

Berlin Borough School District

Title I Parent Meeting

10/7/26

A solid dark red horizontal bar spanning the width of the slide at the bottom.

Overview

What Title I Is & How It Helps

Assessments/Screeners

Progress Monitoring

Programming

Parent Communication

How to Get Involved

Rtl: Response to Intervention

(part of a Multi-Tiered System of Support)

A way to help students at the first sign of difficulty. Rtl supports academic, behavioral and community needs through systems of data analysis, problem solving, instruction, and intervention.

Identification

Data: Using multiple measures to prioritize student need, and then using data to systematically identify why the student is struggling

- * MAP benchmark test scores
- * Number Sense screening scores
- * Foundations/UFLI placement test
- * Dyslexia screener scores
- * IXL diagnostic scores
- * Classroom performance
- * Teacher recommendation
- * Literacy screener scores
- * District/school assessments

Next steps

Problem Solving: Helping teachers/parents/students understand the difficulty/goal/interventions to get there

- *Parent notification

- *Digging deeper with sub-tests

- *Individualized and/or small group differentiation to support students

Progress monitoring

Progress monitoring: To determine growth and when to “exit” the program or a particular Tier.

The MTSS Pyramid

Focus: Highly individualized, high-frequency interventions

Key Programs: UFLI, Orton-Gillingham, LLI, Math 180 Flex, Individual Plans

Focus: Targeted small-group skill boosts during RtI blocks

Key Programs: Push-In Interventionists, High-Impact Tutoring, Into Reading/Reveal Interventions, IXL

Focus: High-quality core, daily differentiated small groups, proactive SEL

Key Programs: Second Step K-8, Differentiated Small Groups, Into Reading, Reveal Math

Tier 3
Intensive

3-5% Student Participation
Based on Identified Needs
Highly individualized & intensive support for the smallest group needing significant support.

Tier 2
Targeted

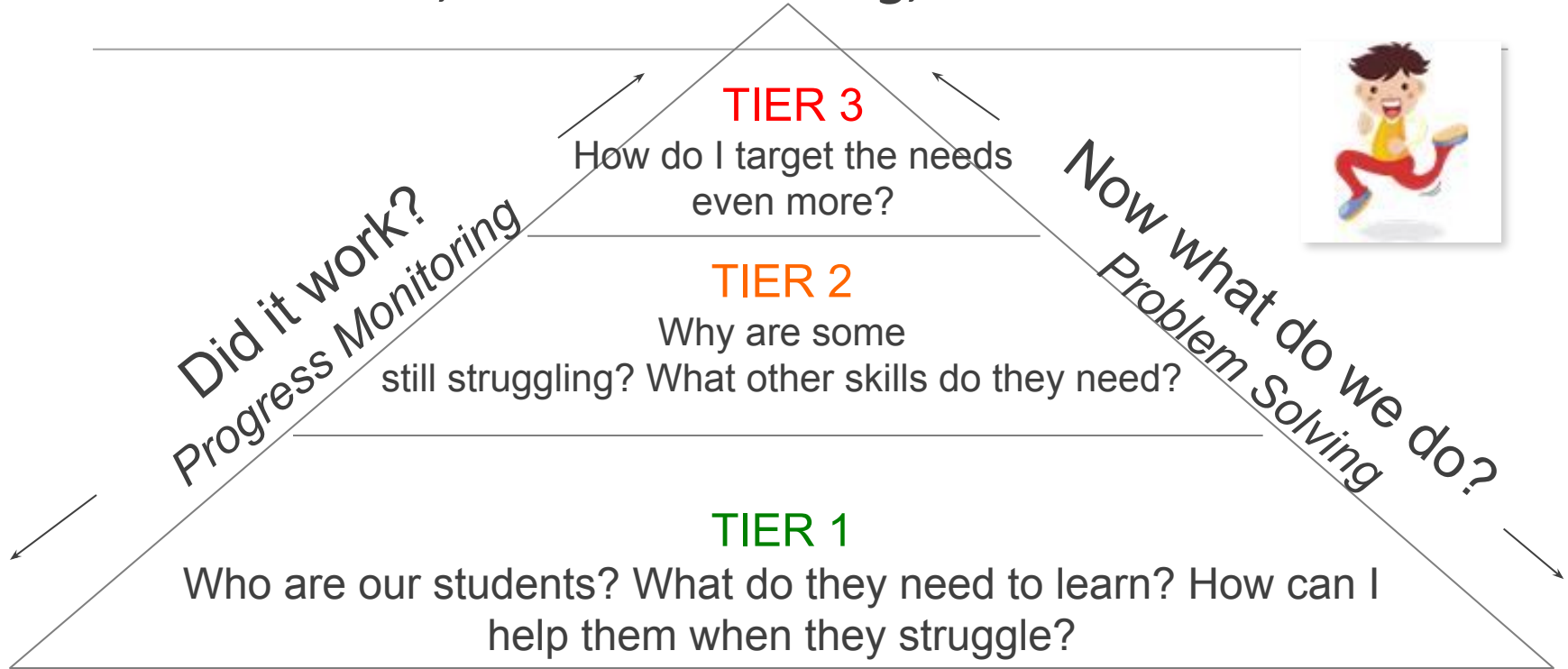
10-15% Student Participation
Based on Identified Needs

Tier 1
Universal

100% Student Participation
Universal Screening

The RTI Pyramid

Data, Problem Solving, Intervention



The RTI Pyramid

Data, Problem Solving, Intervention

TIER 3

Data: Additional Diagnostics

Problem Solving: Collaborative Team

Intervention: Intensify

TIER 2

Data: Diagnostic Assessment/Progress Monitoring

Problem Solving: Collaborative Team

Intervention: More time + more targeted

TIER 1

Data: Universal Screening

Problem Solving: Professional Learning Communities

Intervention: Core Curriculum & Small Group Instruction

Rtl: Response to Intervention: Tiers

- Tier I: Occurs during regular instructional periods [teacher adjusting instruction accordingly] - core instruction
- Tier II: Occurs during regular instruction and/or Rtl times [teacher pushes in, or pulls-out when needed; and/or the classroom teacher(s) differentiate(s)]
- Tier III: Pull-out or push-in during Rtl designated times [LLI, Do the Math, OG, High-Impact Tutoring, etc.]

Tier 1: Second Step

- **Implementation Year:** Second Step is being implemented across all grade levels to foster positive school climate, character education, and student well-being.
- **Grades K–4:** Lessons delivered during Morning Meeting or designated daily instructional blocks.
- **Grades 5–8:** Lessons rotated weekly across subject areas (including specials), ensuring every department participates.
- **Shared Impact:** Establishes a common language, shared staff buy-in, and school-wide consistency across all grade levels.

High-Impact Tutoring (H.I.T.)

BCS was awarded \$80,000 for this competitive grant!

- **Grades 3–4 (In-Person):** Partnering with **NJ Tutoring Corps** for high-dosage, in-person tutoring 3x/week.
- **Grades 5–8 (Online):** Partnering with **Littera** for customized online tutoring during the WIN (What I Need) period.

High-Impact Tutoring (H.I.T.)

- **Expanded K–2 & RtI Support:** Allows BCS RtI Interventionists to service even more students, including expanded support for Grades K–2.
- **100% Free for Families:** Designed to boost academic confidence/success during the school day.

Recap: It's an ongoing process...

- Progress monitoring allows the team to determine when a student is ready to switch tiers and/or exit the program
- Emergency placement during year, as needed
- Entrance to the program is an annual process, as students are continually monitored, evaluated and prioritized by need

RtI Goals

- We aim to:
 - Identify difficulties earlier
 - Intervene effectively
 - Solve small issues before they become bigger problems

Why RtI?

RtI allows us to start helping students NOW:

- Help students before they fail
- Identify students who may need more specialized programs
- Help all students succeed
- Cultivate a love of learning

Other considerations

Title I funds for RtI interventions

Examples: PD, Coaching, Intervention Manager

Ways to get involved:

Provide input on use of Title I funds

Open communication with the school / your child's teacher

Know your rights

Teacher qualifications

Request opportunities to make suggestions

Participate in decisions related to the education of your child

THANK YOU!

A solid dark red horizontal bar spanning the width of the slide at the bottom.

Berlin Borough School District

Special Education Parent
Advisory Group (SEPAG)

10/7/26

A solid dark red horizontal bar spanning the width of the slide at the bottom.

Purpose

- Help improve educational outcomes
- Help identify unmet needs
- Help shape the development of programs, services, and policies
- Improve district culture and climate

[SPAN Advocacy Network, SEPAG: A Guide to
Developing and Conducting an Effective Group](#)

Parental Rights in Special Education (PRISE)

- Updated PRISE Parental Rights in Special Education (PRISE)
 - What's New?
 - Federal discrimination complaints will now go to the U.S. Department of Justice.
 - Schools must give families a written summary at least two business days before the annual IEP meeting, including:
 - Topics to be discussed
 - Your child's current performance (PLAAFP)
 - Any staff requesting to be excused

Resources

- DOE <https://www.nj.gov/education/specialed/parents/>
- SPAN <https://spanadvocacy.org/>
 - [SEPAG: A Guide to Developing and Conducting an Effective Group](#)
- BCS SEPAG [Resource Document](#)
- 504 Information
 - [504 Procedural Safeguards](#)
 - [504 Process for Parents](#)

District Updates

- Programs
 - Removed K-2 MD, added back in August for transfer students
 - PSD, K-2 MD, 2-4 MD, 5-8 MD (mild), 5-8 MD (moderate)
 - Increased opportunities for supplemental support (Aligns with RTI & WIN)
- Strive & First Children's (PK)
 - Flyer with QR code
- Second Step
 - Implementation year
 - Family Letters
 - Elementary
 - Middle

Previous Discussions

- Point of contact
- SEPAG email
- Parent coordination to increase participation
- District website

What's Next?

- How can the District help support the needs of our SEPAG?

District Contact Information

BCS: 856-767-0129

Ashley Power, powera@bcsberlin.org, Ext. 213

Laura Behnke, cstbehnkel@bcsberlin.org, Ext. 211

Amanda Gauntt, gauntta@bcsberlin.org, Ext. 225

Michelle Sabia, sabiam@bcsberlin.org, Ext. 220

Robin Simpson, simpsonr@bcsberlin.org, Ext. 222

Amelia Wise, wisea@bcsberlin.org, Ext. 270