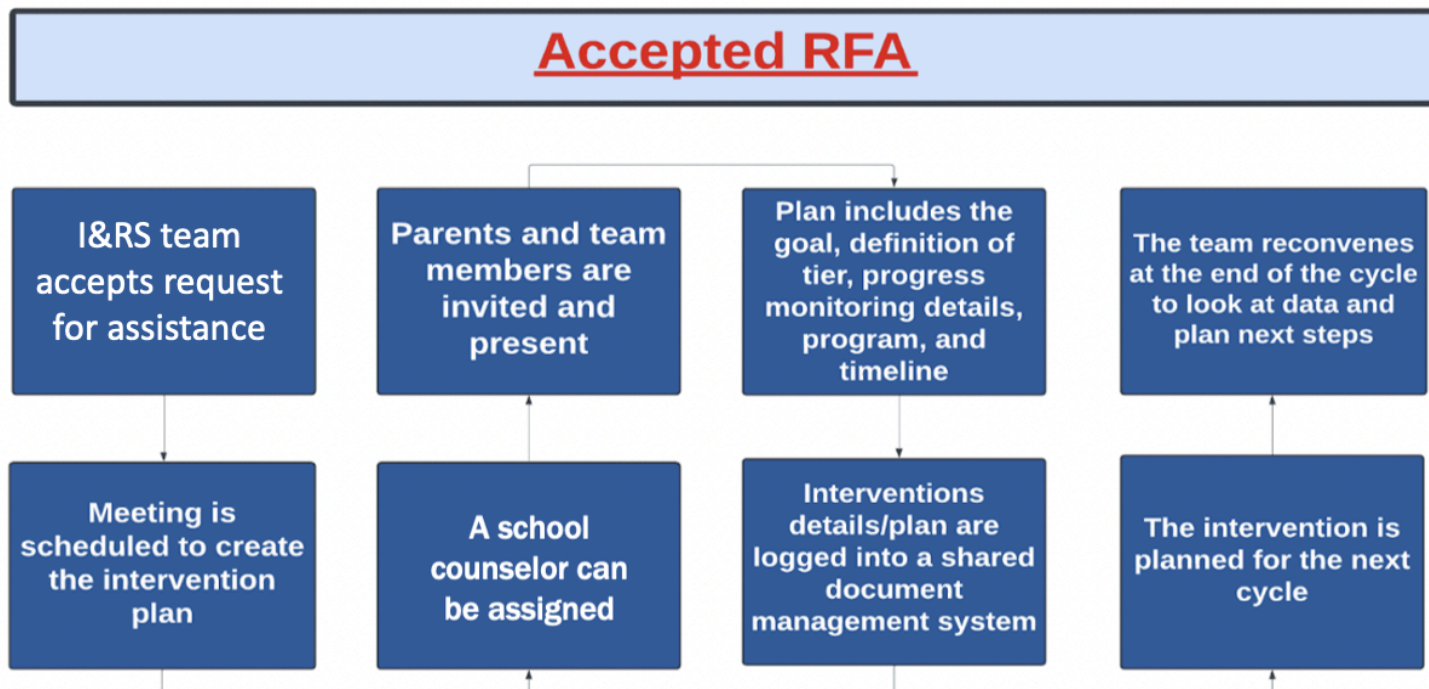
Summary of Identification of Struggling Learners:

If 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 I&RS team would then:

- Review assessment data, prior strategies, tiered 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 by the I&RS Team, the teacher is notified of this acceptance and the following actions take place:

- An I&RS meeting is scheduled by the counselor, who invites appropriate team members and parents.
- Prior to the actual meeting, a counselor 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 parents.

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 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.



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 focal point 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.

The Role of Special Education in NJTSS

As noted by the New Jersey Department of Education (NJDOE) in the NJTSS manual, the relationship between NJTSS and special education can be an area of confusion. Therefore, the Bayonne School District implements specific guidelines that unify the special education and the I&RS process. 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.

- 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

CST referrals are received throughout the year from a number of sources. These sources include, but are not limited to: Early Intervention (EI) services; NJTSS; 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 CST.

It is important to note that NJTSS does not replace special education and related services. It 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.

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 part of a whole. Our goal is to ultimately reduce the number of referrals, especially when it comes to students with specific learning disabilities who likely can succeed with tiered interventions.

Multilingual Learners and NJTSS

It is important to consider the specific needs of Multilingual 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, parent interviews, ACCESS for ELLs scores, and school records. Any language programs and services that Multilingual Learners receive are part of the student's core Tier 1 instruction. Bilingual/ESL staff members will be included during collaborative conversations regarding Multilingual Learners.

Intervention

Our philosophy focuses on providing student intervention based on student need. 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, and/or 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 or intervention professionals as deemed necessary.

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 support put in place.

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.

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 examines instructional components (frequency, duration, and intensity of interventions) in an attempt to improve the rate of learning.

The Bayonne 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:

- School Administrator
- Reading Specialist
- General education teachers
- Special education teachers
- Intervention teacher
- School Counselor/ Social Emotional Counselor/ Social Worker
- Instructional Coach

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.



Progress Monitoring Tools

Some of the progress monitoring tools used in our district, include but are not limited to the following:

English Language Arts

Early Childhood K-3	Elementary 4-8	High School 9-12
<ul style="list-style-type: none"> ● Foundations Intervention K-2 ● Foundations Targeted Instructional Resources K-2 ● Foundations Additional Support Activities K-2 ● Savvas My View K-5 RTI ● My Focus Intervention K-5 ● i-Ready Adaptive Diagnostic Reports (K-12) ● i-Ready Next Step & Resources for Instruction ● iReady Tools for Instruction ● i-Ready Literacy Tasks ● i-Ready My Path ● i-Ready Teacher Toolbox ● i-Ready Grade-Level Standards Mastery (2-8) ● i-Ready Growth Monitoring (K-8) ● i-Ready Early Reading Tasks (K-3) ● i-Ready Assessment of Oral Reading Fluency (1-6) ● i-Ready Assessment of Spanish Reading (K-8) ● Raz-Kids ● Learning Ally ● NJTSS Team Strategies & Intervention Plan 	<ul style="list-style-type: none"> ● Savvas My View K-5 RTI ● My Focus Intervention K-5 ● Savvas My Perspective RTI 6-8 ● i-Ready Adaptive Diagnostic Reports (K-12) ● i-Ready Next Step & Resources for Instruction ● i-Ready Tools for Instruction ● i-Ready Literacy Tasks ● i-Ready My Path ● i-Ready Pro Lessons (6-8) ● i-Ready Teacher Toolbox ● i-Ready Grade-Level Standards Mastery (2-8) ● i-Ready Growth Monitoring (K-8) ● i-Ready Assessment of Oral Reading Fluency (1-6) ● i-Ready Assessment of Spanish Reading (K-6) ● Learning Ally ● NJTSS Team Strategies & Intervention Plan 	<ul style="list-style-type: none"> ● Imagine Learning ● Khan Academy



Math

Early Childhood K-3	Elementary 4-8	High School 9-12
<ul style="list-style-type: none"> ● GoMath! (K-5) ● Waggle (K-5) ● iReady My Path ● GoMath! Grab-and-Go Differentiated Centers ● ST Math ● iReady Teacher Toolbox ● i-Ready Adaptive Diagnostic Reports (K-12) ● i-Ready Next Step & Resources for Instruction ● iReady Tools for Instruction ● i-Ready Grade-Level Standards Mastery (2-8) ● i-Ready Growth Monitoring (K-8) ● NJTSS Team Strategies & Intervention Plan 	<ul style="list-style-type: none"> ● GoMath! (4-5) ● Waggle (4-5) ● Big Ideas (6-8) ● Big Ideas Diagnostic Adaptive Progression (DAP) Assessment (6-8) ● ST Math ● i-Ready My Path ● i-Ready Pro Lessons (6-8) ● i-Ready Teacher Toolbox ● i-Ready Adaptive Diagnostic Reports (K-12) ● i-Ready Diagnostic for Mathematics in Spanish (K-12) ● i-Ready Next Step & Resources for Instruction ● i-Ready Tools for Instruction ● i-Ready My Path ● i-Ready Teacher Toolbox ● i-Ready Grade-Level Standards Mastery (2-8) ● i-Ready Growth Monitoring (K-8) ● NJTSS Team Strategies & Intervention Plan 	<ul style="list-style-type: none"> ● Big Ideas ● Big Ideas Diagnostic Adaptive Progression (DAP) Assessment ● Imagine Learning ● Savvas Math ● Khan Academy ● Appeals zero period intervention program ● Educational Proficiency Plans

Social Emotional Learning (SEL)

- LinkIt SEL surveys
- Social Emotional Learning (SEL) Curriculum- Second Step



Section 4: Staffing, Resources, and Scheduling

Bayonne School District 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 is using researched-based practices 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 and designated interventionists to deliver Tier 2 & 3 instruction.

The district is committed to implementing NJTSS with a focus on the early childhood grades 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.

Scheduling

Incorporating What I Need (WIN) Intervention & Enrichment periods 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. Educators can use i-Ready tools such as the Intervention Planner Template and Personalized Instruction resources to align WIN period activities with students' data-informed needs. Additional support for Tier 2 and 3 needs will be scheduled throughout the day.

At the secondary level, Tier 2 and 3 support courses will be 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 support will also be scheduled before and after school, offering more flexibility for middle and high school students to fulfill core academic and extracurricular goals.



Section 5: Professional Development

Professional development is key to supporting student success through NJTSS. The district NJTSS Team collaborated in developing and articulating a shared understanding of the NJTSS framework. All aspects of the NJTSS process to support student needs effectively are incorporated.

Session 1: Introduction to NJTSS

New Jersey Tiered System of Supports (NJTSS) Overview

Description: This session will provide an overview of the NJTSS framework, including its guiding principles, components, and tiers of support. Participants will gain insight into the purpose and benefits of NJTSS and understand how it aligns with their school's mission and goals.

Topics Covered:

- Introduction to NJTSS: Definition and Framework
- Guiding Principles of NJTSS
- Components of NJTSS: Academic, Behavioral, and Social-Emotional Support
- Understanding Tiers of Support: Tier 1, Tier 2, and Tier 3 Interventions

Session 2: Data-Driven Decision-Making in NJTSS

Data-Based Decision-Making

Description: This session will focus on the importance of data in NJTSS implementation and how to effectively collect, analyze, and utilize data to inform decision-making. Participants will learn strategies for using assessment data, progress monitoring tools, and other sources of data to identify student needs, monitor progress, and evaluate the effectiveness of interventions.

Topics Covered:

- Role of Data in NJTSS Implementation
- Data Collection Methods and Tools
- Analyzing Assessment Data and Progress Monitoring Data
- Using Data to Identify Student Needs and Inform Intervention Planning

Session 3: Tier 1 Supports: Universal Interventions

Sections | Effective Instruction: Tier 1 Instruction

Description: This session will explore Tier 1 supports, also known as universal interventions, which are designed to benefit all students within the general education setting. Participants will learn strategies for creating a positive and inclusive learning environment, implementing evidence-based instructional practices, and promoting positive behavior and social-emotional development for all students.

Topics Covered:

- Understanding Tier 1 Supports: Universal Interventions
- Creating a Positive School Climate and Culture
- Implementing Evidence-Based Instructional Practices
- Promoting Positive Behavior and Social-Emotional Development for All Students



Session 4: Tier 2 and Tier 3 Interventions: Targeted and Intensive Supports

Description: This session will focus on Tier 2 and Tier 3 interventions, which provide targeted and intensive support for students who require additional assistance beyond universal interventions. Participants will learn how to identify students in need of Tier 2 and Tier 3 support, develop and implement intervention plans, and monitor progress to ensure effectiveness.

Topics Covered:

- Understanding Tier 2 and Tier 3 Interventions: Targeted and Intensive Supports
- Identifying Students in Need of Tier 2 and Tier 3 Supports
- Developing and Implementing Intervention Plans
- Monitoring Progress and Evaluating Intervention Effectiveness

Session 5: Family and Community Engagement in NJTSS

Description: This session will explore the importance of family and community engagement in NJTSS implementation and strategies for fostering partnerships with families and community stakeholders. Participants will learn how to effectively communicate with families, involve them in the decision-making process, and collaborate with community organizations to support student success.

Topics Covered:

- Importance of Family and Community Engagement in NJTSS
- Strategies for Communicating with Families and Building Partnerships
- Involving Families in the Decision-making Process
- Collaborating with Community Organizations to Support Student Success

Session 6: Sustainability and Continuous Improvement in NJTSS

Description: This session will focus on strategies for sustaining and continuously improving NJTSS implementation over time. Participants will learn how to assess the effectiveness of NJTSS practices, identify areas for improvement, and implement strategies for ongoing professional development and support to ensure long-term success.

Topics Covered:

- Assessing the Effectiveness of NJTSS Practices
- Identifying Areas for Improvement and Implementing Change
- Ongoing Professional Development and Support for Sustainability
- Monitoring Progress and Celebrating Success







District Professional Development Flipbook:

Description: The district created a centralized location for professional development resources, including those regarding NJTSS and WIN periods.

- [BBOED Professional Development Flipbook](#)



NJTSS References and Resources

  	<div style="display: flex; justify-content: space-around;"> <div data-bbox="743 394 1036 785"> <p>Professional Learning Series: New Jersey Tiered System of Supports (NJTSS)</p>  <p>Overview</p> </div> <div data-bbox="1052 394 1333 785"> <p>Professional Learning Series: New Jersey Tiered System of Supports (NJTSS)</p>  <p>Effective District and School Leadership</p> </div> </div> <div data-bbox="902 800 1175 1188" style="text-align: center;"> <p>Professional Learning Series: New Jersey Tiered System of Supports (NJTSS)</p>  <p>Data-Based Decision Making</p> </div>
<p><u>New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines</u></p>	<p><u>New Jersey Tiered System Of Supports (NJTSS) PowerPoint Presentation</u></p>
<p><u>NJTSS Essential Components</u></p>	<p><u>New Jersey Tiered System of Supports (NJTSS) Overview Presentation Slides</u></p>
<p><u>New Jersey Tiered System of Supports</u></p>	<p><u>Effective District and School Leadership Presentation Slides</u></p>
<p><u>Getting Started with the New Jersey Tiered System of Supports (NJTSS)</u></p>	<p><u>Data-Based Decision Making Presentation Slides</u></p>
<p><u>NJ One-Page Brief</u></p>	<p><u>Professional Learning (nj.gov)</u></p>



Intervention Resources for Parents/Guardians:

 i-Ready Family Center	 International Dyslexia Association	 Bayonne SEPAC
 Khan Academy	 NJTSS-Early Reading	 Substance Abuse and Mental Health Services Administration SAMHSA
 Learning Ally	 Reading Rockets	 American Speech-Language-Hearing Association
 RTI Network	 Portal Bilingüe Para Padres / Familias	 SPAN Parent Advocacy
 ELA Intervention Resources	 Math Intervention Resources	 Mental Health



New Jersey Dyslexia Handbook: A Guide to Early Literacy Development and Reading Struggles

New Jersey State law **P.L. 2013, C.105**, requires a minimum of 2 hours of professional development each year for general education teachers kindergarten through grade 3, special education, basic skills, and English as a second language teachers; reading specialist; learning disabilities teacher consultants and speech language specialist.

The Bayonne School system has incorporated the following training from the NJDOE website into their Vector Teacher Training Series.

Multisensory Structured Literacy: Group Instruction Methodology	Comprehension and Fluency	Additional Professional Development Resources
<ul style="list-style-type: none"> • Training Video • Handouts • Materials 	<ul style="list-style-type: none"> • Training Video • Part 1 (Comprehension) Handouts • Part 2 (Fluency) Handouts 	<p>International Dyslexia Association's Learner's Portal</p> <p>Resources and strategies include: Dyslexia Basics, Assistive Technology, Dyslexia in the Workplace, Dyslexia & ADHD, etc.</p>

New Jersey law **P.L.2013, C.210**, requires that the NJDOE provide districts with information on screening instruments which can be used to identify students who possess one or more indicators of dyslexia or other reading disabilities. The school district is then required to screen students, who have exhibited one or more potential indicators of dyslexia or other reading disabilities, no later than the student's completion of the first semester of second grade. Furthermore, if students show indications of dyslexia or other reading disabilities during this screening process, each board of education is to employ appropriate intervention strategies with those students.

The Bayonne School system utilizes the i-Ready Diagnostic coupled with the i-Ready Dyslexia Screener which adheres to the IDA recommendations as one measure to help determine if specialized reading intervention may be appropriate for individual students. Nationally recognized, age-appropriate screening techniques both online and offline include:



		Letter Naming Fluency	Phonological Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension (retell)*	ELL Language Proficiency**
K	Fall						
	Winter						
	Spring						
Grade 1	Fall						
	Winter						
	Spring						
Grade 2	Fall						
	Winter						
	Spring						
Grade 3	Fall						
	Winter						
	Spring						

Grades K–3 Offline Screening Tasks: Following a research-based sequence, focus skills and tasks may vary by grade and time of year:

- Grade K: RAN
- Grade 1: Letter Naming Fluency or Oral Reading Fluency focusing on Word Reading Fluency
- Grade 2: Oral Reading Fluency covering Word Reading Fluency or Passage Reading Fluency
- Grade 3: Oral Reading Fluency of Passages and Spelling/Encoding for select students

The *i-Ready Dyslexia Screener* uses the *i-Ready Diagnostic* and accompanying offline tasks to identify students who may be at risk for dyslexia; it does not diagnose dyslexia.

Guidance for Meeting New Jersey's Requirements

The following guidance describes how *i-Ready* can be used to screen students and meet state guidelines.

- [Using iReady for Dyslexia and Universal Literacy Screening](#)
- [25-26 NJTSS i-Ready Screening Instructions K-3](#)
- [The New Jersey Literacy Framework](#)
- [How Can i-Ready Support your NJTSS structures?](#)
- [Universal Screening Video](#)



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 NJTSS teams will meet as a Central Office NJTSS 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 curricula 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 NJTSS team or pertinent individuals. Classroom teachers will also use the data from universal screeners to create Tier 1 intervention plans.

If the NJTSS team determines 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, interventions, and progress monitoring tools the teacher will use to provide Tier 2 intervention to the student. The teacher will keep intervention documentation up to date and share with parents/guardians and NJTSS team members.

NJTSS Teams

The role of NJTSS teams is to discuss data received from universal screeners to determine which students qualify for a tiered intervention. Additionally, classroom teachers are notified when their student has been identified 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.

School-based NJTSS teams meet at least three times per school year. NJTSS teams include district and school-based administrators, math and reading interventionists/specialists, learning consultants, grade-level teachers, special education teachers, social workers, school counselors, social emotional counselors, and school nurses.

NJTSS teams create Tier 2 plans that are then shared with the teacher(s) providing the Tier 2 interventions.



Title 1 Interventionists

The role of Interventionists will be determined by the NJTSS team. Typically, staff members in these roles meet with students for Tier 2 and Tier 3 interventions, either in the general education classroom or pulled out in small groups/ individually. They will also create the Tier 3 plans for students, where applicable. The interventionists are responsible for providing agreed-upon interventions with fidelity while progress monitoring regularly and updating intervention documents shared with all stakeholders, including parents/guardians when appropriate. Interventionists should use tools to provide high-quality, data-driven intervention aligned with student goals. 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 with 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 NJTSS meetings and are invested in the work that staff members and students are doing. They also participate in conversations with families and answer questions about the NJTSS process.

Social Emotional School Counselors

Social emotional counselors play a paramount role within the NJTSS process. Counselors are responsible for interpreting Linkit survey data to identify students in need of additional support. Counselors collaborate closely with the NJTSS team and make informed recommendations for tiered SEL interventions. Counselors will be responsible for administering Tier 2 and Tier 3 interventions targeted to the students' needs.

Child Study Team Members/Related Service Providers/Special Education Teachers

CST Members, Related Service Providers, and Special Education Teachers act as consultants within the NJTSS process. These individuals all support teachers and interventionists as they have questions pertaining to students.



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 that will remove or counter a barrier to their learning.

Balanced Assessment System

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

Culturally-Responsive Instruction

Inclusive content covered in the curriculum reflects 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 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 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 amount 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 the time in a day an 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

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 every cycle 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 NJSLS 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. Interventions are then delivered in small group settings for the designated intervention cycle.

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 1:2 and interventions are typically delivered daily.



Appendix C: Key Documents

The success of a multi-tiered system of support is dependent on all stakeholders understanding the process and how it can support their work to support students. To that end, Appendix C lists key documents for staff to access, as needed.

	Documents
1	NJTSS Resource Folder Link
2	NJTSS Process
3	NJTSS Forms
4	WIN Infographics
5	WIN Schedule
6	District Diagnostic & Progress Monitoring Guide
7	K-2 Assessment Schedule
8	3-8 Assessment Schedule
9	9-12 Assessment Schedule
10	Tier 2 & 3 Assessment Guide
11	NJTSS Team Roles and Expectations
12	NJTSS Supports & Interventions
13	i-Ready Intervention Planner Templates & Progress Monitoring Guides