

Introduction:

This pamphlet provides parents, families, and others with information regarding Response to Intervention (RTI). RTI is a process used to provide well-designed instruction, monitor students' progress and provide additional instructional support to students who are struggling. This additional help is to assist students to keep up with learning in their classrooms, particularly in the areas of reading and math.

S.M.A.R.T. Goals

A SMART goal is a specific, measurable, achievable, realistic, and timely goal. These goals direct the interventions to meet a student's needs.

What is RTI?

Response to intervention (RTI) is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In RTI, a student who is struggling will receive additional instructional support by matching instruction to a student's individual needs through a multi-tiered instructional model. Each tier provides instruction with increased intensity. RTI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math, by ensuring appropriate instruction for all students, monitoring students' progress, and providing additional levels of instructional assistance (intervention) for students who require support. RTI models provide three tiers of support.

Integrating RTI and Behavioral Support:

The goals of a behavioral RTI intervention plan are geared towards behavior and social-emotional needs. The interventions seek to improve academic performance by improving student behavior, which directly correlates with academic success. This is done by effectively meeting the needs of the students who exhibit the most challenging behaviors. Positive behavioral supports are put in place through proactive collaboration with educators and support staff.



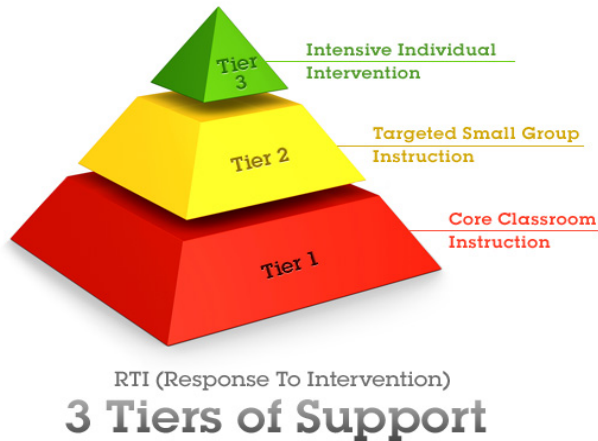
A PARENT'S GUIDE TO RESPONSE TO INTERVENTION



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(201) 438-7675
www.rutherfordschools.org

Understanding the Tiers of RTI

Academic screening is conducted for all students. This is a quick assessment that measures a student's skills expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year. Screening results are used to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Based on screening results, a school may recommend that a student be provided additional support to address the student's needs. It is not required that a school notify all parents of his/her child's screening results. However, if the school recommends that a student receive instructional support beyond what is provided to all students in the class, the parent must be notified.



Tier 1

An RTI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class (Tier 1). Since students learn in different ways, a teacher uses a variety of effective methods and materials to meet the needs of all students in his/her class. Students identified through screening as needing additional instructional support receive assistance designed to meet their needs.

Tier 2

Tier 2 intervention is in addition to the students' regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention may mean that a student is taught in a small group, receives additional instruction time and/or is taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

Tier 3

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction may be more frequent, in smaller groups and/or for a longer period of time than provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty. If a student is identified as needing instructional support, a team may meet to review information from that student's classroom work, screenings, and state and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s), and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

Progress Monitoring:

Progress monitoring involves frequent assessment of a student's performance in specific skill areas. It is used to determine whether the specified instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs. How often a student's progress should be monitored may vary by school and by individual student's needs. Progress monitoring also helps school staff know if the instructional support that has been provided needs to be changed. Schools will make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Teachers may ask a parent to help support the student's progress in a number of ways: by reading to his/her child, by having the child read to the parent, or by engaging in other activities that promote positive growth in skills.

A small percentage of students may not make the expected progress and may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will ask the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RTI process will be considered as a part of this evaluation.

If, at anytime, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the building principal, or sent to the Department of Special Services at 109 Fairview Avenue, Rutherford, NJ.

RESPONSE
TO
INTERVENTION

A Guiding Document

Rutherford Public Schools

Response to Intervention (RtI)

Response to Intervention (RtI) is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In RtI, a student who is struggling will receive additional instructional support by matching instruction to a student's individual needs through a multi-tiered instructional model. Each tier provides instruction with increased intensity. RtI focuses on the early prevention of behavioral or academic difficulty, particularly in the areas of reading and math, by ensuring appropriate instruction for all students, monitoring students' progress, and providing additional levels of instructional or behavioral assistance (intervention) for students who require support. Most RtI models provide three tiers of support.

The steps in RtI

Screening is conducted for all students. This is a quick assessment that measures a student's skills or behaviors expected for his or her grade level. Screenings may be conducted once a year or as many as three times per year.

Screening results are used to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Based on screening results, a school may recommend that a student be provided additional instructional support to address the student's needs.

It is not required that a school notify all parents of his/her child's screening results. However, if the school recommends that a student receive instructional support beyond what is provided to all students in the class, the parent must be notified.

An RtI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class (Tier 1). Since students learn in different ways, a teacher uses a variety of effective methods and materials to meet the needs of all students in his/her class.

Students identified through screening as needing additional instructional support receive assistance designed to meet their needs (targeted instruction). Targeted instruction includes the teaching method or strategy the teacher will use, how often the intervention will be provided and for how long the intervention will be provided. Targeted intervention is provided with increasingly intense levels of time or support. Increased intensity can mean more time, smaller groups and/or more instruction focused on the specific areas in which the student is having difficulty.

Tier 2 intervention is in addition to the student's regular classroom instruction and may be provided within the classroom or in a separate room. Tier 2 intervention may mean that a student is taught in a small group, receives additional instruction time and/or is taught using various instructional methods such as more opportunities for practice and more intensive instruction on difficult concepts.

For students who are still not progressing with Tier 2 intervention, Tier 3 intervention may be provided. Instruction may be more frequent, in smaller groups and/or for a longer period of time than provided in Tiers 1 or 2. Tier 3 may utilize materials or programs which focus specifically on skills with which the student may be having difficulty. If a student is identified as needing instructional support, a team may

meet to review information from that student's classroom work, screenings, and state and district-wide assessments. This team typically includes the student's classroom teacher(s), the parent(s), and other staff such as a reading teacher and school psychologist. The team will recommend what type of instructional support the student needs and how often and for how long the instructional support will be provided. The team will also decide on how often the student's progress will be monitored to determine if he/she is responding to the instructional support.

Progress monitoring involves frequent assessment of a student's performance in specific skill areas. It is used to determine whether the specified instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the student's needs. How often a student's progress should be monitored may vary by school and by individual student's needs. Progress monitoring also helps school staff know if the instructional support that has been provided needs to be changed. Schools will make progress monitoring information available to parents of students receiving Tier 2 or 3 levels of intervention.

Each parent of a student participating in an RtI process is encouraged to meet regularly with teachers and school staff who are providing instructional support to the student in order to review the student's progress. Teachers may ask a parent to help support the student's progress in a number of ways: by reading to his/her child, by having the child read to the parent, or by engaging in other activities that promote positive growth in skills.

A small percentage of students may not make the expected progress and may require further evaluation to determine other reasons for the lack of progress. Whenever there is concern that the student might have a disability affecting his/her ability to progress, the school will ask the parent's consent to conduct an individual evaluation to determine if the student needs special education services. The information gathered through the RtI process will be considered as part of this evaluation.

If, at any time, a parent thinks that his/her child may have a disability, the parent should make a written request to the school to have the student evaluated for special education services. This written request could be given to the student's teacher, the building principal, or sent to the Department of Special Services at 109 Fairview Avenue, Rutherford, NJ.

**Targeted/
Intensive**

(High-risk students)
Individual Interventions
(3-5%)

- Intensive academic support
- Intensive social skills teaching
- Individual Behavioral Management Plan
- Parent Collaboration
- Multi-Agency Collaboration
- Alternatives to suspension and expulsion

Selected

(At-risk Students)

Classroom & Small
Group Strategies

(10-20% of students)

- Intensive Social Skills teaching
- Self-Management Programs
- Parent Collaboration
- School-Based Adult mentors
- Increased academic support and practice
- Alternatives to out-of-school suspension

Universal
(All Students)

School-wide, Culturally Relevant
Systems of Support
(75-85% of students)

Jeffrey Sprague,
Ph.D.

Universal
Screening,
RtI and Behavior

- Effective Academic Support
- Social Skills Teaching
- Positive Proactive Discipline
- Teaching School Behavior expectations
- Active Supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Effective classroom management



Rutherford School District

Response to Intervention Tier 2 Identification for Grades K-12

Selection Criteria for RTI Tier 2 Math Grades K-12

Must be based upon multiple measures that may include two or more of the following:

1. Standardized test results
2. Local assessments
3. Progress reflected in report card grades
4. Teacher recommendation
5. Administrative analysis
6. Tier 1 interventions

Selection Criteria for RTI Tier 2 Language Arts Grades K-12

Must be based upon multiple measures that may include two or more of the following:

1. Standardized test results
2. Local assessments
3. Progress reflected in report card grades
4. Teacher recommendation
5. Administrative analysis
6. Tier 1 interventions

Procedures:

1. **Staff members may provide the names of students who qualify for Tier 2 intervention.**
2. **Principal or guidance counselor may send a letter to parents, informing them of student's placement in Tier 2 intervention model, possible intervention strategies, and the name of person working with child.**
3. **Teachers and/or guidance counselors may report to parents on student progress until student is returned to Tier 1 status.**
4. **Parents may be contacted to attend a meeting if warranted.**
5. **If interventions are not working and data indicate student is not making progress, the student will be referred for Tier 3 intervention.**



Rutherford School District

Response to Intervention Tier 3 Identification for Grades K-12

Selection Criteria for RTI Tier 3 Math Grades K-12

Must be based upon multiple measures that may include two or more of the following:

1. Standardized test results
2. Local assessments
3. Progress reflected in report card grades
4. Teacher recommendation
5. Administrative analysis
6. Tier 2 interventions

Selection Criteria for RTI Tier 3 Language Arts Grades K-12

Must be based upon multiple measures that may include two or more of the following:

1. Standardized test results
2. Local assessments
3. Progress reflected in report card grades
4. Teacher recommendation
5. Administrative analysis
6. Tier 2 interventions

Procedures:

1. **Staff members will provide the names of students who qualify for Tier 3 intervention.**
2. **Staff members will complete RTI Tier 3 referral forms and submit to principal and/or guidance counselor.**
3. **Principal and/or guidance counselor will send parents a letter informing them of student's placement in Tier 3.**
4. **Principal or guidance counselor may invite parents, members of Child Study Team, teachers, and any other personnel who may offer some assistance to the meeting.**
5. **Hold meeting and discuss suggested intervention strategies. Action plan (using District RTI Action Plan Template) is created for student and distributed to all involved. Action plan notes the following: Goal, Action**

Steps/Interventions, Responsible Parties, Timeline, Monitoring Tool, Evidence of Effectiveness, and Update of Progress.

- 6. Action plan is implemented.**
- 7. Parents may be invited to a follow-up meeting to check status of interventions.**
- 8. At follow-up meeting, review plan, make adjustments, and determine whether to continue interventions in Tier 3, move to a lower tier, or refer for additional testing.**
- 9. Teachers and/or guidance counselors will report to parents periodically on student progress.**
- 10. If interventions are not working and data indicate student is not making progress, the student will be referred for CST evaluation.**

Student At-Risk Referral Form Kindergarten

Purpose & Guidelines for Use:

The referring teacher completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|---|--|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational skills | _____ fine motor skills |
| _____ self-awareness | _____ social skills | _____ oral comprehension |
| _____ self-expression | _____ student initiative/
motivation | _____ responsible for age-
appropriate task |
| _____ low self-esteem | _____ easily confused | |

Extended comments: _____

B. What are the specific skills related to concerns? Please check all that apply.

Academic Readiness

- | | | |
|--|---|---|
| <input type="checkbox"/> recall of personal info | <input type="checkbox"/> number identification | <input type="checkbox"/> recitation of alphabet |
| <input type="checkbox"/> shape recognition | <input type="checkbox"/> upper case letter identification | <input type="checkbox"/> rhyming |
| <input type="checkbox"/> color recognition | <input type="checkbox"/> lower case identification | |
| <input type="checkbox"/> 1 : 1 correspondence | <input type="checkbox"/> counting | |

Extended comments: _____

Language

- | | | |
|---|--|---|
| <input type="checkbox"/> articulation/intelligibility | <input type="checkbox"/> expressive language | <input type="checkbox"/> receptive language |
|---|--|---|

Extended comments: _____

Reading

- | | | |
|--|---|---|
| <input type="checkbox"/> reads below grade level | <input type="checkbox"/> grade level phonics skills | |
| <input type="checkbox"/> connections | <input type="checkbox"/> sight word | <input type="checkbox"/> comprehension |
| <input type="checkbox"/> decoding | <input type="checkbox"/> retell | <input type="checkbox"/> reflections |
| <input type="checkbox"/> self- correction | <input type="checkbox"/> fluency (sight words) | <input type="checkbox"/> fluency (reading rate) |
| <input type="checkbox"/> predictions | <input type="checkbox"/> retelling facts (NF) | <input type="checkbox"/> retelling events (F) |
| <input type="checkbox"/> interpreting author's message | <input type="checkbox"/> main idea (F) | <input type="checkbox"/> vocabulary |

Extended comments: _____

Math

- | | | |
|--|---|--|
| <input type="checkbox"/> reads numbers up to 20 | <input type="checkbox"/> adds fluently | <input type="checkbox"/> addition/subtraction concepts |
| <input type="checkbox"/> writes numbers up to 20 | <input type="checkbox"/> subtracts fluently | <input type="checkbox"/> place value |
| <input type="checkbox"/> number representation | | |

Extended comments: _____

Writing

_____ fine motor or handwriting skills	_____ print conventions (punctuation, capitalization)	_____ writing stamina
_____ spells sights words (phonetically irregular words)	_____ spells phonics words (phonetically regular words)	_____ construction of a sentence

Extended comments: _____

Behavior

_____ following directions (oral/written)	_____ time on task	_____ avoids task
_____ easily distracted by others/environment	_____ over-aggression	_____ disrespectful to adults/peers
_____ disregards school property	_____ disregards school rules	

Extended comments: _____

Assessments: List his/her current assessment scores.

DRA Scores (<i>independent level</i>)	K
February	
June	

Additional Kindergarten Assessments

Assessment	Score

C. In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.

D. Prior Actions taken to address the concerns.

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills (math facts) |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills (sight words) |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Extended comments: _____

Specials Teacher(s)- Art, Music, Enrichment, Library, Physical Education
Please use the space provided to make additional comments/concerns.

Student At-Risk Referral Form

Grade One

Purpose & Guidelines for Use:

The referring teacher completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|---|-------------------------------|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational skills | _____ fine motor skills |
| _____ self-awareness | _____ responsible for age
appropriate task | _____ oral comprehension |
| _____ self-expression | _____ student initiative/
motivation | _____ social skills |
| _____ low self-esteem | _____ easily confused | |

Extended comments: _____

B. What are the specific skills related to concerns? Please check all that apply.

Academic Readiness

- | | | |
|-------------------------------|--|------------------------------|
| _____ recall of personal info | _____ number identification | _____ recitation of alphabet |
| _____ shape recognition | _____ upper case letter identification | _____ rhyming |
| _____ color recognition | _____ lower case identification | |
| _____ 1 : 1 correspondence | _____ counting | |

Extended comments: _____

Language

- _____ articulation/intelligibility _____ expressive language _____ receptive language

Extended comments: _____

Reading

- | | | |
|-------------------------------------|---|------------------------------|
| _____ reads below grade level | _____ grade level phonics skills | |
| _____ connections | _____ sight word | _____ comprehension |
| _____ decoding | _____ retell | _____ reflections |
| _____ self- correction | _____ fluency (sight words) | _____ fluency (reading rate) |
| _____ predictions | _____ retelling facts (NF) | _____ retelling events (F) |
| _____ interpreting author's message | _____ reflecting on the most important part (F) | _____ vocabulary |

Extended comments: _____

Math

- | | | |
|-------------------------------|--------------------------|-------------------------------------|
| _____ reads numbers up to 20 | _____ adds fluently | _____ addition/subtraction concepts |
| _____ writes numbers up to 20 | _____ subtracts fluently | _____ place value |
| _____ number representation | | |

Extended comments: _____

Writing

_____ fine motor or handwriting skills	_____ print conventions (punctuation, capitalization)	_____ writing stamina
_____ spells sights words (phonetically irregular words)	_____ spells phonics words (phonetically regular words)	_____ construction of a sentence

Extended comments: _____

Behavior

_____ following directions (oral/written)	_____ time on task	_____ avoids task
_____ easily distracted by others/environment	_____ over-aggression	_____ disrespectful to adults/peers
_____ disregards school property	_____ disregards school rules	

Extended comments: _____

Assessments: List his/her current assessment scores.

DRA Scores (independent level)	K	1
September		
February		
June		

Current 1st grade assessments

Assessment	Score

C. In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.

D. Prior Actions taken to address the concerns.

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills (math facts) |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills (sight words) |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Extended comments: _____

Specials Teacher(s)- Art, Music, Enrichment, Library, Physical Education

Please use the space provided to make additional comments/concerns.

Student At-Risk Referral Form

Grade Two

Purpose & Guidelines for Use:

The referring teacher completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|---|-------------------------------|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational skills | _____ fine motor skills |
| _____ self-awareness | _____ responsible for age
appropriate task | _____ oral comprehension |
| _____ self-expression | _____ student initiative/
motivation | _____ social skills |
| _____ low self-esteem | _____ easily confused | |

Extended comments: _____

B. What are the specific skills related to concerns? Please check all that apply.

Academic Readiness

- | | | |
|-------------------------------|--|------------------------------|
| _____ recall of personal info | _____ number identification | _____ recitation of alphabet |
| _____ shape recognition | _____ upper case letter identification | _____ rhyming |
| _____ color recognition | _____ lower case identification | |
| _____ 1 : 1 correspondence | _____ counting | |

Extended comments: _____

Language

- _____ articulation/intelligibility _____ expressive language _____ receptive language

Extended comments: _____

Reading

- | | | |
|-------------------------------------|---|------------------------------|
| _____ reads below grade level | _____ grade level phonics skills | |
| _____ connections | _____ sight word | _____ comprehension |
| _____ decoding | _____ retell | _____ reflections |
| _____ self- correction | _____ fluency (sight words) | _____ fluency (reading rate) |
| _____ predictions | _____ retelling facts (NF) | _____ retelling events (F) |
| _____ interpreting author's message | _____ reflecting on the most important part (F) | _____ vocabulary |

Extended comments: _____

Math

- | | | |
|------------------------|----------------------------------|---|
| _____ problem solving | _____ tells/writes time | _____ add/subtract multi-digit numbers up to 1000 |
| _____ counting numbers | _____ add/subtract whole numbers | _____ recognizes/draws partitions of shapes |
| _____ skip counting | _____ represents/interprets data | |

Extended comments: _____

Writing

_____ fine motor or handwriting skills	_____ print conventions (punctuation, capitalization)	_____ construction of a paragraph
_____ spells sight words (phonetically irregular words)	_____ spells phonics words (phonetically regular words)	_____ construction of a story
_____ writing stamina	_____ language (vocab, grammar, sentence structure)	_____ construction of a sentence

Extended comments: _____

Behavior

_____ following directions (oral/written)	_____ time on task	_____ avoids task
_____ easily distracted by others/environment	_____ over-aggression	_____ disrespectful to adults/peers
_____ disregards school property	_____ disregards school rules	

Extended comments: _____

Assessments: List his/her current assessment scores.

DRA Scores (indep. level)	K	1	2
September			
February			
June			

Prior Benchmark Assessments

Assessment	Grade	Score

Current 2nd grade assessments

Assessment	Score

C. In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.

D. *Prior Actions taken to address the concerns.*

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills (math facts) |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills (sight words) |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Extended comments: _____

Specials Teacher(s)- Art, Music, Enrichment, Library, Physical Education
Please use the space provided to make additional comments/concerns.

Student At-Risk Referral Form

Grade Three

Purpose & Guidelines for Use:

The referring teacher completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|---|-------------------------------|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational skills | _____ fine motor skills |
| _____ self-awareness | _____ responsible for age
appropriate task | _____ oral comprehension |
| _____ self-expression | _____ student initiative/
motivation | _____ social skills |
| _____ low self-esteem | _____ easily confused | |

Extended comments: _____

B. What are the specific skills related to concerns? Please check all that apply.

Academic Readiness

Language

_____ articulation/intelligibility _____ expressive language _____ receptive language

Extended comments: _____

Reading

_____ reads below grade level _____ grade level phonics skills
_____ connections _____ sight word _____ comprehension
_____ decoding _____ retell _____ reflections
_____ self- correction _____ fluency (sight words) _____ fluency (reading rate)
_____ predictions _____ retelling facts (NF) _____ retelling events (F)
_____ interpreting authors message _____ reflecting on the most important part (F) _____ vocabulary

Extended comments: _____

Math

_____ basic fact fluency _____ multi-step problem solving _____ tells/writes time
_____ add/subtract multi-digit numbers up to 10,000 _____ represents/interprets data _____ concepts of fractions
_____ multiplication/division concepts _____ measurement _____ geometric concepts
_____ place value concepts

Extended comments: _____

Writing

_____ fine motor or handwriting skills _____ print conventions (punctuation, capitalization) _____ language (sentence structure, vocabulary, grammar)
_____ spells sights words _____ spells phonics words _____ organization
_____ writing stamina _____ writing to a task

Extended comments: _____

Behavior

_____ following directions (oral/written) _____ time on task _____ avoids task
_____ easily distracted by others/environment _____ over-aggression _____ disrespectful to adults/peers
_____ disregards school property _____ disregards school rules

Extended comments: _____

Assessments: *List his/her current assessment scores.*

DRA Scores (independent level)	K	1	2	3
September				
February				
June				

Prior Benchmark Assessments

Assessment	Grade	Score

Current 3rd grade assessments

Assessment	Score

C. *In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.*

D. Prior Actions taken to address the concerns.

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills (math facts) |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills (sight words) |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Extended comments: _____

Specials Teacher(s)- Art, Music, Enrichment, Library, Physical Education
Please use the space provided to make additional comments/concerns.

Student At-Risk Referral Form Grades Four - Six

Purpose & Guidelines for Use:

The referring teacher completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____ Teacher _____

Name/Signature of Referring Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|---|-------------------------------|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational skills | _____ fine motor skills |
| _____ self-awareness | _____ responsible for age
appropriate task | _____ oral comprehension |
| _____ self-expression | _____ student initiative/
motivation | _____ social skills |
| _____ low self-esteem | _____ easily confused | |

Extended comments: _____

B. What are the specific skills related to concerns? Please check all that apply.

Academic Readiness

Language

_____ articulation/intelligibility _____ expressive language _____ receptive language

Extended comments: _____

Reading

_____ reads below grade level	_____ grade level phonics skills	_____ fluency (expression)
_____ sight word recognition	_____ fluency (reading rate)	_____ decoding
_____ comprehension	_____ retell events (fiction)	_____ retelling facts (nonfiction)
_____ sequencing	_____ main idea/theme	_____ summarizing
_____ predicting	_____ making connections	_____ author's purpose
_____ vocabulary	_____ text structure	_____ questioning
_____ comparing/contrasting	_____ inferring	_____ point of view
_____ evidence/supporting details		

Extended comments: _____

Writing

_____ fine motor or handwriting skills	_____ print conventions (punctuation, capitalization)	_____ writing stamina
_____ spells sight words (phonetically irregular words)	_____ spells phonics words (phonetically regular words)	_____ organization
_____ on demand writing (writing to a task)	_____ language (sentence structure, vocabulary, grammar)	_____ explanatory/informational writing
_____ opinion/argument writing	_____ uses supporting evidence	_____ narrative writing

Extended comments: _____

Math

- | | | |
|--------------------------------|--|---|
| _____ basic fact fluency | _____ add/subtract multi-digit numbers | _____ multiplication/division concepts |
| _____ place value concepts | _____ multi-step problem solving | _____ represents/ interprets data measurement |
| _____ metric system | _____ fractions | _____ geometric concepts |
| _____ geometric figures | _____ graphing | _____ formulas |
| _____ equations | _____ probability models | _____ proportions |
| _____ operations with decimals | | |

Extended comments: _____

Behavior

- | | | |
|---|-------------------------------|-------------------------------------|
| _____ following directions (oral/written) | _____ time on task | _____ avoids task |
| _____ easily distracted by others/environment | _____ over-aggression | _____ disrespectful to adults/peers |
| _____ disregards school property | _____ disregards school rules | |

Extended comments: _____

Assessments: List his/her current assessment scores.

Prior Benchmark Assessments

Assessment	Grade	Score

Current grade level assessments

Assessment	Score

C. In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.

D. Prior Actions taken to address the concerns.

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills (math facts) |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills (sight words) |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Extended comments: _____

Specials Teacher(s)- i.e. Art, Music, Library, Physical Education

Please use the space provided to make additional comments/concerns.

Student At-Risk Referral Form Grades Seven-Twelve

Purpose & Guidelines for Use:

The referring teacher(s) completes the Student At Risk Form prior to the initial RTI meeting. The RTI case liaison may want to assist the teacher(s) in completing the form and meet briefly with the teacher(s) before the initial meeting to collect additional information about the instructor's concern.

General Information

Student _____ Grade _____ Date _____

Date of Birth ____/____/____ Referral Date _____

Address _____

School _____

Teacher _____

Name of Parent(s)/Guardian(s) _____

A. Mark only areas of concern.

- | | | |
|------------------------------------|--|-------------------------------|
| _____ attendance | _____ frustration threshold | _____ response to questions |
| _____ level of engagement | _____ memory skills | _____ problem-solving ability |
| _____ ability to focus on task | _____ listening skills | _____ gross motor skills |
| _____ ability to follow directions | _____ organizational/study skills | _____ fine motor skills |
| _____ self-awareness | _____ responsible for age appropriate task | _____ oral comprehension |
| _____ self-expression | _____ student initiative/motivation | _____ social skills |
| _____ low self-esteem | _____ easily confused | |

B. What are the specific skills related to concerns? Please check all that apply.

Speech/Language

_____ articulation/intelligibility _____ expressive language _____ receptive language

Extended comments: _____

Reading

_____ general comprehension	_____ main idea or theme	_____ evidence/ supporting details
_____ text structure (F, NF)	_____ author's purpose (NF)	_____ point of view
_____ predicting	_____ inferring	_____ connections
_____ questioning	_____ retelling facts (NF)	_____ sequencing
_____ comparing/contrasting	_____ summarizing	_____ vocabulary

Extended comments: _____

Writing

_____ on-demand writing (writing to a task)	_____ argument writing	_____ narrative writing
_____ informational writing	_____ organization of ideas	_____ clarity and cohesion
_____ print conventions (punctuation, capitalization)	_____ language (sentence structure, vocabulary)	_____ use of evidence as support
_____ fine motor/ handwriting skills		

Extended comments: _____

Math

_____ fractions	_____ multi-step problem solving	_____ equations
_____ proportions	_____ probability models	_____ functions
_____ geometric concepts	_____ rational and irrational numbers	_____ formulas
_____ geometric figures		_____ graphing

Extended comments: _____

Behavior

- _____ following directions (oral/written)
- _____ time on task
- _____ avoids task
- _____ easily distracted by others and/or environment
- _____ over-aggression
- _____ disrespectful to adults/peers
- _____ disregards school property
- _____ disregards rules

Extended comments: _____

Assessments: *List his/her current assessment scores.*

Universal Screening/Benchmark Assessments

Assessment	Grade	Score

Current Grades

Subject(s)	Grade(s)

C. In addition to the specific concerns cited, please list any known additional academic, social, emotional, or medical factors that negatively impact the student's performance.

D. Prior Actions taken to address the concerns.

- | | |
|--|---|
| <input type="checkbox"/> using the SMARTBoard | <input type="checkbox"/> memory drills |
| <input type="checkbox"/> previewing; rephrasing | <input type="checkbox"/> memory skills |
| <input type="checkbox"/> using graphic organizers | <input type="checkbox"/> posting charts; labeling |
| <input type="checkbox"/> contracts | <input type="checkbox"/> giving visual/verbal cues |
| <input type="checkbox"/> use of alternative materials | <input type="checkbox"/> cooperative learning |
| <input type="checkbox"/> tailored assignments | <input type="checkbox"/> reinforcement schedules |
| <input type="checkbox"/> parent involvement | <input type="checkbox"/> preferential seating |
| <input type="checkbox"/> acknowledging correct responses | <input type="checkbox"/> using music, art, drama |
| <input type="checkbox"/> dividing task into smaller portions | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> offer strategies for self-management | <input type="checkbox"/> incorporate cultural differences |
| <input type="checkbox"/> pattern books and word families | <input type="checkbox"/> use of manipulatives |
| <input type="checkbox"/> modified discipline plan | <input type="checkbox"/> attendance follow-up |
| <input type="checkbox"/> observation by another staff member | <input type="checkbox"/> ESL support strategies |
| <input type="checkbox"/> accessing prior knowledge | <input type="checkbox"/> promoting family involvement |
| <input type="checkbox"/> giving opportunities for success | <input type="checkbox"/> counseling |
| <input type="checkbox"/> point out relevance to student's life | <input type="checkbox"/> building student's strengths |

Sample Letter Kindergarten Tier 2

[Date]

To the Parents/Guardians of

[Student Name]

[Student Address]

Dear Parent/Guardian:

To better accommodate the learning needs of all students, The Rutherford Public Schools have adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to individual learner's academic or behavioral needs.

As part of our effort to help children succeed at _____ School, we provide tutoring support to help students master essential skills in Language Arts Literacy/Math/ Behavior through our RTI program. Based on criteria that may include standardized test results, local assessments, progress reports, report card grades, classroom performance, teacher recommendations, administrative analysis, and/or prior interventions, your child has been selected to participate in our Tier 2 [reading/math/behavior] support program.

Your child's teacher is providing extra support in the general classroom setting. Your child will be receiving differentiated instruction and materials two times per week during the school day to work on [reading/math/behavior] standards. This may be provided individually or in a small group. The length of time your child will remain in the program will be dependent on his/her individual growth. You will receive feedback on your child's progress at your parent-teacher conference in November and during report card and progress report distribution.

For more detailed information about Response to Intervention, you can consult the link on the district website. If you have further questions about your child's progress or selection for the program, please contact me at 201-438-7675, ext. [#####].

I wish you and your child a successful year.

Sincerely,

[Name of Principal]

Principal

c:

Sample Letter Kindergarten Tier 3

[Date]

To the Parents/Guardians of

[Student Name]

[Student Address]

Dear Parent/Guardian:

To better accommodate the learning needs of all students, the Rutherford Public Schools have adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to individual learner's academic or behavioral needs.

Our school has established a RTI Committee that works with teachers and parents in setting appropriate goals and varying instructional strategies to provide more effective alternatives for learners. Members of the RTI Committee may include teachers, counselors, the school nurse, administrators – or their designee – and members of the Child Study Team.

Schools that use RTI organize their academic services into three levels or tiers. Students with emerging difficulties are identified during Tier 1 while receiving universal support in their classroom. If additional attention is deemed necessary, they are provided with Tier 2 intervention through small group support. Students not fully responding to interventions in Tier 2 may be eligible for more intensive support provided in Tier 3. Your child has been receiving support through Tier 2 in [Language Arts/Math/behavior]. However, your child has been recommended for Tier 3 [Language Arts/Math/behavior] intervention.

To provide you with more information regarding your child's placement, a meeting with members of our RTI Committee has been scheduled for [date] at [time]. You are invited to participate in this meeting. Please call the school office to confirm your attendance. Once a meeting has been held, you will receive feedback on your child's progress through parent-teacher conferences, during report card and progress report distribution, and through RTI Action Plans.

For more detailed information about RTI, please consult the link on the district website. If you have further questions, please contact me at 201-438-7675 ext. [xxxx].

Sincerely,

[Name of Principal]

Principal

c:

Sample Letter Grades 1 – 8 Tier 2

[Date]

To the Parents/Guardians of

[Student Name]

[Student Address]

Dear Parent/Guardian:

To better accommodate the learning needs of all students, The Rutherford Public Schools have adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to individual learner's academic or behavioral needs.

As part of our effort to help children succeed at _____ School, we provide tutoring support to help students master essential skills in Language Arts Literacy/Math/ Behavior through our RTI program. Based on criteria that may include standardized test results, local assessments, progress reports, report card grades, classroom performance, teacher recommendations, administrative analysis, and/or prior interventions, your child has been selected to participate in our Tier 2 support program.

The RTI teacher may support students in the general classroom setting, in a small group outside of the classroom, or both. RTI tutoring time does not conflict with core instructional time. Your child will be meeting with [intervention teacher name] [#] times per week during the school day to work on [reading/math/behavior] skills. The length of time your child will remain in the program will be dependent on his/her individual growth. You will receive feedback on your child's progress at your parent-teacher conference in November, and during report card and progress report distribution.

For more detailed information about Response to Intervention you can consult the link on the district website. If you have further questions about your child's progress or selection for the program, please contact me at 201-438-7675, ext. [#####].

I wish you and your child a successful year.

Sincerely,

[Name of Principal]

Principal

Sample Letter Grades 1 – 8 Tier 3 Initial

[Date]

To the Parents/Guardians of

[Student Name]

[Student Address]

Dear Parent/Guardian:

To better accommodate the learning needs of all students, the Rutherford Public Schools have adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to individual learner's academic or behavioral needs.

As part of our effort to help children succeed at _____ School, we provide tutoring support to help students master essential skills in Language Arts Literacy/Math/ Behavior through our RTI program. Based on criteria that may include standardized test results, local assessments, progress reports, report card grades, classroom performance, teacher recommendations, administrative analysis, and/or prior interventions, your child has been selected to participate in our Tier 3 support program.

The RTI teacher may support students in the general classroom setting, in a small group outside of the classroom, or both. RTI tutoring time does not conflict with core instructional time. Your child will be meeting with [intervention teacher name] [#] times per week during the school day to work on [reading/math/behavior] skills. The length of time your child will remain in the program will be dependent on [his/her] individual growth.

To provide you with more information regarding your child's placement, a meeting with members of our RTI Committee has been scheduled for [date] at [time]. You are invited to participate in this meeting. Please call the school office to confirm your attendance. Once a meeting has been held, you will receive feedback on your child's progress through parent-teacher conferences, during report card and progress report distribution, and through RTI Action Plans.

For more detailed information about RTI, please consult the link on the district website. If you have further questions, please contact me at 201-438-7675 ext. [#####].

Sincerely,

[Name of Principal]

Principal

c:

Sample Letter Grades 1 – 8 Tier 3 Mid-Year

[Date]

To the Parents/Guardians of

[Student Name]

[Student Address]

Dear Parent/Guardian:

To better accommodate the learning needs of all students, the Rutherford Public Schools have adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to individual learner's academic or behavioral needs.

As part of our effort to help children succeed at _____ School, we provide tutoring support to help students master essential skills in Language Arts Literacy/Math/ Behavior through our RTI program. RTI is organized into three levels or tiers. Students with emerging difficulties are identified during Tier 1 while receiving universal support in their classroom. If additional attention is deemed necessary, they are provided with Tier 2 intervention with members of our RTI team. Students not fully responding to interventions in Tier 2 may be eligible for more intensive support provided in Tier 3. Your child has been receiving support through Tier 2 in [reading/math/behavior]. [He/She] has been recommended for Tier 3 intervention.

To provide you with more information regarding your child's placement a meeting with members of our RTI Committee has been scheduled for [date] at [time]. You are invited to participate in this meeting. Please call the school office to confirm your attendance.

For more detailed information about RTI, please consult the link on the district website. If you have further questions, please contact me at 201-438-7675 ext. [#####].

Sincerely,

[Name of Principal]

Principal

c:

Grades 9 – 12 Tier 2 Notification

For high school students, required notification for RTI Tier 2 will be made by the individual guidance counselors.

Sample Letter Grades 9 - 12 Tier 3

[Date]

To the Parents/Guardians of

Dear Parent/Guardian:

To better accommodate the learning needs of all students, the Rutherford Public Schools has adopted a district-wide program called Response to Intervention, or RTI. RTI is a flexible, problem-solving model through which schools provide assistance to students according to an individual learner's academic or behavioral needs.

As part of our effort to help children succeed at Rutherford High School, we provide varied levels of support to help students master essential skills in Language Arts Literacy/Math/Behavior through our RTI program.

Your child has been selected to participate in Tier 3 intervention based upon multiple measures that may include two or more of the following:

- standardized test results
- local assessments
- progress reflected in report card grades
- teacher recommendation
- administrative analysis
- prior interventions

The differentiated instruction will support the regular classroom curriculum and will address core skills.

For more detailed information about RTI, please consult the link on the district website. If you have further questions, please contact me at 201-438-7675 ext. 2103.

Sincerely,

Bill Cunningham
Assistant Principal

Rutherford School District
Response to Intervention
Tier 3 Action Plan

SMART Goal:				
ACTION STEPS	RESPONSIBLE PARTIES	TIMELINE	MONITORING TOOL	EVIDENCE OF EFFECTIVENESS
GOAL STATUS				
Achieved/ Not Achieved				

Intervention Progress Monitoring- Academic*

Student	Teacher	Academic Skill to be Addressed	Goal	Description of Intervention	Date of Parent Communication	Week 1	Week 2	Week 3	Week 4

* Optional

Progress Monitoring

- Progress monitoring assesses students' performance and evaluates the effectiveness of instruction in regard to Tier 2 and Tier 3 interventions within a given time period.
- Progress monitoring can be implemented with individual students, small groups of students, or an entire class.
- Progress should be monitored at least monthly, but ideally biweekly or weekly.
- Progress monitoring measures must be varied and representative of interventions and goals. They must also be short and easily administered.

Steps for Progress Monitoring

- Determine age-appropriate, reliable, and valid progress monitoring tools to be used at each grade level.
- Set a student progress goal.
- Create a flexible progress monitoring schedule and timeline.
- Administer tools throughout intervention monthly, biweekly, or weekly.
- Evaluate progress monitoring data upon completion of the intervention timeline.
- Use goals to evaluate students' progress.

Sample Progress Monitoring Tools by Grade Level	
<i>Reading</i>	
<i>Kindergarten-First Grade</i>	Target letter names, sounds, and words in isolation
<i>Second-Third Grade</i>	Oral reading fluency
<i>Fourth Grade and Up</i>	Comprehension measures such as maze assessment, retelling, informal reading inventory, summary paragraph, LinkIt! skill-based handouts, Newsela quiz Fluency measures such as RCBM/running records
<i>Math</i>	
<i>Kindergarten-First Grade</i>	Number identification, quantity discrimination, and sequencing of numbers
<i>Second Grade</i>	Computation skills
<i>Third Grade and Up</i>	Computation, math concepts, and math applications
<i>Behavior</i>	
<i>All Grades</i>	Contracts, group and individual counseling

RTI TIER 2 BEHAVIOR IDENTIFICATION FOR GRADES K-3

The student must have 3 or more of the criteria:
Please circle the numbers that pertain to the student.

1. Mental health support staff recommendation
2. Teacher recommendation
3. Exhibits externalizing behaviors
4. Exhibits internalizing behaviors
5. Discipline referrals
6. Excessive Absences _____
7. Excessive lateness _____
8. Frequent visits to school nurse _____
9. Parent concern

Procedures:

- 1. Staff members may provide the names of students who qualify for Tier 2 intervention.**
- 2. Principal may send a letter to parents, informing them of student's placement in Tier 2 intervention model, possible intervention strategies, and the name of person working with child.**
- 3. Teachers may report to parents on student progress until student is returned to Tier 1 status.**
- 4. Parents may be contacted to attend a meeting if warranted.**
- 5. If interventions are not working and data indicate student is not making progress, the student will be referred for Tier 3 intervention.**

RTI TIER 3 BEHAVIOR IDENTIFICATION FOR GRADES K-3

The student must have met 6 out of the 9 criteria:
Please circle the number that pertains to the student.

1. Mental health support staff recommendation
2. Teacher recommendation
3. Exhibits externalizing behaviors
4. Exhibits internalizing behaviors
5. Discipline referrals
6. Excessive Absences _____
7. Excessive lateness _____
8. Frequent visits to school nurse _____
9. Parent concern

Procedures:

- 1. Staff members will provide the names of students who qualify for Tier 3 intervention.**
- 2. Staff members will complete RTI Tier 3 referral forms and submit to principal .**
- 3. Principal will send parents a letter informing them of student's placement in Tier 3.**
- 4. Principal may invite parents, members of Child Study Team, Student Assistance Counselors, teachers, and any other personnel who may offer some assistance to the meeting.**
- 5. Hold meeting and discuss suggested intervention strategies. Action plan (using District RTI Action Plan Template) is created for student and distributed to all involved. Action plan notes the following: Goal, Action Steps/Interventions, Responsible Parties, Timeline, Monitoring Tool, Evidence of Effectiveness, and Update of Progress.**
- 6. Action plan is implemented.**
- 7. Parents may be invited to a follow-up meeting to check status of interventions.**
- 8. At follow-up meeting, review plan, make adjustments, and determine whether to continue interventions in Tier 3, move to a lower tier, or refer for additional testing.**
- 9. Teachers will report to parents periodically on student progress.**
- 10. If interventions are not working and data indicate student is not making progress, the student will be referred for CST evaluation.**

RTI TIER 2 BEHAVIOR IDENTIFICATION PLAN FOR GRADES 4-12

The student must have 3 or more of the criteria:
Please circle the number that pertains to the student.

1. Mental health support staff recommendation
2. Teacher recommendation
3. Exhibits externalizing behaviors
4. Exhibits internalizing behaviors
5. Discipline referrals
6. Excessive Absences _____
7. Excessive lateness _____
8. Frequent visits to school nurse _____
9. Parent concern

Procedures:

- 1. Staff members may provide the names of students who qualify for Tier 2 intervention.**
- 2. Principal or guidance counselor may send a letter to parents, informing them of student's placement in Tier 2 intervention model, possible intervention strategies, and the name of person working with child.**
- 3. Teachers and/or guidance counselors may report to parents on student progress until student is returned to Tier 1 status.**
- 4. Parents may be contacted to attend a meeting if warranted.**
- 5. If interventions are not working and data indicate student is not making progress, the student will be referred for Tier 3 intervention.**

RTI TIER 3 BEHAVIOR IDENTIFICATION FOR GRADES 4-12

The student must have met 6 out of the 9 criteria:
Please circle the number that pertains to the student.

1. Mental health support staff recommendation
2. Teacher recommendation
3. Exhibits externalizing behaviors
4. Exhibits internalizing behaviors
5. Discipline referrals
6. Excessive Absences _____
7. Excessive lateness _____
8. Frequent visits to school nurse _____
9. Parent concern

Procedures:

1. Staff members will provide the names of students who qualify for Tier 3 intervention.
2. Staff members will complete RTI Tier 3 referral forms and submit to principal and/or guidance counselor.
3. Principal and/or guidance counselor will send parents a letter informing them of student's placement in Tier 3.
4. Principal or guidance counselor may invite parents, members of Child Study Team, Student Assistance Counselors, teachers, and any other personnel who may offer some assistance to the meeting.
5. Hold meeting and discuss suggested intervention strategies. Action plan (using District RTI Action Plan Template) is created for student and distributed to all involved. Action plan notes the following: Goal, Action Steps/Interventions, Responsible Parties, Timeline, Monitoring Tool, Evidence of Effectiveness, and Update of Progress.
6. Action plan is implemented.
7. Parents may be invited to a follow-up meeting to check status of interventions.
8. At follow-up meeting, review plan, make adjustments, and determine whether to continue interventions in Tier 3, move to a lower tier, or refer for additional testing.
9. Teachers and/or guidance counselors will report to parents periodically on student progress.
10. If interventions are not working and data indicate student is not making progress, the student will be referred for CST evaluation.

BEHAVIORAL SCREENING SCALE

School:
Teacher:
Date:

Directions: Each classroom teacher will fill in the names of the students that are experiencing behavioral difficulties in the classroom (use additional sheets of this scale as needed.) Rate the students identified on each behavior using the following scale: 0=Never, 1=Occasionally, 2=Sometimes, 3=Frequently. At the bottom of the page, please summarize the number of students in each risk category.

The total scores range from 0 to 21, forming three risk categories:

(L) Low Risk (0 to 3) (M) Moderate Risk (4 to 8) (H) High Risk (9 to 21)

Student Name	Apathy	Low Self-esteem/ Self-worth	Defiant	Peer Rejection	Withdrawn	Negative Attitude	Aggressive Behavior	Total (0-21)	Risk (circle)
1.									L M H
2.									L M H
3.									L M H
4.									L M H
5.									L M H
6.									L M H
7.									L M H
8.									L M H
9.									L M H
10.									L M H

	Low Risk	Moderate Risk	High Risk
Number of Students			

Intervention Progress Monitoring

Student	Teacher	Behavior	Function	Description of Intervention	Date of Parent Communication	Week 1	Week 2	Week 3	Week 4

Please use the following key to indicate progress in the "Week" columns.

Key	
Frequently Exhibits Behavior	3
Sometimes Exhibits Behavior	2
Occasionally Exhibits Behavior	1
Not Observed	NO

Resources

Academic

Link It

www.khanacademy.com

Reading Rockets (ELA)

<http://www.readingrockets.org/>

Center on Instruction

<http://www.centeroninstruction.org/>

Institute of Education Sciences What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/default.aspx>

Intervention Central

<http://interventioncentral.org/>

Behavioral

njpbs.org

interventioncentral.org

parentcentralhub.org

<http://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/>

Relevant behavioral action plan resource links can be found under the heading “Resources & Support for Technique.”

Pre-Reference Intervention Manual by Stephen B. McCarney, Kathy Cummins Wunderlich, and Angela M. Bauer, fourth edition, 2014.